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# Title I, Part A Program Summary, 2015—2016





## Title I, Part A Program Summary, 2015—2016

### Executive Summary

The purpose of the federal Title I, Part A, program is to provide funds to improve elementary and secondary educational programs in both public and private nonprofit schools and institutions. During the 2015—2016 school year, the Austin Independent School District (AISD) received more than \$30 million in Title I, Part A funds to serve 77 public schools. Funds received were based on the percentage of low-income students living in the school's attendance area, according to the most recent census. By the end of the school year, \$26,164,310 Title I funds were expended, serving 49,307 students, resulting in a cost per student served of about \$530.

On the state-required achievement tests (i.e., State of Texas Assessment of Academic Readiness [STAAR] and end-of-course [EOC], AISD Title I students on average passed at lower rates than did AISD non-Title I students, and this trend has persisted over several years.

**Compared with students at AISD non-Title I schools, students at Title I schools were more often Hispanic, economically disadvantaged, and English language learners. AISD's Title I student population increased slightly from 2014—2015 to 2015—2016. The average cost per Title I student served was \$525 in 2015—2016.**

The Texas Education Agency's (TEA) preliminary 2016 state accountability ratings showed that all but eight AISD schools met the state's standard rating. Six of the schools that rated as needing improvement were Title I schools. In the state's preliminary Performance-Based Monitoring Analysis System (PBMAS) 2016 report, AISD's Title I students' performance levels did not meet state Title I students' performance levels for some STAAR and EOC subject tests. AISD is implementing a district-wide improvement plan to address these needs.

As the district faces financial shortfalls, it is critical that district staff ensure the cost-effective use of the funds available. Because AISD needs to help support schools in improving students' academic performance, it is suggested that district staff in several key areas (i.e., curriculum, school operations, and special programs) as well as schools' leadership teams review ways in which Title I, Part A, funds are being leveraged, along with other funds, to support students and staff at AISD Title I schools. District staff will be examining campus and district intended outcomes for their Title I, Part A fund allocations during 2016—2017. Program evaluations will focus on major district initiatives that are supported by Title I, Part A and other funds, such as family engagement, summer school and other extended learning, and equity of resources.

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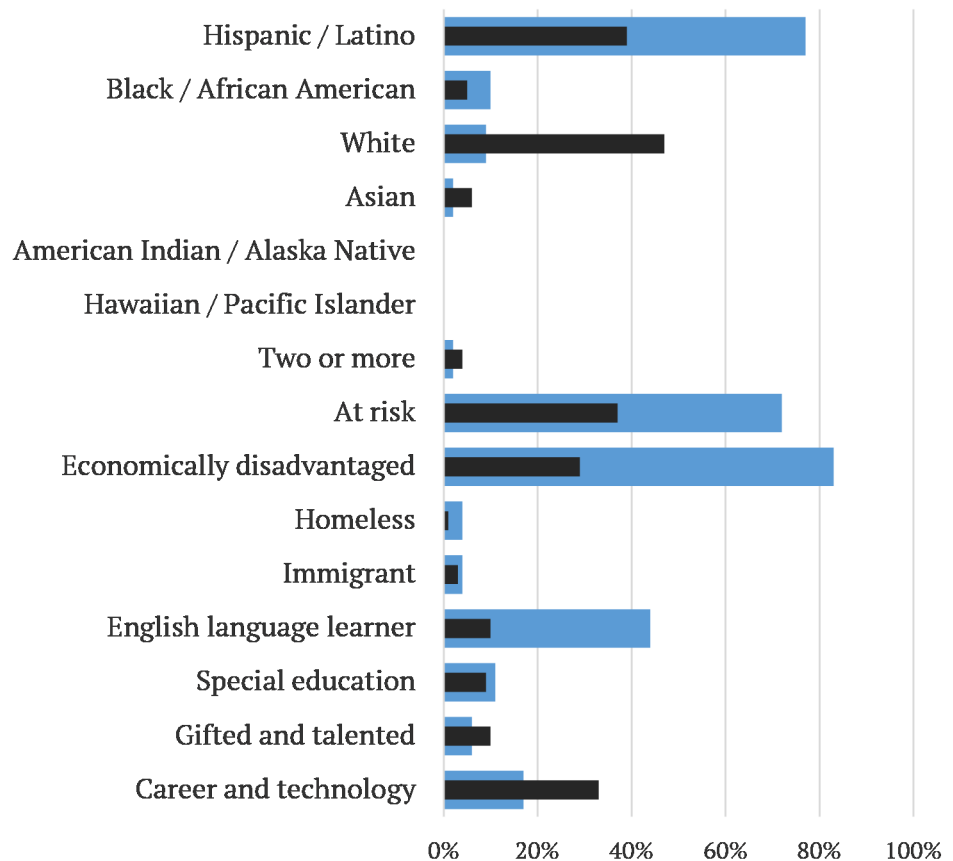
## Title I Program Overview

Federal Title I, Part A supplemental funds were allocated in the 2015–2016 school year, to serve 77 public schools and provide supplemental services to support students, staff, and families. Funds received were based on the projected percentage of low-income students living in each school’s attendance area.

