

# Title I Evaluation, 2002-03

Making Progress and Being Accountable in Education



Austin Independent School District  
Department of Program Evaluation  
October 2003

***Title I Evaluation, 2002-03*****EXECUTIVE SUMMARY**

The Austin Independent School District (AISD) received federal Title I Part A funding in 2002-03 through the Texas Education Agency (TEA) in the amount of \$17,074,033 to allow schools to provide children with the opportunity to acquire the knowledge and skills necessary to meet state/federal academic performance standards. These federal funds, authorized by the No Child Left Behind (2001) legislation, target students at schools with a high concentration of low-income children in their attendance zone. During 2002-03, there were 66 AISD schools that had the Title I schoolwide designation allowing all students to be served at those locations. According to records submitted to TEA in fall 2002 and confirmed by TEA's Fall 2003 Academic Excellence Indicator System (AEIS) report, 45,000 students were enrolled at AISD Title I schools. This number represents a growth of 12% from two years ago. Title I Part A funds also were available to serve low-income students in attendance at participating private schools and facilities for neglected youth in the AISD attendance area. The total numbers of these students served during 2002-03 were 397 private school students and 214 students at facilities for neglected youth.

The federal NCLB legislation enacted in 2001 requires that all U.S. public schools ensure that all teaching staff are highly qualified in core academic subject areas by the end of the 2005-06 school year. AISD is well on its way to ensuring that all teachers have such qualifications, however, a disparity remains in the numbers of highly qualified teachers at Title I campuses as compared to non-Title I campuses. Compared to AISD non-Title I campuses, the AISD Title I campuses tended to have lower percentages of fully certified teachers and those teachers had a lower average number of years of experience in 2002-03. Although it was confirmed that all AISD teaching staff received high quality professional development during the school year, increased efforts are needed by district and campus administration to ensure that highly qualified (i.e., certified and experienced) teachers are providing instruction at Title I schools as well as

at non-Title I schools. At this time, the school district is enacting its plan to ensure that all teachers are certified to become highly qualified. However, the district is waiting on final guidance from the Texas Education Agency on the terms of highly qualified staff.

The primary goal of the district and the Title I grant is to assure that all students are successful in making annual progress in their academic achievement. The goal of state assessments is to assure that all students and student groups (e.g., students of different ethnicities, students who are economically disadvantaged, limited English proficient students, students in special education) show academic progress. An analysis of student academic assessment results from the 2003 state-mandated Texas Assessment of Knowledge and Skills (TAKS) shows that students in AISD are successful in the core academic subject areas of reading, language arts, mathematics, writing, science and social studies. However, there is much room for progress. For instance, 2003 TAKS results showed that AISD Title I campuses tended to have lower percentages of students meeting the state's TAKS passing standards than did students at AISD non-Title I campuses. This trend seemed to hold true even when passing rates were examined by grade level.

When the TAKS results of student groups were examined, White students tended to have the highest percentages meeting passing standards on TAKS regardless of subject tested or campus type (Title I versus non-Title I), while limited English proficient (LEP) students and students in special education tended to have the lowest percentages meeting passing standards on TAKS. However, among LEP students, those at Title I schools tended to having higher percentages meeting passing standards in reading and writing than did their LEP counterparts at non-Title I schools. In addition, White students and African American students at Title I schools had higher percentages meeting the passing standards for TAKS English language arts than did their respective counterparts at non-Title I schools. With the minimum state passing standards increasing over the next two years for all students, the district must focus its efforts on supporting gains for all students but especially for those students at Title I campuses.

An analysis of the State Developed Alternative Assessment (SDAA) (for students receiving special education services and for whom the TAKS is not appropriate) showed that overall percentages of AISD Title I students meeting ARD committee expectations were equal to or higher than that of AISD non-Title I students in mathematics, reading,

and writing. In a comparison of AISD to state SDAA results, it appeared that AISD percentages of students meeting ARD expectations were comparable to state percentages for mathematics and reading but were lower for writing. Thus, the district must step up efforts to improve writing instruction at all campuses for students receiving special education services.

In the new NCLB requirements, all school districts are expected to make adequate yearly progress (AYP). Texas has defined this as showing increases in student academic performance and participation on state academic tests, showing that students are graduating in a timely way, and/or proving that students are attending school regularly. In the first year of measuring AYP according to the state plan, AISD successfully met AYP requirements as a district. However, there were 7 middle schools and 11 high schools that failed to make AYP. Four missed the performance criteria (percentage meeting TAKS standard or graduate rate) and 17 missed the participation rate criteria. Thus, district efforts should ensure that students improve their attendance at and performance on critical state tests, and more closely monitor high school students to keep them on track for timely graduation. The district also needs to pursue vigorously policy-based remedies to improve test participation rates.

One additional area within the Title I grant in which AISD needs to continue to improve is its efficient use of grant funds. Over the past several years, the district has rolled forward its unspent funds into the next budget year. TEA allows such “roll-forwards” of unspent funds (up to a 15% limit) for all Title I grant recipients, and the school district has improved its efficiency in expending funds appropriately. Yet, for 2002-03, there were approximately \$1.6 million (9%) in Title I Part A funds that were not spent. This was due mostly to central support funds that were not used due to unspent salaries for staff positions that were not filled, and funds set aside but not used for student transportation, student field trips, extra-duty pay, pay for substitutes, professional services, and supplies and materials. With the academic challenges facing the district, a more aggressive method should be adopted for monitoring and ensuring funds are spent both appropriately and in the most effective and efficient way.

AISD already has in place a variety of academic initiatives and programs to address some of these challenges. For example, using both Title I funds and other funds, the district provided additional academic time and support to students who needed extra

help or remediation in core academic areas during the past school year (including the summer term). Also, the district provided extra support and guidance to staff at several Title I schools that were experiencing low student academic performance. And, with the district's performance on the first year of the new state-mandated TAKS, success has been shown for many students. These program efforts will continue into the next school year along with the district's comprehensive approach to implementing effective instruction and using frequent student assessments to improve student academic performance.

## **PREFACE**

### **EVALUATION MANDATE**

By federal and state law, each school district receiving Title I Part A funds must annually review the progress of each Title I campus to determine if the campus is enabling its students to make adequate progress toward meeting the state's student performance standards. In addition, the school district is required to publicize and disseminate the results of the annual review to parents, students, and the community in individual school performance profiles that include statistically sound disaggregated results. The district must provide the results of the review to schools so that they can continually refine their instructional program. The Austin Independent School District accomplishes these tasks via annual performance reports on each campus and the district, district and campus informational reports, district and campus improvement plans, and public news/media channel broadcasting.

The district is required to provide an annual performance report to the Texas Education Agency that contains information about the types of services and program components provided with Title I Part A funds as well as demographic information about the students served. Additional data related to the Title I A program is collected through the state Public Education Information Management System (PEIMS). For more information, please review the Texas Education Agency's Division of Student Support Programs website at <http://www.tea.state.tx.us/student.support/>.



## TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	I
PREFACE .....	V
TABLE OF CONTENTS .....	VII
LIST OF FIGURES .....	VIII
LIST OF TABLES .....	IX
PROGRAM OVERVIEW .....	1
STUDENT ACHIEVEMENT.....	13
SUMMARY AND RECOMMENDATIONS .....	22
APPENDICES .....	27
APPENDIX A: PRIVATE SCHOOLS PARTICIPATING IN THE TITLE I A PROGRAM, 2002-03 .....	28
APPENDIX B: TAKS 2003 RESULTS BY GRADE BY SUBJECT FOR DISTRICT, TITLE I SCHOOLS, AND NON-TITLE I SCHOOLS .....	30
APPENDIX C: PRELIMINARY AYP STATUS FOR AISD CAMPUSES, SEPTEMBER 2003 .....	34
REFERENCES .....	37



