



Austin Independent School District

Department of Program Evaluation

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TITLE I, PART A SUMMARY REPORT: 2007–2008

The Title I, Part A :RL2(t)-711674ITd1.8und3504DeIT4 Tm u PILlon,844I3550 T Tw (-1Tm [-1T3

ed to support schools in providing
skills outlined in the state content
s developed for all children. Title I, Part A
high concentrated income

U.S. Department of Education to the Texas
qualifying Texas school districts.
a school district (local education
centage of low students, ages 5 to 17,
ing for a school determined by the

subject areas on TAKS (grades 3 through 11), dropout rates (grades 7 and 8), and completion rates (grades 9 through 12). The state accountability system requires that accountability subset data be examined for all students and for the following student groups: White, Hispanic, African American, and economically disadvantaged. In 2008 ratings 15 AISD schools were rated exemplary, 19 were rated recognized, 63 were rated academically acceptable, and 110 were rated academically unacceptable. Five schools were rated academically acceptable in the alternative education accountability system, and 6 schools were not rated. Of the district's exemplary schools, 3 were Title I and 12 were non-Title I. Among the district's Title I schools, 14% (n = 10) were recognized, and among the district's non-Title I schools, 16.2% (n = 33) were recognized, 13.1% (n = 24) were Title I, 10.5% (n = 20) were Title I, 6.6% (n = 12) were Title I, and 1.9% (n = 4) were Title I.

for those students and subject areas in greatest need (i.e., for mathematics and science, especially at middle and high schools; for LEP students; and for students receiving special education services).

The intent of NCLB's Title I, Part A program is to improve the entire educational program at a school and to support all students in their efforts to acquire the knowledge and skills needed to meet state academic performance standards. Thus, students who are in greatest academic need should be identified early and supported throughout the school year with academic interventions. If district and state educational goals for student success are to be met, AISD staff must attempt to identify key characteristics of successful schools—whether they are Title I or non-Title I schools—to improve student success throughout the district.

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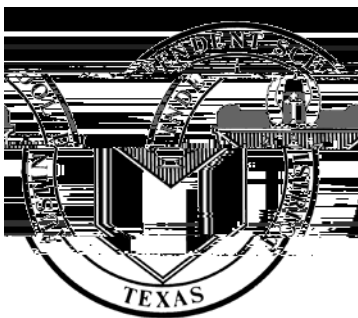
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