Figure 1 shows some demographic and educational program characteristics of AISD’s Title I and non-Title I students for 2015–2016. Figure 2 shows students attending Title I schools accounted for 53% of AISD’s total student population in 2015–2016, representing a 6 percentage point increase from the 2014–2015 school year. When comparing Fall 2015 students and teachers by ethnicity and race, the percentages of Hispanic students and teachers and White students and teachers were disproportionate, with differences greater at Title I schools than at non-Title I schools (Figure 3).

**Figure 1.**  
**AISD Title I and Non-Title I Student Demographics and Educational Program Participation, Fall 2015**

Greater percentages of **non-Title I students** were White and participated in gifted/talented and career/technology programs, while greater percentages of **Title I students** were Hispanic, at risk, economically disadvantaged, and English language learners.

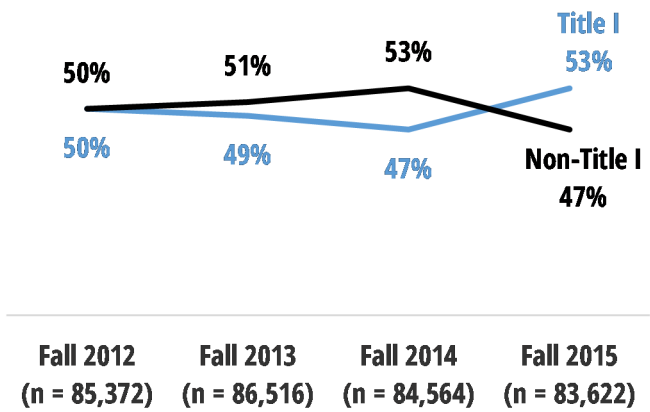


Source. AISD student records, Fall 2015.

Figure 2.

**AISD Title I and Non-Title I Student Population Over Time, 2012 Through 2015**

For the first time since 2012, the majority of AISD students were classified as **Title I**.

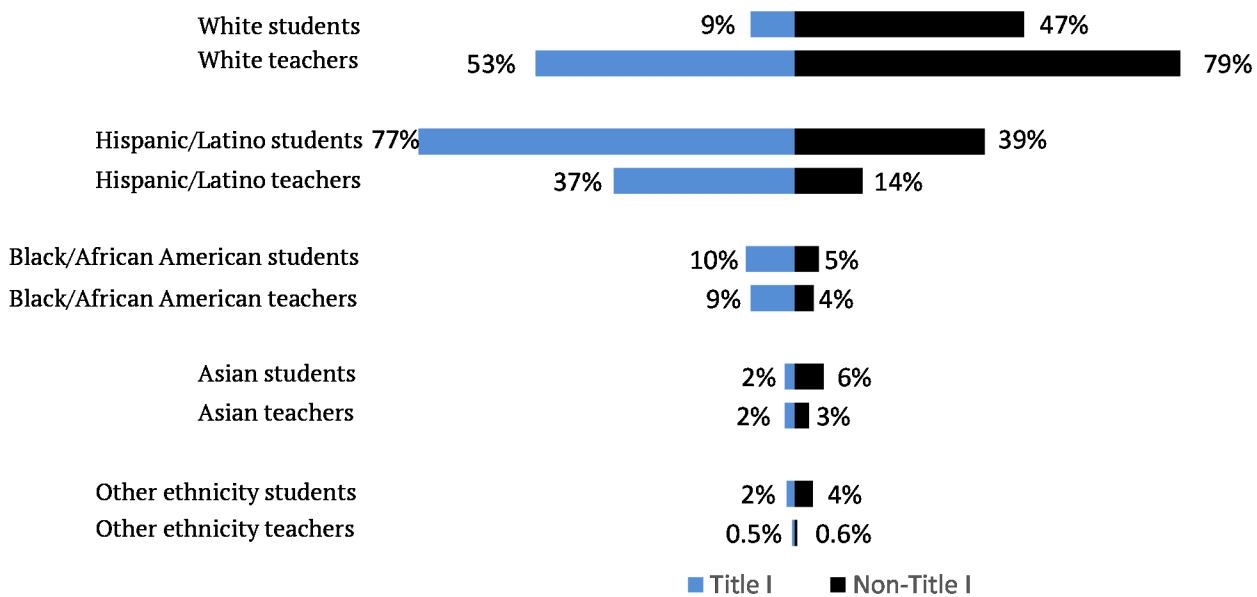


Source. AISD student records, 2012 through 2015

Figure 3.

**AISD Title I and Non-Title I Schools Teachers and Students by Ethnicity and Race, Fall 2015**

There were greater percentage differences among White students and teachers at **Title I schools** as compared with **non-Title I schools**.