## LIST OF FIGURES

Figure 1: AISD Title I Part A Funds Allocations, 2002-03 .....	11
Figure 2: AISD Title I Part A Expenditures by Category, 2002-03 .....	12
Figure 3: AISD TAKS 2003 Percentages Passing Standard, District, Title I Campuses, and Non-Title I Campuses (Grades 3-11).....	14
Figure 4: AISD TAKS Reading 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 3-9).....	15
Figure 5: AISD TAKS English Language Arts 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 10- 11) .....	15
Figure 6: AISD TAKS Mathematics 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 3-11).....	16
Figure 7: AISD TAKS Writing 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 4, 7) .....	17
Figure 8: AISD TAKS Science 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 5, 10, 11).....	17
Figure 9: AISD TAKS Social Studies 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 8, 10, 11) 18	
Figure 10: Percentages of Students Meeting ARD Expectations for SDAA Mathematics, Statewide and Austin ISD, All Students and by Groups (Grades 3-8), 2003 .....	20
Figure 11: Percentages of Students Meeting ARD Expectations for SDAA Reading, Statewide and Austin ISD, All Students and by Groups (Grades 3-8), 2003 .....	20
Figure 12: Percentages of Students Meeting ARD Expectations for SDAA Writing, Statewide and Austin ISD, All Students and by Groups (Grades 3-8), 2003 .....	21
Figure 13: AISD Title I Student Enrollment and AISD Total Enrollment, 2000-01 to 2002- 03.....	23

**LIST OF TABLES**

Table 1: Demographics for AISD Students at Title I and Non-Title I Campuses, 2002-03..3  
Table 2: Educational Program Classification for AISD Students at Title I and Non-Title I  
Campuses, 2002-03 .....4  
Table 3: AISD Teacher Certification or Permit Status, as of November 2002.....6  
Table 4: Average Number of Years of Teaching Experience Among AISD Teachers by  
Title I Schools, Non-Title I Schools, and All Schools, 2002-03 .....6  
Table 5: Range of Years of Teaching Experience Among AISD Teachers by Title I  
Schools, Non-Title I Schools, and All Schools, 2002-03 .....7  
Table 6: AISD SDAA 2003 Percentages Meeting ARD Expectations by District, Title I  
Campuses, and Non-Title I Campuses (Grades 3-8).....19



## **PROGRAM OVERVIEW**

### **TITLE I A PROGRAM AT THE FEDERAL, STATE, AND LOCAL LEVELS**

The U.S. Congress reauthorized the Elementary and Secondary Education Act of 1965 by passing the No Child Left Behind Act legislation in 2001 (P.L. 107-110). The Title I Part A program is the largest of the compensatory education programs included in this federal legislation, supported by funds from the U.S. Department of Education. The purpose of the Title I Part A program is to support schools in providing opportunities for children served so that they may acquire the knowledge and skills described in state content standards and meet state performance standards set for all children (see <http://www.ed.gov/legislation/ESEA02/pg1.html>). The Title I Part A program provides funds to state and local education agencies with high concentrations of low-income children.

For school district purposes, a low-income child is defined as one who is eligible for free or reduced-price meals based on family income. Schools are ranked annually in AISD on the percentage of low-income students residing in their attendance zones. Using Title I Part A funds, most school districts must provide funds to schools with 75% or more low-income students, and the remaining schools can be provided with Title I Part A funds in rank order or some other order as defined by the school district.

In 2002-03, AISD was allocated \$17,074,033 (an entitlement of \$15,574,324 and a roll-forward amount from 2001-02 of \$1,499,709) in Title I Part A funds to support students at 66 AISD public schools, 9 participating private schools, and 3 participating facilities for neglected youth that served Title I eligible students who live within AISD attendance zones. In addition, Title I Part A funds were used to serve the homeless student population across AISD and to provide support for parent involvement activities. Finally, Title I Part A funds were used to provide support in curriculum and in grant administration. For a historical perspective on AISD's Title I programs and services, see previous publications listed in the Reference section of this report.

### **TITLE I A SCHOOLWIDE PROGRAMS AND EXTENDED LEARNING PROGRAMS**

#### **Schoolwide Programs**

According to the U. S. Department of Education, a school can be designated as a Title I schoolwide program and use Title I Part A funds to upgrade the entire school program if 40% or more of the children in the school's attendance zone are from low-

income families. During 2002-03, AISD provided Title I schoolwide program services to students at each of its 66 Title I campuses with 50% or more of the children being economically disadvantaged. According to preliminary records submitted to the Texas Education Agency (TEA) as part of the Fall 2002 student data submission (i.e., PEIMS, or Public Education Information Management System), and later included in TEA's Fall 2003 Academic Excellence Indicator System (AEIS) report, 45,000 AISD students were enrolled at Title I schoolwide campuses as of October 2002. This number represents 57.6% of all AISD students (78,155) enrolled at that time.

### **Extended Learning Programs**

A total of 55 AISD Title I schoolwide campuses provided extended learning opportunities during the 2002-03 school year. Such opportunities included after-school and summer academic enrichment programs. For instance, 12 AISD Title I campuses provided extended learning programs for their students during summer 2003 and served approximately 802 students. In these summer programs, Title I Part A funds supported the salaries of 73 teachers, 12 clerks, 6 principals, 4 substitute teachers, 2 teaching assistants, 2 counselors, 2 bookkeepers, 1 secretary, 1 parent support specialist, and 1 tutor. All teachers were provided some type of professional development on some of the following topics: TAKS data analyses, reading and math progress report completion, district curricula (instructional planning guides or IPGs), questioning strategies to use in the classroom, balanced literacy, and math problem solving. Parents were informed about the availability of these summer programs through a variety of means: newsletters, phone calls, home visits, applications sent home (with confirmation and reminders), and summer school information meetings. During the summer programs at these schools, approximately 220 parents were reported as participating in summer school events such as open house, awards assembly, parent workshops, and student/parent lunch.

Title I Part A funds and local funds were used to help support the district's bilingual summer school program for prekindergarten and kindergarten students who have limited English proficiency. Title I Part A funds were used in this bilingual summer program to support the salaries of 76 teachers serving 1,216 students at 5 of 10 Title I campuses. All 10 campuses served a total of 2,598 AISD students, and these data were reported to TEA as part of the district's fourth PEIMS submission.

Thirty-eight other AISD Title I schoolwide campuses hosted spring and summer programs for students who were at risk for academic failure in grades kindergarten through 12. While other grant and local monies (e.g., Accelerated Reading Intervention, Optional Extended Year Program, GEAR Up, local monies) provided funds for these programs, many students in the district, especially those at Title I schools, received the benefits of these programs. For more information on these programs, see the Reference section of this document that lists relevant report summaries.

## **AISD TITLE I STUDENTS AND STAFF**

### **Students**

Table 1 includes a summary of demographic information on students at the district's Title I campuses and non-Title I campuses. Besides being predominantly low-income, the Title I student population in AISD tends to have higher percentages of students with limited English proficiency (LEP), immigrant status, and African American or Hispanic ethnicity, as compared to the AISD non-Title I student population. AISD has continued to experience a growth in its Title I student population over the past several years. Using estimates from the district's PEIMS counts and confirmed by TEA's Fall 2003 AEIS report, the number (and percentage) of Title I students has grown from 35,641 (45.8% of AISD's population) in 2000-01, to 45,000 (57.6%) in 2002-03. This represents a 12-percentage point growth over two years.

Table 1: Demographics for AISD Students at Title I and Non-Title I Campuses, 2002-03

	Number Enrolled	% Low-income	% LEP	% Immigrant	% Asian, Pacific Islander, Native American	% African American	% Hispanic	% White
<b>Title I Students</b>	45,000	76.6	31.8	9.7	1.9	19.4	67.9	10.8
<b>Non-Title I Students</b>	33,155	20.8	5.7	1.9	4.2	7.6	28.3	58.9
<b>All AISD Students</b>	78,155	53.0	20.7	6.4	2.7	14.4	51.5	31.2

Source: AISD PEIMS Records, Fall 2002; TEA AEIS report, Fall 2003

Based on PEIMS data submitted to TEA, Table 2 shows the 2002-03 percentages of AISD students served in various educational programs including bilingual, English as

a second language (ESL), special education, and gifted. The percentages of Title I students participating in bilingual, ESL, and special education programs were higher than that of non-Title I students. However, the percentage of Title I students was lower than that of non-Title I students in gifted education. For more information on AISD's bilingual and ESL programs, see the relevant publication listed in the Reference section of this report.

