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However, the passing percentages for students at Title I schools remained below that of students at non-Title I schools in all subject areas. Figure 1 shows that the largest gaps in 2009 TAKS passing rates between students at Title I and non-Title I schools were in science

(22) and math (16), while the smallest gaps were in writing (10) and social studies (11). The gaps in student TAKS performance between Title I schools and non-Title I schools remain large.

Table 1. Percentages of AISD Students Meeting TAKS Passing Standards, by Subject and Title I School Status, 2007, 2008, and 2009

Subject	Passing	Student

ACCOUNTABILITY RATINGS

By law, under the state and federal accountability systems, each Texas public school and district is given accountability ratings annually. These systems include a variety of student participation and performance indicators that determine the schools' and districts' ratings.

STATE ACCOUNTABILITY

In the Texas accountability system, the ratings a school and district can receive are exemplary, recognized, academically acceptable, academically unacceptable, and not rated. The state accountability system indicators include academic performance by students in all 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: African American, Hispanic, White, and economically disadvantaged. Preliminary state accountability ratings for AISD schools are as follows: 24 (22%) exemplary, 30 (28%) recognized, 46 (43%) acceptable, and 8 (7%) unacceptable; 6 were not rated.

Comparing ratings of Title I schools with non-Title I schools, 6% (n = 4) of Title I schools and 50% (n = 20) of non-Title I schools achieved an exemplary rating. In addition, 34% (n = 23) of Title I and 18% (n = 7) of non-Title I schools achieved the recognized rating. There were 50% (n = 34) of Title I schools and 30% (n = 12) of non-Title I schools that achieved the acceptable rating. There were 10% (n = 7) of Title I schools and

2% (n = 1) of non-Title I schools that received an unacceptable rating.

Looking at the changes in schools' state ratings over time from 2007 to 2009, as shown in Table 2, the percentages of schools that received exemplary ratings increased, regardless of Title I status, with non-Title I schools showing the largest increase in percentages of schools receiving exemplary status during the 2-year period (29%). Title I schools showed the greatest increase in receiving recognized ratings between 2007 and 2009 (25% increase). The percentages of schools receiving acceptable ratings decreased from 2007 to 2009, regardless of school type. The percentage of Title I schools receiving unacceptable ratings decreased by 4% from 2007 to 2009, while non-Title I schools showed a 2% increase in unacceptable ratings during this period.

Of particular concern to the district are those schools at most risk of being closed due to consecutive years of unacceptable ratings. For example, at the end of the 2007–2008 school year, TEA ordered AISD to close Johnston High School, a Title I school that had received unacceptable ratings for 5 consecutive years. TEA subsequently approved the district's plan to reopen Johnston as a new school—Eastside Memorial High School. At the end of the 2008–2009 school year, TEA ordered AISD to close Pearce Middle School, a Title I school that had received unacceptable ratings for 5 consecutive years. TEA then approved the district's plan to repurpose and reopen Pearce for 2009–2010.

Table 3. Percentages of AISD Schools, by Federal AYP Accountability Ratings, by Title I Status,
2007 Through 2009

SUMMARY AND RECOMMENDATIONS