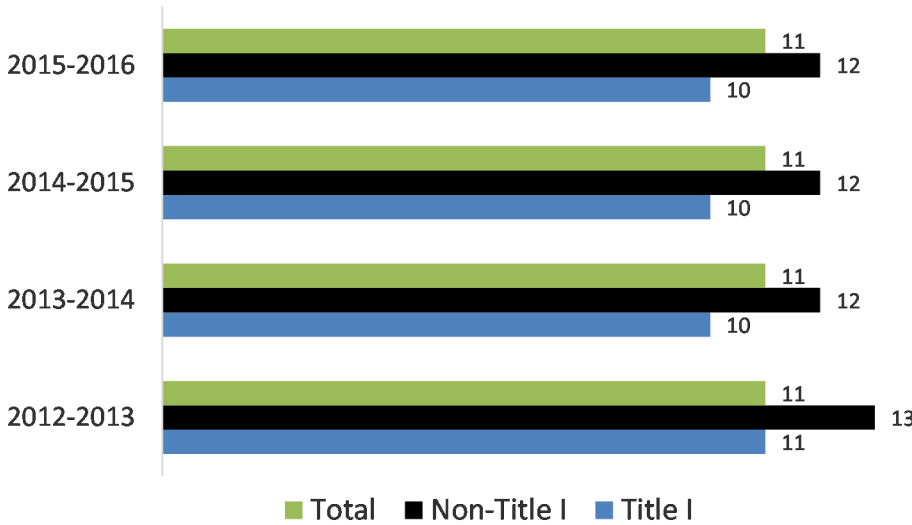
Source. AISD PEIMS records Fall 2015

## Title I Part A, Program and Funding

Figure 4 shows that with respect to AISD teachers' years of professional experience over time, the average years of experience of teachers at Title I schools was slightly lower than that of teachers at non-Title I schools.

Figure 4

### AISD Teachers' Average Years of Professional Experience Over Time



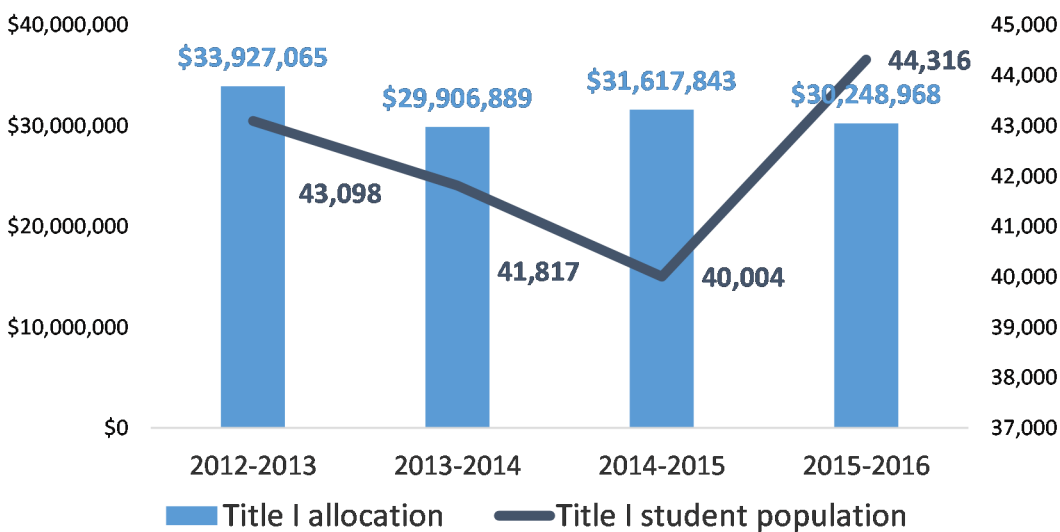
Source. AISD PEIMS records Fall 2012 through 2015

### Title I Program Funding

Figure 5 shows that although the district's Title I, Part A, allocation has dropped slightly over time, the Title I student population steadily decreased through 2014—2015 and then increased during 2015—2016. Annual allocations are based on projected numbers of low-income students residing in school attendance areas.

Figure 5.

### AISD Title I Allocations and Student Populations Over Time



Source. AISD PEIMS records Fall 2012 through 2015

The Title I, Part A, program is part of the federal No Child Left Behind legislation of 2001 (NCLB: Public Law 107-110, 2001). Title I, Part A, funds flow from the U.S. Department of Education through state agencies (in the case of Texas, the Texas Education Agency [TEA] to qualifying school districts. A school's Title I, Part A, funding is determined by the percentage of low-income students living in the school's attendance area, based on the most recent census data. In AISD, a child is low income if he or she is eligible for free- or reduced-price meals.

Schools are ranked annually on the basis of projected percentages of low-income children residing in the school's attendance area. Districts must use Title I, Part A, funds to serve schools with 75% or more low-income children residing in the school's attendance area. Remaining schools with less than 75% low-income students are served in rank order. Some funds are required to be set aside for serving eligible students at participating private nonprofit schools in the AISD Title I schools' attendance zones.

If all funds are not expended during the school year, TEA allows no more than 15% of current-year entitlement to be rolled forward to the next school year.