Table 2: Educational Program Classification for AISD Students at Title I and Non-Title I Campuses, 2002-03

	Total Number Enrolled	% Bilingual Education	% English as a Second Language	% Special Education	% Gifted Education
<b>Title I Students</b>	45,000	22.1	8.5	12.5	5.0
<b>Non-Title I Students</b>	33,155	1.2	3.5	10.9	10.3
<b>All AISD Students</b>	78,155	13.3	6.4	12.1	7.2

Source: AISD PEIMS Records, Fall 2002; TEA AEIS Report, Fall 2003

### Homeless Student Support

All students who experience homelessness are eligible to receive Title I services regardless of the school they attend. A homeless person is defined according to the Stewart B. McKinney Homeless Assistance Act [USC 42 Section 111302 (a)] as an individual lacking a fixed, regular and adequate nighttime residence, or an individual who has a primary nighttime residence that is either a supervised temporary shelter, a temporary residential institution, or any place not ordinarily used as a regular sleeping accommodation. In AISD, the staff from Project HELP, a program and staff funded by both the McKinney Act and the Title I Part A grant, help to identify and coordinate services to homeless students, and provide information and training to AISD staff on homelessness. There were \$50,595 in Title I A funds set aside for services to homeless students across the district, and these funds supported staff salary and supplies at Project HELP. Types of services provided to homeless students, whether by district or campus staff/programs, include but are not limited to the following: tutoring, medical/health service referrals, instructional services to accelerate learning, before- or after-school programs, school/instructional supplies, and clothing assistance. In addition, some Title I

Part A funds supported the salary of a staff person at one of AISD's Title I elementary campuses where many of the district's homeless students attend.

Project HELP staff provided information on AISD students identified and served due to homelessness. With the assistance of campus personnel, Project HELP staff, and Program Evaluation staff, these data were verified in the district's student data system. A total of 895 homeless students were identified and served during 2002-03, of which 639 (71.4%) were enrolled at Title I campuses and 256 (28.6%) were enrolled at non-Title I campuses. These data were provided to the Texas Education Agency as part of the required Title I Part A performance report submitted in August 2003. The district also was required to report to the Texas Education Agency the number of homeless students as part of the third PEIMS submission. However, the number of homeless students reported through PEIMS represents only those homeless students who were enrolled on a specific date in May, and for this year that number was 364. Due to the changing status of a person's homelessness, this number does not represent all homeless students who may have been in the district during the year.

## **TEACHING STAFF**

### **Highly Qualified**

The NCLB Act requires districts to have a plan for all teachers in core academic subject areas (e.g., reading, English language arts, mathematics, science, social studies, etc.) to become highly qualified by the end of 2005-06. To be highly qualified, teachers must have at least a Bachelor's degree, full state certification, and demonstrate competency in the core academic subject area assigned (TEA, 2003).

A total of 5,320 teachers were employed in AISD during 2002-03 based on data from the district's Human Resources staff (Fall 2003 TEA AEIS report indicated 5,382 teachers in AISD). A certification and permit report completed in November 2002 by AISD Human Resources staff indicated the extent to which these AISD teachers were fully certified or on a permit or temporary certification. For the district, 89.8% of all teachers were fully certified, and 3.1% had temporary certification via an alternative certification program (based on a one-year internship). In addition, 6.3% of the teachers had some type of teaching permit (e.g., emergency, one-year non-renewable, school district issued) as of November 2002. Finally, 0.8% teachers were on a one-year temporary classroom assignment permit that allows certified teachers with appropriate



college credits to teach in another subject area. In Table 3, the data show that compared to non-Title I campuses, the Title I campuses had lower percentages of fully certified teachers, higher percentages of temporarily certified (alternative certification) teachers, and higher percentages of teachers with special permits (emergency, non-renewable, district).

Table 3: AISD Teacher Certification or Permit Status, as of November 2002

	Total Number of Teachers	% Fully Certified	% Temporarily Certified – Alternative Certification	% With Permit – Emergency, Non-Renewable, School District	% With Permit for Temporary Classroom Assignment
<b>Title I Campuses</b>	3,203	86.7	4.4	8.2	0.6
<b>Non-Title I Campuses</b>	2,117	94.5	1.2	3.4	0.9
<b>All Campuses</b>	5,320	89.8	3.1	6.3	0.8

Source: AISD Human Resources records, November 2002

To examine years of teaching experience among AISD teaching staff, an analysis of district records was conducted on average number of years of teaching experience (in district, out of district, total). Teaching staff at Title I schools were compared to those at non-Title I schools and to all schools. Tables 4 and 5 show that teaching staff at Title I schools had a lower average number of years of teaching experience than did teaching staff at non-Title I schools and at all schools.

Table 4: Average Number of Years of Teaching Experience Among AISD Teachers by Title I Schools, Non-Title I Schools, and All Schools, 2002-03

	Average # of Years Teaching Experience in District	Average # of Years Teaching Experience Out of District	Average Total # of Years Teaching Experience
<b>Title I Schools</b>	6.5	3.1	9.6
<b>Non-Title I Schools</b>	9.3	3.4	12.7
<b>All Schools</b>	7.8	3.2	11.1

Source: AISD Records, 2002-03; TEA AEIS Report, Fall 2003

Table 5: Range of Years of Teaching Experience Among AISD Teachers by Title I Schools, Non-Title I Schools, and All Schools, 2002-03

	% No Prior Teaching Experience	% 1-5 Years Teaching Experience	% 6-10 Years Teaching Experience	% 11-20 Years Teaching Experience	% 20 + Years Teaching Experience
<b>Title I Schools</b>	10.0	38.1	16.8	17.9	17.2
<b>Non-Title I Schools</b>	6.3	24.4	18.0	26.5	24.9
<b>All Schools</b>	7.7	32.6	17.5	21.3	20.9

Source: AISD Records, 2002-03; TEA AEIS Report, Fall 2003

Another area examined was professional development obtained by teaching staff. Of the total number of teachers in the district during 2002-03, all were documented as having participated in high-quality professional development activities during the year. These data were provided to the Texas Education Agency as part of the required Title I Part A performance report due in August 2003. The professional development data came from several sources, including a required in-service training for all district teachers prior to the beginning of classes in August 2002, many training sessions recorded all year long through the district's Professional Development Academy database, and documented paper records for numerous grant-funded trainings (e.g., Accelerated Reading Intervention grant, Title II-A grant). Staff development covered a wide range of topics including reading, writing, mathematics, science, social studies, assessments and data. There was some difficulty in consolidating all of these records for this report to ensure that there were no duplications because electronic and paper records had to be combined, and there was not a complete record of all possible staff participants that may have been in trainings throughout the year (i.e., some professional development activities at campuses were not centrally documented). A recommendation for future documentation of all staff development is that a centralized system for recording any and all professional development be maintained and supported in the district. District staffs are acting upon this recommendation during the 2003-04 school year with the implementation of a new internet-based professional development system for enrollment and tracking of all staff training.

**Paraprofessionals**

Another new reporting requirement for school districts in 2002 included documenting the numbers of paraprofessional staff employed in the district who provide instructional or non-instructional support at Title I schoolwide campuses, and the levels of education or state/local certification of these staff. Paraprofessional staff members who provide instructional support in core academic subject areas (e.g., reading, mathematics, science, social studies, etc.) are defined by the Texas Education Agency as those who provide one-on-one tutoring, classroom management assistance (e.g., organizing materials), instructional assistance in a computer laboratory, or similar instructional support in a library or media center. By this definition, the district reported 433 such staff to the Texas Education Agency. Of these staff, 109 had at least an Associate's degree or higher, 44 had completed two years of study at an institute of higher education, 244 had passed a rigorous state or local assessment to show that they had knowledge of and ability to assist with instruction in core academic areas, and 36 did not have such qualifications. According to district plans, these 36 are on track to obtain such certification in order to meet state and federal requirements by 2005.

There were 1,432 paraprofessionals without instructional support duties in the core academic areas employed in the district at Title I schoolwide campuses during 2002-03, and this number was reported to the Texas Education Agency as part of the district's Title I Part A performance report. These staff included secretaries, clerks, cafeteria monitors, parental liaisons, and others.

**PRIVATE SCHOOL STUDENTS SERVED BY TITLE I PART A FUNDS**

Title I Part A program services were provided to 397 students in grades prekindergarten through 9 at 9 private schools within AISD school district boundaries during 2002-03. These students received instructional support services in the areas of reading or language arts, mathematics, science, and social studies. Some of these students also received health services. Appendix A shows the numbers of students at private schools by certain demographic characteristics and services provided during 2002-03. This information was part of the district's report to the Texas Education Agency submitted in August 2003.

**STUDENTS SERVED BY TITLE I PART A FUNDS AT FACILITIES FOR NEGLECTED YOUTH**

Title I Part A program services were provided to 214 students at 3 facilities for neglected youth within AISD school district boundaries during 2002-03. These students received instructional support services in reading or language arts, mathematics, science or social studies. In addition, some students received guidance or counseling support services. This information was part of the district's report to the Texas Education Agency submitted in August 2003. For more information on the students served at facilities for neglected youth, refer to the relevant publication in the Reference section of this report.

**DISTRICTWIDE TITLE I SUPPORT****Parent Involvement**

Parent involvement is an integral part of the Title I program and all AISD campus operations. For instance, school district policy requires campuses to support and enhance parent involvement through standards of involvement: communication, parent training, support for student learning, community collaboration, decision-making, and volunteering. In addition, the district requires parent membership on its District Advisory Council, and each campus must have parent representation on its Campus Advisory Council. At both district and campus levels, parent input must be obtained on district and campus improvement plans. These improvement plans must include a component that addresses goals and resources for improving parent involvement. In an attempt to obtain input from all AISD parents, a district parent survey was conducted during spring 2003 at every regular campus on a variety of topics having to do with how staff treat them and their students, whether they have been receiving adequate information from school staff about their students' academic progress, and other important issues. More information on the results of this survey can be found in a separate publication that is listed in the Reference section of this report.

The Title I Part A grant requires that funds be set aside to support parent involvement activities if a school district receives a total allocation above \$500,000. For 2002-03, AISD allocated approximately \$634,915 in Title I Part A funds for parent involvement support (including child care services at 3 Title I high schools) and spent about 87% of that amount. About one-third of these funds were used to provide support

to all campuses, while approximately two-thirds were spent at campuses. Expenditures included staff salaries, contracted services, supplies and other operating costs. Most of the AISD central support services for coordination of parent involvement come from staff at the AISD Family Resource Center. These staff (whose salaries are supported by Title I Part A funds) provided monthly professional development to campus parent support specialists, coordinated district parent involvement activities, served on district and campus advisory councils, disseminated parent involvement materials to all campuses, and provided other support services to campuses as requested. Of the many activities at Title I campuses that support parent involvement, the promotion of family literacy is a critical goal for Title I programs. Based on data reported from 55 AISD Title I campuses, family literacy activities, such as classes to promote English language acquisition among parents of Title I students, had 10,229 family member participants (duplicated count) during 2002-03. These classes often met monthly. More detailed information on the district's parent involvement efforts can be found in another publication listed in the Reference section of this report (Washington, 2003).

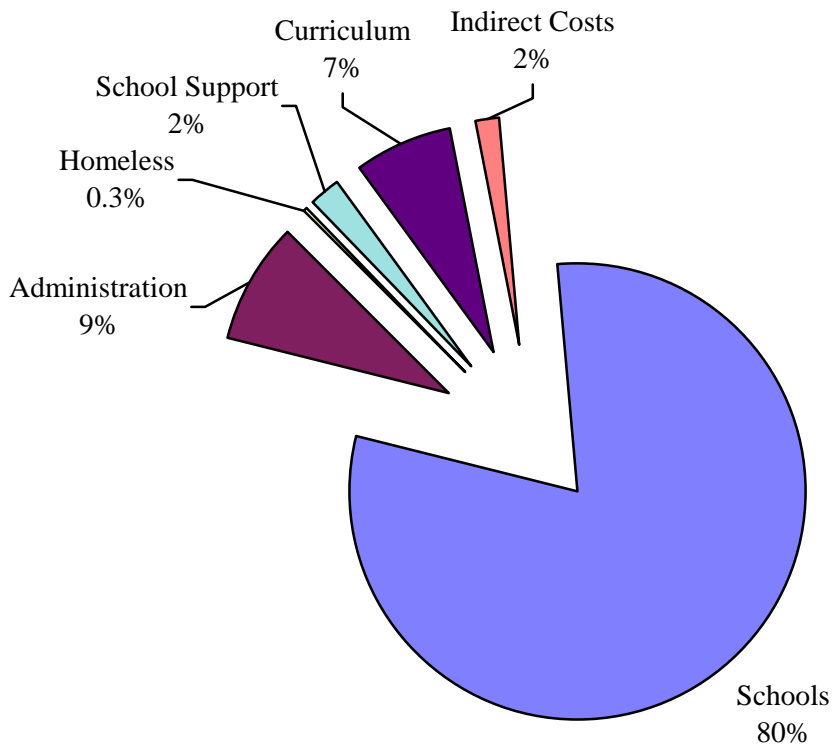
### **School Improvement, School Choice and Supplemental Services**

The 2002-03 school year represented the second year that certain AISD Title I schools received extra grant assistance due to the need for school improvement (based on student TAAS passing rates being below state standards). The grant, Title I School Improvement Program (SIP), provided extra assistance to Reagan and Johnston High Schools, Dobie and Pearce Middle Schools, and Blackshear, Langford, and Oak Springs Elementary Schools. Four of these Title I campuses (Reagan, Dobie, Pearce, Oak Springs), due to their state designation of needing improvement, offered their students the choice to attend/transfer to other AISD campuses in 2002-03. Of all students attending these schools, only 72 requested transfers and among those only 41 actually enrolled at other campuses during the year. Also due to state designation of needing improvement, Reagan High School and Dobie Middle School were required to offer supplemental educational support services to its students. At Dobie, only one parent requested such services be provided from an external provider, but that private provider never provided the services. Dobie also offered tutoring services to its students, and 8 students received such services. Due to improved school results, only Reagan, Dobie, Pearce, and Oak Springs were included in AISD's SIP application submitted to TEA for 2002-04.

**TITLE I PART A BUDGET**

The total 2002-03 Title I Part A allocation received from the Texas Education Agency was \$17,074,033 with an entitlement amount of \$15,574,324 and a roll-forward amount from 2001-02 of \$1,499,709. The majority of funds, more than \$13.7 million or 80%, was allocated to schools (public, private, neglected). The remaining funds, close to \$3.3 million or 20%, provided centralized support for services across the district. See Figure 1 for 2002-03 Title I Part A grant allocations in AISD.

Figure 1: AISD Title I Part A Funds Allocations, 2002-03

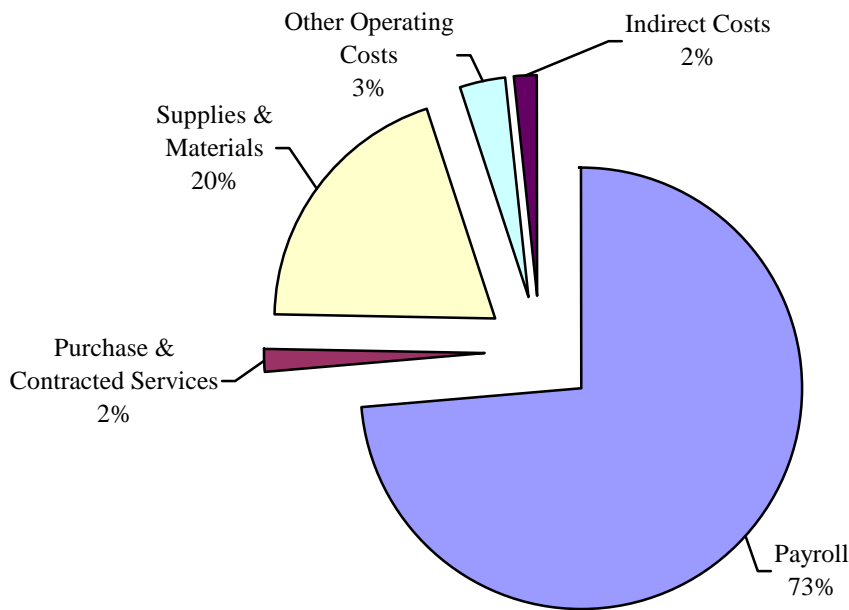


Source: AISD Finance Records, 2002-03

The total amount of 2002-03 Title I Part A expenditures in AISD was \$15,455,013, or 90.5% of the total amount allocated. Figure 2 shows the distribution of Title I Part A expenditures by category for 2002-03. A review of Title I Part A expenditures during 2002-03 shows that most funds (73%) were used for salaries (payroll). Other expenditures included supplies and materials (20%), other operating costs (3%), purchase and contracted services (2%), and indirect costs (2%).

A comparison of expenditures by campuses versus district services shows that campuses spent 94% of their Title I Part A funds, while centralized support functions spent about 70% of such funds. The unspent funds tended to be from the salaries of unfilled staff positions, and funds set aside but not used for school choice, student transportation, student field trips, extra-duty pay, pay for substitutes, professional services, and supplies and materials.