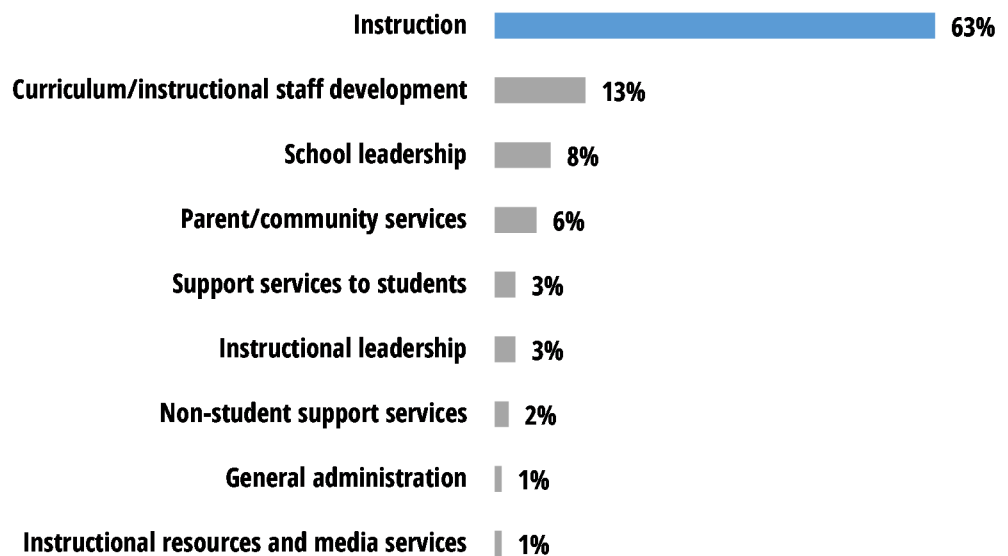




Figure 6 shows the majority of 2015–2016 Title I, Part A, funds were used for students’ instruction (63%), primarily supporting Title I schools’ staff salaries. Summer school programs also were funded to provide academic enrichment to students at Title I schools. Staff development services supported trainings during the year. Parent services, such as parent workshops, primarily supported campus efforts to engage parents. During the school year, 16,923 unique parents were served at Title I schools. Most Title I schools had a parent support specialist on staff to engage families, provide support services to families, and help ensure parent opportunities to volunteer and become leaders at the school. By the end of the school year, \$26,164,310 Title I funds were expended, serving 49,307 students, resulting in a cost per student served of \$530.

**Figure 6.**  
**AISD Title I, Part A, Expenditures by Function, 2015–2016**

Most Title I expenditures were for **instruction**.



*Source.* AISD Title I, Part A financial records

## Students’ Academic Outcomes

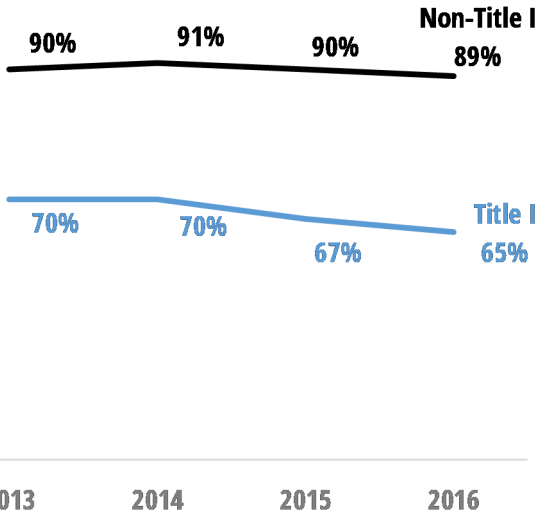
Annually, Texas public school students’ academic performance is assessed in a variety of subject areas. In grades 3 through 8, students are assessed on the State of Texas Assessment of Academic Readiness (STAAR). For some middle school students and for all high school students, academic performance is assessed using the end-of-course (EOC) tests. Results from these tests contribute to the state accountability system’s ratings for schools and districts.

## Students’ STAAR Performance

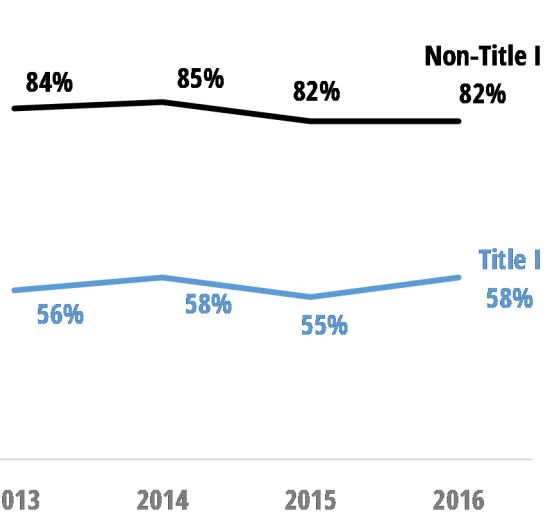
Results for STAAR 2016 indicate that AISD students at Title I schools generally had lower rates of passing than did AISD students at non-Title I schools. This trend has persisted over time, as shown in Figures 7 through 9. See the Appendix for a summary of STAAR results for each Title I school status and student demographic group.

Figure 7.  
 AISD Title I and Non-Title I Students' STAAR Performance on Reading and Writing, 2013 Through 2016

**Non-Title I students** continued to outperform **Title I students** on STAAR reading.



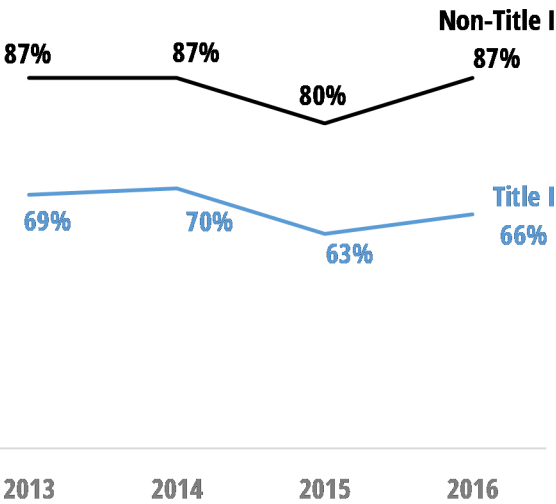
**Non-Title I students** continued to outperform **Title I students** on STAAR writing.



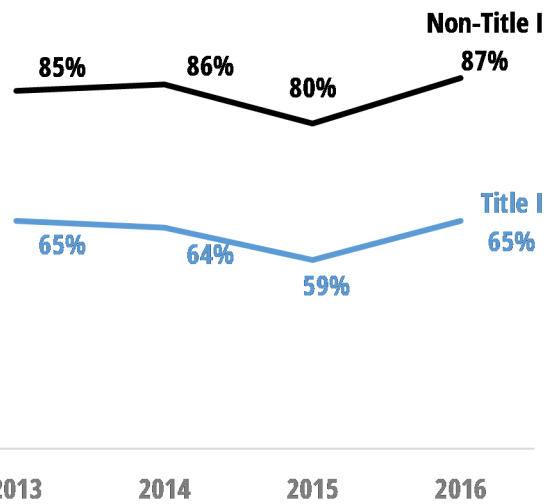
Source. AISD student STAAR records  
 Note. STAAR analyses included scored tests only; all administrations; both English and Spanish versions; and test versions S, A, and L.

Figure 8.  
 AISD Title I and Non-Title I Students' STAAR Performance on Math and Science, 2013 Through 2016

**Non-Title I students** continued to outperform **Title I students** on STAAR math.



**Non-Title I students** continued to outperform **Title I students** on STAAR science.

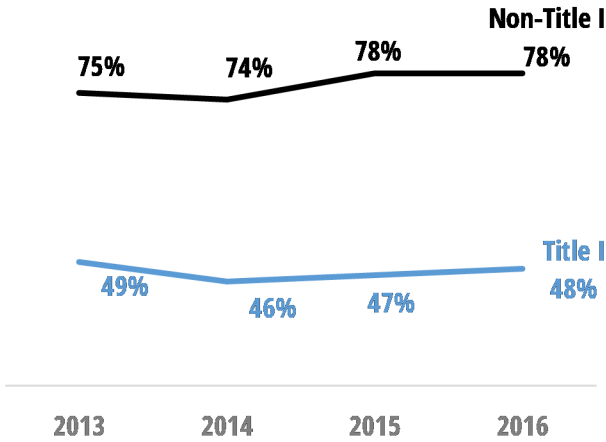


Source. AISD student STAAR records  
 Note. STAAR analyses included scored tests only; all administrations; both English and Spanish versions; and test versions S, A, and L.



Figure 9.  
 AISD Title I and Non-Title I Students' STAAR Performance on Social Studies, 2013 Through 2016

**Non-Title I students** continued to outperform **Title I students** on STAAR social studies.



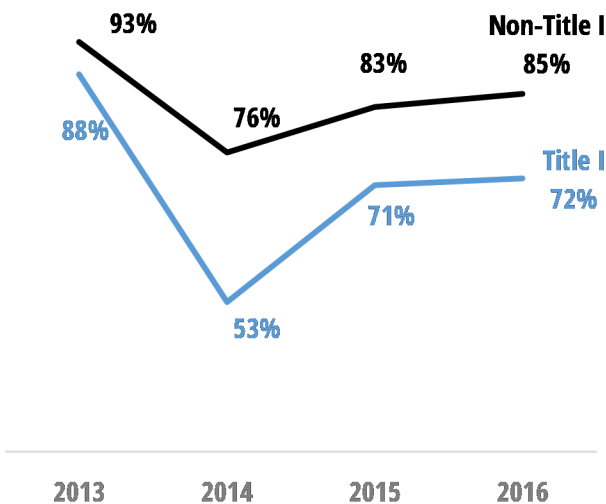
Source. AISD student STAAR records

### Students' EOC Performance

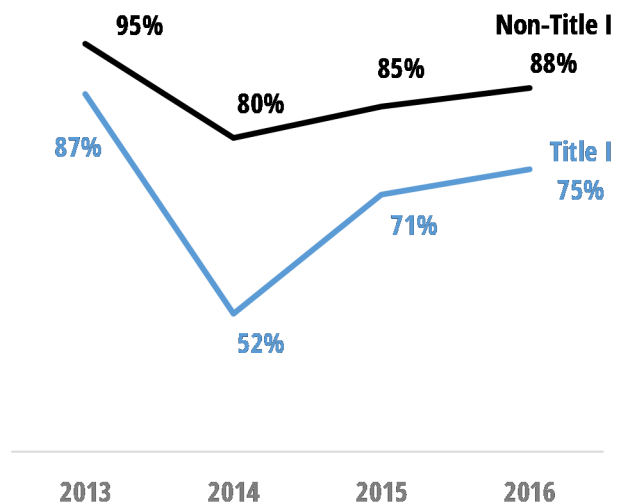
The 2016 EOC test results indicate that Title I students generally had lower rates of passing than did non-Title I students (Figures 10 and 11). This trend has persisted over time. A small reduction occurred in the gap between Title I and non-Title I students' performance on EOC U.S. history. See the Appendix for a summary of EOC results for each Title I school status and student demographic group.