Figure 2: AISD Title I Part A Expenditures by Category, 2002-03



Source: AISD Finance Records, 2003

## STUDENT ACHIEVEMENT

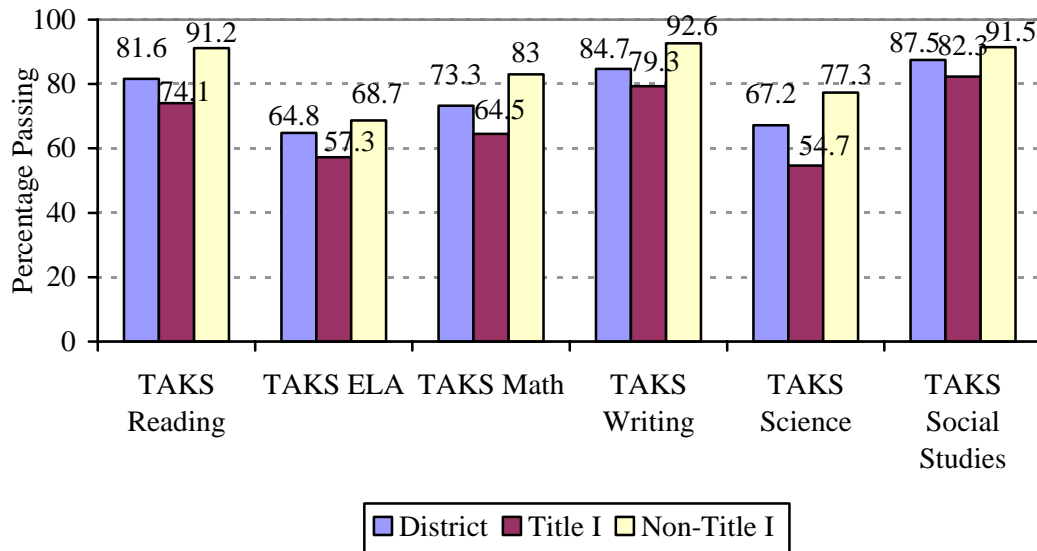
### TAKS

Texas Senate Bill 103 authorized a new state assessment system, the Texas Assessment of Knowledge and Skills (TAKS), a series of student academic tests given for the first time in spring 2003. Similar to the previous testing system (Texas Assessment of Academic Skills or TAAS), the tests are based on the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). In 2003, TAKS were administered in the following subjects: reading (grades 3-9), English language arts (grades 10-11), writing (grades 4, 7), mathematics (grades 3-11), science (grades 5, 10, 11), and social studies (grades 8, 10, 11). Due to Texas Senate Bill 4, third graders had to pass TAKS reading for grade promotion beginning in 2002-03. Since the tests were being administered for the first time, the State Board of Education adopted a phase-in period for academic performance standards on the TAKS. In 2003, the passing standard for TAKS reading was set at 46.8%, while the passing standard for TAKS mathematics was set at 33.4%. These passing rates had to be met by campuses and by school districts for all students and for each student group (White, African American, Hispanic, economically disadvantaged, special education, limited English proficient). The state's phase-in plan increases the minimum passing standard for students to pass TAKS in 2004 and 2005 to reach the full implementation of the TAKS as part of the state accountability system.

To provide extra opportunities for third graders to pass TAKS reading and be promoted to the next grade, there were three opportunities for third graders to take TAKS reading (in March, April, and July). For federal accountability purposes, however, only the first administration of any test was counted. The figures that follow summarize some of the TAKS 2003 results for AISD students who were part of the Fall 2002 PEIMS submission, focusing on all students and student groups across the district and at Title I campuses and non-Title I campuses, first test administration only. Figure 3 indicates that on all TAKS tests, students at Title I campuses had lower percentages meeting the passing standards than did students at non-Title I campuses or students across the district. The largest differences between students at Title I campuses and non-Title I campuses were on TAKS science and mathematics tests, and the smallest differences were on TAKS social studies. [See Appendix B for AISD and State passing rates on TAKS.]



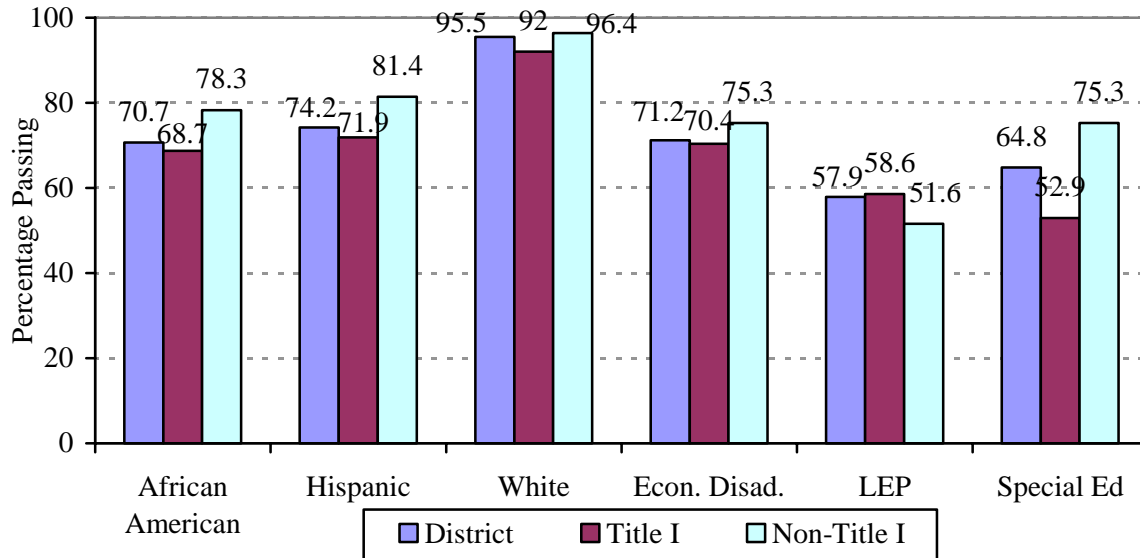
Figure 3: AISD TAKS 2003 Percentages Passing Standard, District, Title I Campuses, and Non-Title I Campuses (Grades 3-11)



Note: Only March test results used for 3<sup>rd</sup> grade TAKS Reading; other grades' results from April.  
Source: AISD PEIMS 2002-03 and TAKS datasets

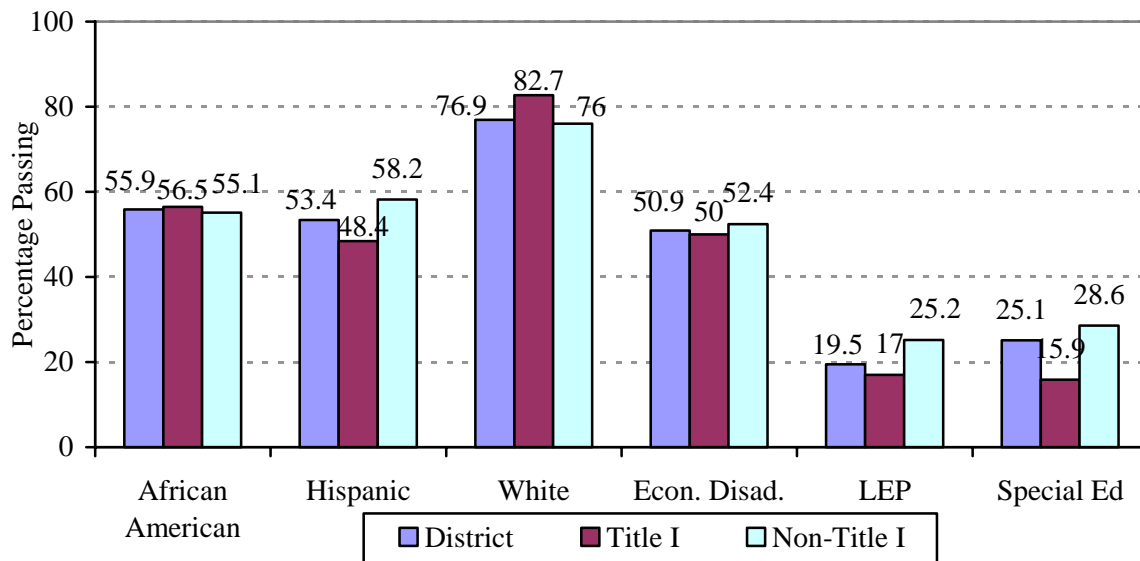
Figures 4 - 9 show percentages of AISD students meeting the passing standard on TAKS by subject and by student groups with comparisons made among students at Title I campuses, non-Title I campuses, and all campuses (district). One common finding across all test results is that limited English proficient (LEP) students and students in special education tended to have notably lower percentages meeting the passing standard than other student groups across the district. In Figure 4, Title I students typically had slightly lower percentages meeting the passing standard in reading than did non-Title I students or all district students. The exceptions were Title I limited English proficient (LEP) students who had a slightly higher percentage passing (58.6%) than did LEP students at non-Title I schools (51.6%) or across the district (57.9%). See Appendix B for a cumulative look at TAKS performance. In Figure 5, among 10<sup>th</sup> and 11<sup>th</sup> graders who took TAKS English language arts, Title I students who were African American or White had slightly higher percentages meeting the passing standard than did their non-Title I counterparts. Among other student groups, however, Title I students had lower percentages passing than did non-Title I students.