Figure 10.  
 AISD Title I and Non-Title I Students' EOC Results for English I and II, 2013 Through 2016

**Non-Title I students** continued to outperform **Title I students** on EOC English I.



**Non-Title I students** continued to outperform **Title I students** on EOC English II.

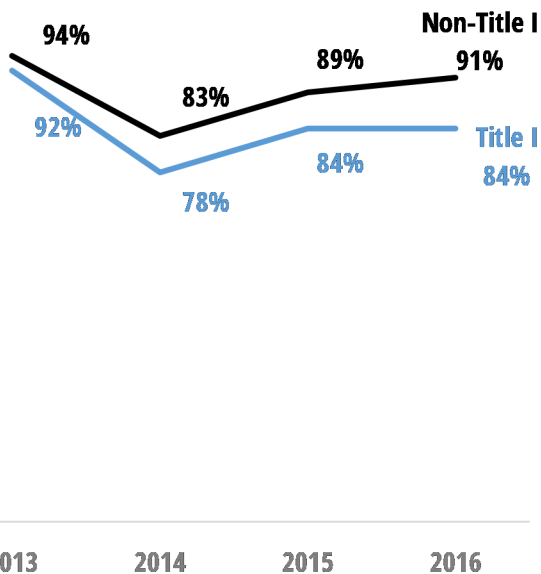


Source. AISD student EOC records

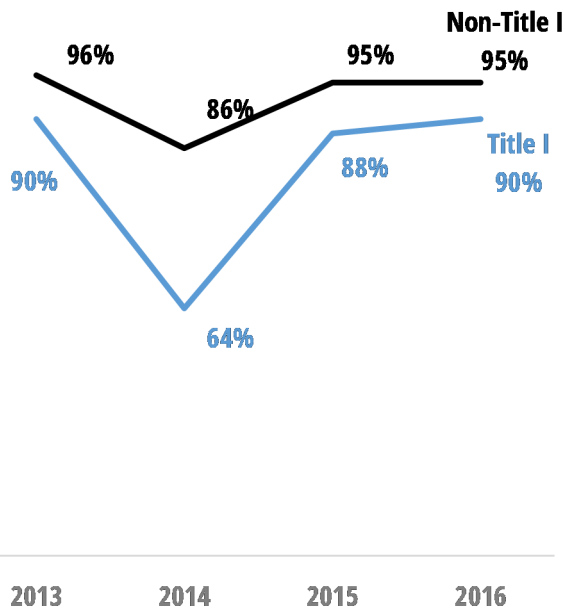
Figure 11.

**AISD Title I and Non-Title I Students' EOC Results for Algebra I, Biology, and U. S. History, 2013 Through 2016**

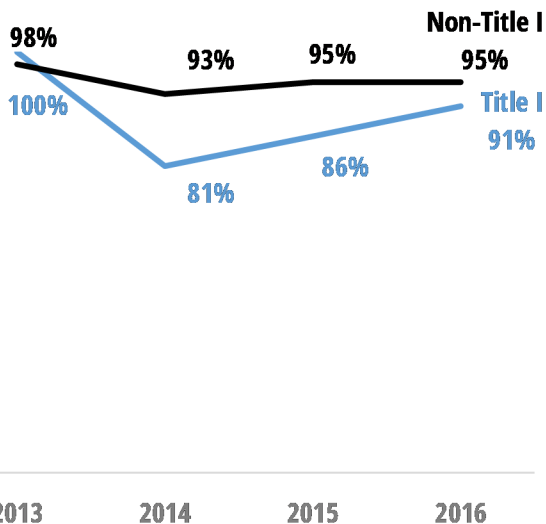
**Non-Title I students** continued to outperform **Title I students** on EOC algebra I.



**Non-Title I students** continued to outperform **Title I students** on EOC biology.



The gap between **non-Title I students** and **Title I students** was reduced slightly on EOC U.S. history.