Figure 4: AISD TAKS Reading 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 3-9)



Source: TAKS 2003, PEIMS 2002

Figure 5: AISD TAKS English Language Arts 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 10-11)

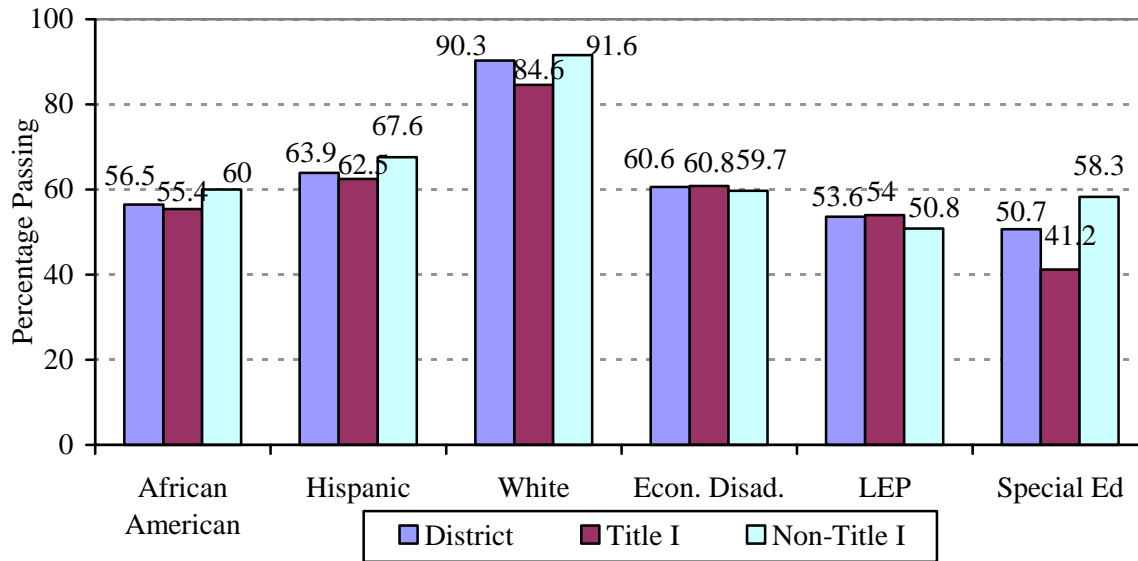


Source: TAKS 2003, PEIMS 2002

Figure 6 shows percentages of students meeting the passing standard for TAKS mathematics, where the rates were usually slightly lower at Title I campuses when

examined by ethnicity and by special education, but fairly equivalent across AISD for economically disadvantaged students, and slightly higher for Title I LEP students.

Figure 6: AISD TAKS Mathematics 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 3-11)

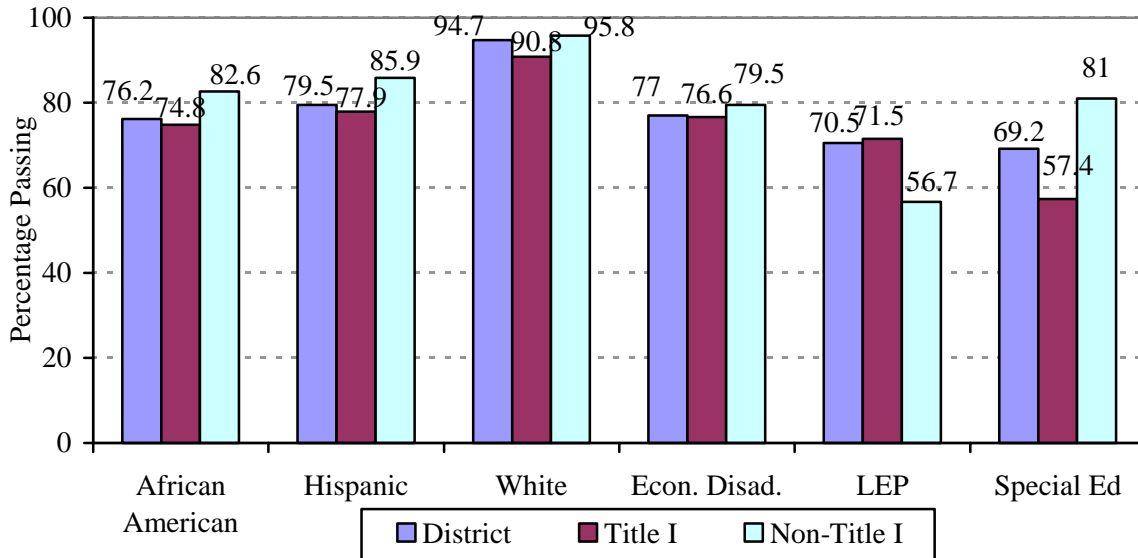


Source: TAKS 2003, PEIMS 2002

In writing (Figure 7), science (Figure 8), and social studies (Figure 9), similar patterns appear for student groups at Title I schools as compared to non-Title I schools. That is, the percentages of Title I students passing these TAKS tests were slightly lower than those of non-Title I students. There were some exceptions:

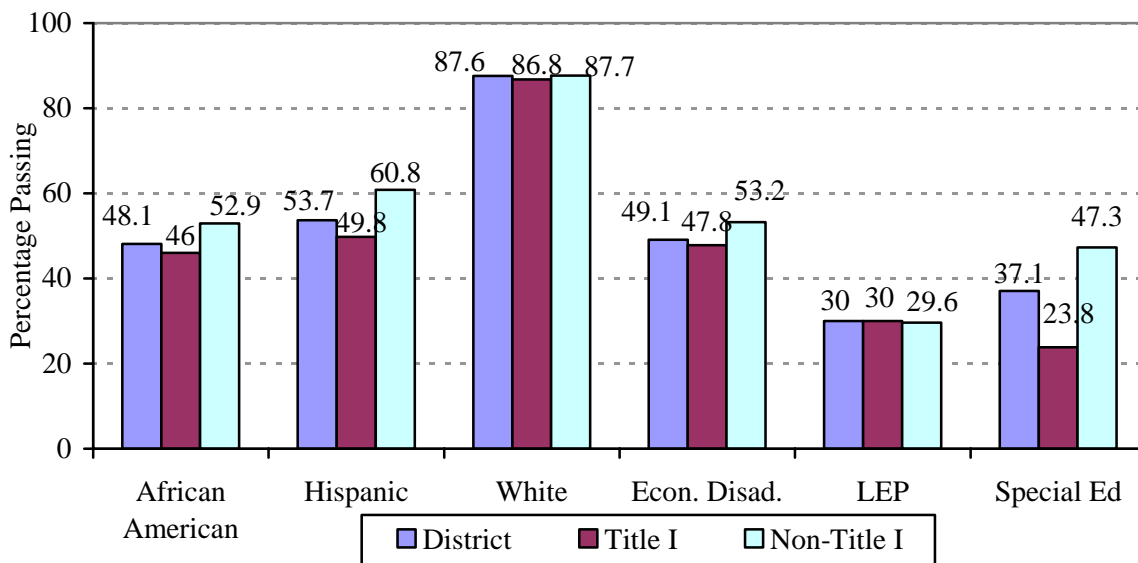
- A higher percentage of LEP students passed TAKS writing at Title I campuses than LEP students at non-Title I campuses,
- Almost equivalent percentages of White students at Title I and non-Title I campuses passed TAKS science,
- Almost equivalent percentages of LEP students at Title I and non-Title I campuses passed TAKS science,
- Almost equivalent percentages of White students at Title I and non-Title I campuses passed TAKS social studies, and
- Almost equivalent percentages of economically disadvantaged students at Title I and non-Title I campuses passed TAKS social studies.