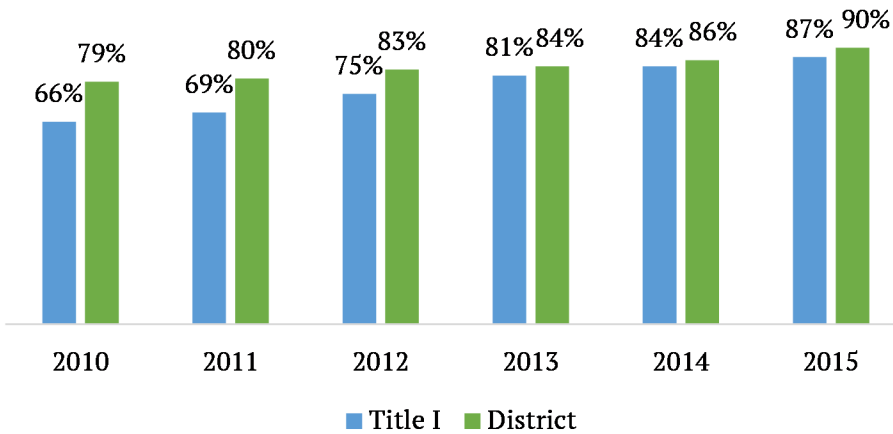
Source. AISD student EOC records

## Other Academic Indicators

Graduation and dropout results are reported one year after the school year. Thus, 2015 is the most recent year for which results are available. Over time, graduation rates both for Title I students and for all AISD students have increased (Figure 12). Yet, there is still a small gap, with Title I students' rates lower than those for all AISD students. When examining student dropout data over time, AISD and Title I students' rates have decreased over time (Figure 13). Both graduation and dropout rate calculations are based on federal accountability rules (see [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html)).

**Figure 12.**  
**AISD Title I and All AISD Students' Graduation Rates Over Time**

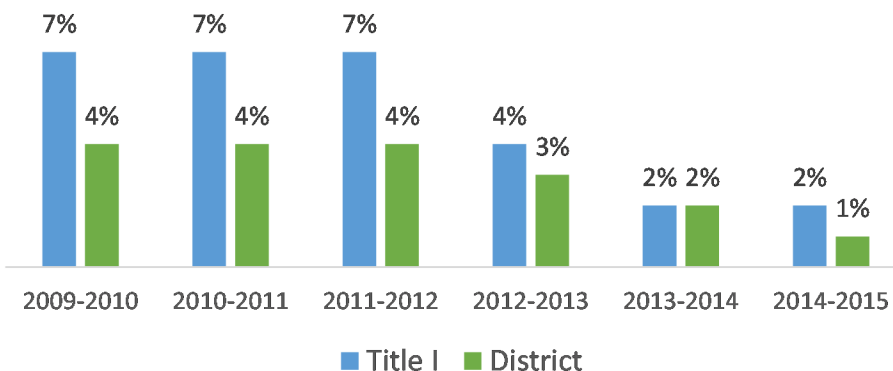
Both AISD and Title I graduation rates have increased over time.



*Source.* Texas Education Agency federal graduation rates reports for AISD, Classes of 2010 to 2015

**Figure 13.**  
**AISD Title I and All AISD Students' Dropout Rates Over Time, Grades 9 Through 12**

Both AISD and Title I dropout rates have decreased over time.



*Source.* Texas Education Agency federal dropout rates reports for AISD, 2009–2010 to 2014–2015



## State Accountability

By state and federal laws, public school districts and schools are rated annually in an accountability system, based on various student participation and performance indicators (see [http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/](http://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/)). In the 2016 Texas state accountability system, which is the federally approved accountability rating system, the four student indicators were student achievement, student progress, closing performance gaps, and postsecondary readiness. TEA preliminary 2016 ratings showed that all but eight AISD schools met the state's standard rating. Six of the schools that rated as needing improvement were Title I schools (four middle schools and two elementary schools).

Another way that Texas public schools are assessed annually by the state is through the Performance-Based Monitoring Analysis System (PBMAS). This process examines student measures by comparing districts' results with state results on the STAAR, EOC, dropout rates, graduation rates, and other indicators. Districts are assigned indicator performance levels, and any level above 0 requires the district to begin a year-long improvement plan. Results for district and state Title I programs are one of the areas for which programs are compared. In the 2016 PBMAS report, AISD had performance levels that required the district to implement an improvement plan for STAAR passing rates in math, social studies, and writing, and EOC English passing rates. As a result, AISD staff will be implementing an improvement plan to raise STAAR and EOC performance levels to the minimum range required by the state.



## **Conclusion**

### **Title I Students and Funding**

Although AISD's Title I, Part A, allocation has dropped slightly since last year, AISD's Title I student population steadily decreased through 2014–2015 and then increased in 2015–2016. During the 2015–2016 school year, AISD received more than \$30 million in Title I, Part A, funds to serve 77 public schools and eligible students at private nonprofit schools. Most funds were used to support schools in the following ways: staff salaries, academic interventions (e.g., tutoring, summer school), family engagement, and professional development. Compared with AISD non-Title I students, greater percentages of AISD's Title I students were Hispanic, economically disadvantaged, English language learners, and at risk.

### **Title I Student Academic Performance**

On the state-required achievement tests (i.e., STAAR and EOC), AISD Title I students on average passed at lower rates than did AISD non-Title I students, and this trend has persisted over several years. However, from 2015 to 2016, AISD showed a smaller gap between Title I and non-Title I students on the EOC U.S history exam. Graduation rates for all AISD students and Title I students have increased over time. In addition, drop-out rates for all AISD students and Title I students have decreased over time.

### **Accountability**

TEA's preliminary 2016 state accountability ratings showed that all but eight AISD schools met the state's standard rating. Six of the schools that rated as needing improvement were Title I schools. In the state's preliminary PBMAS 2016 report, AISD's Title I students' performance levels did not meet state Title I students' performance levels for some STAAR and EOC passing rates. AISD is implementing a district-wide improvement plan to address these needs.

### **Recommendation**

Students' academic performance results suggest a need to review ways in which AISD is leveraging its Title I, Part A, funds along with other funds, to support students and staff at its Title I schools. Because it has been difficult in the past to tie all of AISD's Title I funds to specific program activities and relate them to specific student outcomes in schoolwide settings, AISD district staff will be implementing a more informative way to track Title I funds at the school and district levels in 2016-2017. This will allow improvements in evaluating the cost benefit of how grant funds are being used and whether specific activities and initiatives are linked to student outcomes. Major district initiatives, such as family engagement, summer school, and equity of resources, are examples of topics that can be the centerpiece of program evaluation since they are supported by multiple funding sources, including local and grant monies. Campus and district improvement plans are one means of examining specific funds and activities tied to student outcomes, and annual evaluations of whether planned targets are being met will help determine impact. As the district faces financial shortfalls, it is critical that district staff ensure the cost-effective use of the funds available.

## Appendix

Table 1.  
AISD Title I and Non-Title I Students' 2016 STAAR Performance, by Student Group

Student Group	STAAR Reading		STAAR Math		STAAR Writing		STAAR Science		STAAR Social Studies	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
Black	56%	68%	52%	62%	46%	59%	57%	66%	38%	61%
Hispanic	<b>62%</b>	<b>81%</b>	<b>64%</b>	<b>79%</b>	<b>55%</b>	<b>72%</b>	<b>62%</b>	<b>77%</b>	<b>41%</b>	<b>66%</b>
White	88%	95%	86%	93%	85%	88%	89%	93%	87%	89%
Asian	<b>76%</b>	<b>90%</b>	<b>78%</b>	<b>93%</b>	<b>74%</b>	<b>89%</b>	<b>77%</b>	<b>89%</b>	<b>77%</b>	<b>87%</b>
American Indian Alaska Native	70%	80%	76%	84%	54%	71%	63%	86%	<b>100%</b>	50%
Native Hawaiian Pacific Islander	<b>67%</b>	<b>91%</b>	<b>75%</b>	<b>73%</b>	<b>50%</b>	<b>0%</b>	<b>33%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>
Two or more	82%	93%	80%	91%	73%	85%	81%	91%	67%	85%
Economically disadvantaged	<b>60%</b>	<b>71%</b>	<b>62%</b>	<b>67%</b>	<b>52%</b>	<b>61%</b>	<b>61%</b>	<b>69%</b>	<b>38%</b>	<b>57%</b>
English language learner	54%	60%	61%	63%	<b>48%</b>	44%	<b>54%</b>	49%	20%	27%
Special education	<b>24%</b>	<b>50%</b>	<b>30%</b>	<b>48%</b>	<b>13%</b>	<b>35%</b>	<b>26%</b>	<b>48%</b>	<b>11%</b>	<b>38%</b>

Source. AISD student STAAR records.

Note. Green highlighted cells indicate Title I student group's passing percentages that were equal to or greater than that of similar non-Title I student groups.

Table 2.  
AISD Title I and Non-Title I Students' 2016 EOC Performance, by Student Group

Student Group	EOC Algebra I		EOC Biology		EOC English I		EOC English II		EOC U.S. History	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
Black	76%	80%	<b>86%</b>	84%	65%	71%	73%	77%	88%	90%
Hispanic	<b>83%</b>	<b>87%</b>	<b>91%</b>	<b>93%</b>	<b>73%</b>	<b>77%</b>	<b>76%</b>	<b>84%</b>	<b>91%</b>	<b>93%</b>
White	95%	98%	86%	99%	74%	97%	71%	96%	95%	98%
Asian	<b>91%</b>	<b>94%</b>	<b>83%</b>	<b>98%</b>	<b>82%</b>	<b>91%</b>	<b>81%</b>	<b>94%</b>	<b>90%</b>	<b>97%</b>
American Indian Alaska Native	<b>100%</b>	100%	<b>100%</b>	100%	33%	100%	75%	100%	<b>100%</b>	100%
Native Hawaiian Pacific Islander	<b>100%</b>	<b>80%</b>		<b>80%</b>		<b>100%</b>		<b>50%</b>		<b>100%</b>
Two or more	94%	98%	94%	99%	82%	95%	83%	96%	<b>100%</b>	96%
Economically disadvantaged	<b>82%</b>	<b>83%</b>	<b>90%</b>	<b>89%</b>	<b>72%</b>	<b>70%</b>	<b>75%</b>	<b>79%</b>	<b>91%</b>	<b>91%</b>
English language learner	<b>72%</b>	72%	80%	83%	<b>62%</b>	50%	64%	67%	<b>84%</b>	76%
Special education	<b>52%</b>	<b>62%</b>	<b>63%</b>	<b>72%</b>	<b>45%</b>	<b>56%</b>	<b>50%</b>	<b>64%</b>	<b>56%</b>	<b>63%</b>

Source. AISD student EOC records.

Note. Green highlighted cells indicate Title I student group's passing percentages that were equal to or greater than that of similar non-Title I student groups.

## Austin Independent School District Department of Research and Evaluation

Author  
Martha Doolittle, Ph.D.



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338

512.414.1724 | fax: 512.414.1707

www.austinisd.org/dre Twitter: @AISD\_DRE

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