Figure 7: AISD TAKS Writing 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 4, 7)



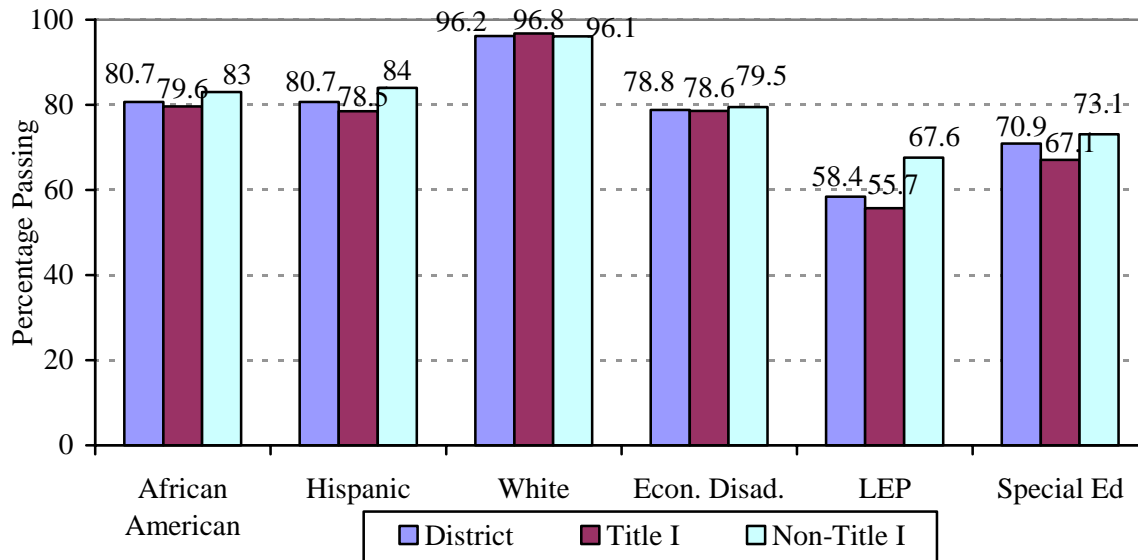
Source: TAKS 2003, PEIMS 2002

Figure 8: AISD TAKS Science 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 5, 10, 11)



Source: TAKS 2003, PEIMS 2002

Figure 9: AISD TAKS Social Studies 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 8, 10, 11)



Source: TAKS 2003, PEIMS 2002

Appendix B shows TAKS 2003 results for students by grade level at all AISD schools, Title I schools, and non-Title I schools. Trends in the results show that non-Title I students (regardless of grade level) tended to have higher percentages passing than did Title I students. The exception was for TAKS English language arts at grade 11 where students at Title I schools had a slightly higher percentage passing (61.3%) than did such students at non-Title I schools (59.2%).

### SDAA

The State Developed Alternative Assessment (SDAA) is a state-mandated academic assessment for students in Texas school districts who receive special education support and services, are enrolled in grades 3 through 8, and are receiving instruction in the state-mandated curriculum (Texas Essential Knowledge and Skills, TEKS), but for whom the TAKS is not an appropriate measure of achievement. The student's admission, review, and dismissal (ARD) committee determines whether the SDAA or another locally developed assessment (LDAA) is appropriate for the student. SDAA is given in reading, mathematics, and writing. SDAA results were included in the state's Academic Excellence Indicator System (AEIS) reports for the first time in 2003, since the test's development and first administration in 2001. SDAA results in reading and mathematics

were reported by the state for students who participated in the test over a two-year period, while SDAA writing results were reported for the current year participants only.

Table 6 shows the state-reported, overall percentages of AISD students who met ARD expectations on SDAA mathematics, reading, and writing, comparing all students in the district to those at Title I campuses and at non-Title I campuses. In mathematics, students at Title I campuses performed at slightly higher rates (79%) than did students across the district (78%) and students at non-Title I campuses (75%). The percentages were equal in SDAA reading for all students regardless of campus group. For SDAA writing, students at Title I campuses performed at slightly higher rates (67%) than did students across the district (65%) and students at non-Title I campuses (61%).

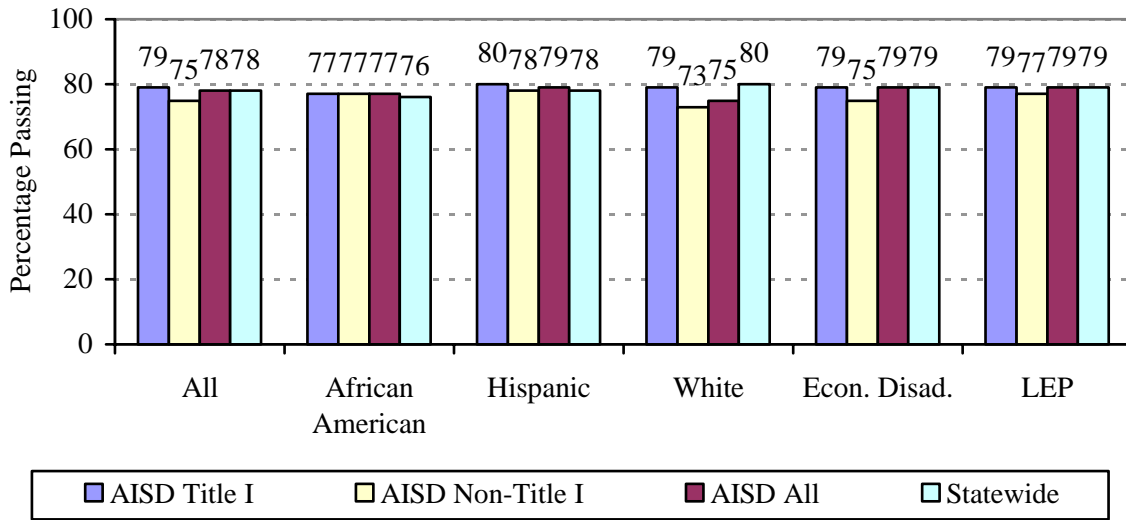
Table 6: AISD SDAA 2003 Percentages Meeting ARD Expectations by District, Title I Campuses, and Non-Title I Campuses (Grades 3-8)

	SDAA Mathematics % Met ARD Expectations	SDAA Reading % Met ARD Expectations	SDAA Writing % Met ARD Expectations
<b>District</b>	78	85	65
<b>Title I</b>	79	85	67
<b>Non-Title I</b>	75	85	61

Source: AISD Records and TEA SDAA Summaries, 2003

Figures 10 – 12 show the percentages of students who met ARD committee expectations for 2003 SDAA reading, mathematics, and writing by student groups. Comparisons were made among all AISD test takers, those at AISD Title I campuses, those at AISD non-Title I campuses, and test takers statewide. In SDAA mathematics, there were few variations in the percentages of students by groups who met ARD expectations (Figure 10). The same can be said for SDAA reading (Figure 11). However, there were more noticeable differences in SDAA writing results, with AISD test takers tending to have lower percentages meeting ARD expectations than did test takers statewide; the exception was among African American students at AISD non-Title I campuses. In addition, among AISD test takers, those at Title I campuses who were Hispanic, economically disadvantaged, or LEP tended to have higher percentages meeting ARD expectations for writing than did those same groups at non-Title I campuses. Among African American students who took the SDAA writing, those at Title I campuses had lower percentages passing. Finally, White students who took SDAA writing had fairly equivalent percentages passing by campus type.

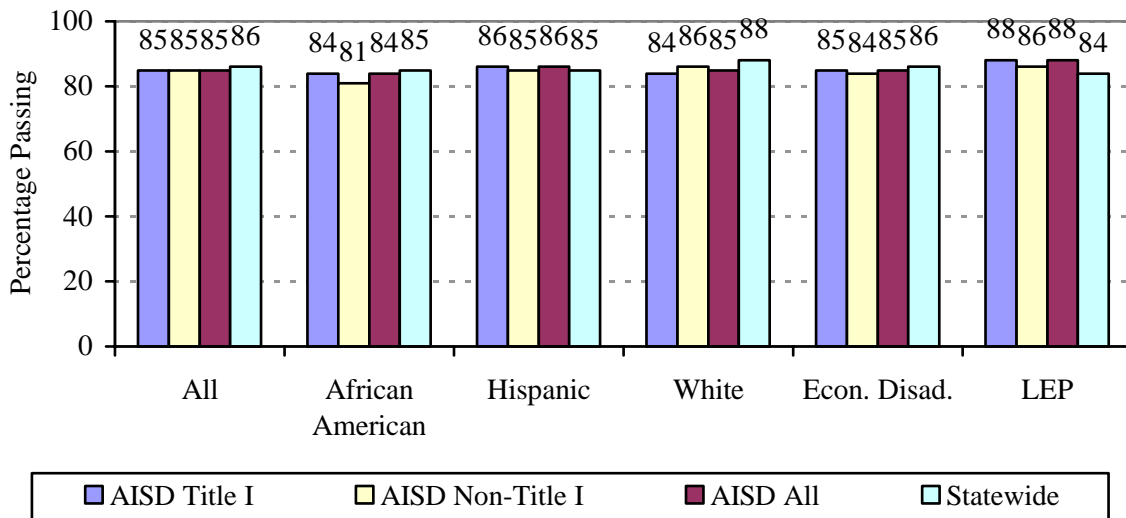
Figure 10: Percentages of Students Meeting ARD Expectations for SDAA Mathematics, Statewide and Austin ISD, All Students and by Groups (Grades 3-8), 2003



Note: Includes students tested in both 2002 and 2003, total tested in AISD = 3,130.

Source: TEA, SDAA Summary Reports, 2003

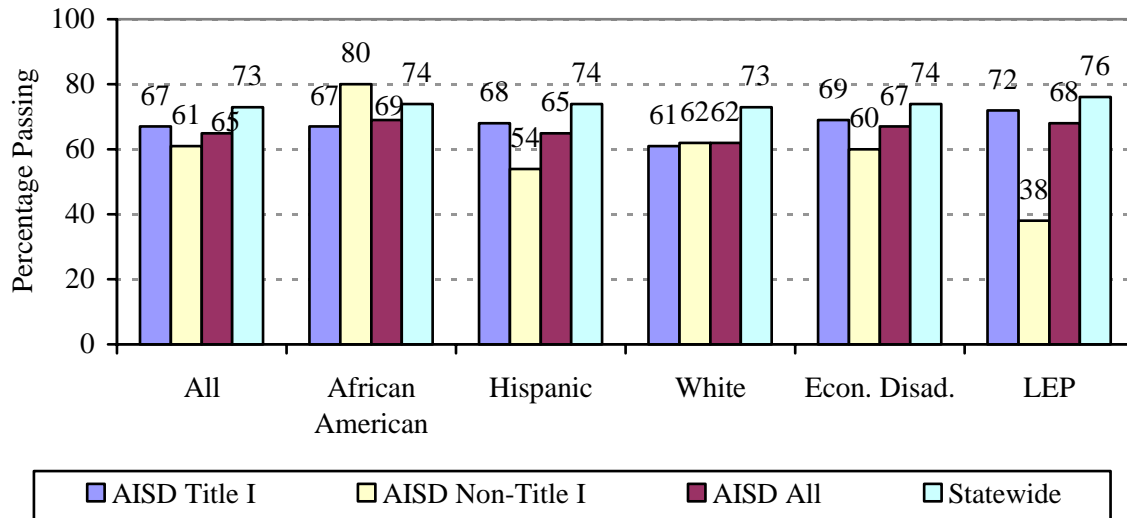
Figure 11: Percentages of Students Meeting ARD Expectations for SDAA Reading, Statewide and Austin ISD, All Students and by Groups (Grades 3-8), 2003



Note: Includes students tested in both 2002 and 2003, total tested in AISD = 3,409.

Source: TEA, SDAA Summary Reports, 2003

Figure 12: Percentages of Students Meeting ARD Expectations for SDAA Writing, Statewide and Austin ISD, All Students and by Groups (Grades 3-8), 2003



Note: Includes students tested in 2003, total tested in AISD = 1,240.

Source: TEA, SDAA Summary Reports, 2003

### ADEQUATE YEARLY PROGRESS

Federal NCLB requirements include an accountability provision that all schools and school districts be evaluated annually for Adequate Yearly Progress (AYP). An AYP plan had to be approved by the U. S. Department of Education (USDE) for every state, and Texas' AYP plan was approved in June 2003. The state plan includes an evaluation of the passing rates and participation rates for TAKS reading and mathematics, graduation rates at the high schools, and attendance rates for elementary and middle schools. At this time, students tested with the SDAA, LDAA (locally developed alternative assessment), or RPTE (Reading Proficiency Test in English, used for LEP students) were not included in the calculation of participation rates. Because of the policy conflict between state assessment rules and federal accountability rules under NCLB, TEA applied an automatic process for schools and school districts to recalculate participation rates to include these students. Thus, under preliminary AYP ratings released by TEA in September 2003, AISD "Meets AYP" as a district with the condition of "Participation Hold Harmless," indicating that final decisions have yet to be made by USDE regarding the inclusion of students who took SDAA, LDAA, or RPTE in participation calculations. [About 77% of all public schools statewide met AYP.] An overview of AISD campus AYP ratings is as follows:



- 11 high schools received the “Needs Improvement” status (5 of which are Title I schools), and 1 high school’s rating was “Status Pending” due to small numbers that need further analysis;
- 7 middle schools received the “Needs Improvement” status (6 of which are Title I schools) while 10 middle schools received the “Meets AYP” status that held the condition of “Participation Hold Harmless” (5 of which are Title I schools);
- All 74 elementary schools received the “Meets AYP” status that held the condition of “Participation Hold Harmless”; only one elementary school met AYP without such a condition.

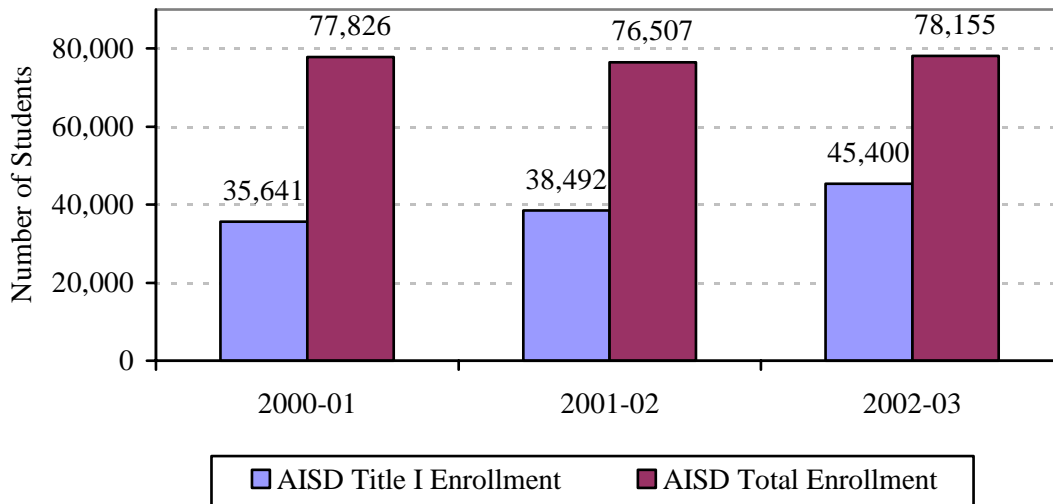
See Appendix C for a summary of preliminary AYP status by campus as issued in September 2003. Final AYP determinations for schools and districts are due for release to the public by the Texas Education Agency in November 2003. For those schools that need improvement, a school improvement plan must be developed to provide a blueprint for how the school will improve the entire campus educational program. If a school is evaluated as needing improvement two years in a row and it is a school that received federal Title I funds, then further sanctions will apply (for more information, see [www.tea.state.tx.us/ayp/2003/guide.pdf](http://www.tea.state.tx.us/ayp/2003/guide.pdf)).

## **SUMMARY AND RECOMMENDATIONS**

### **GROWTH IN THE AISD TITLE I POPULATION**

The Title I population in AISD has grown steadily for the past several years as depicted in Figure 13 below. Thus, the school district and its campuses are working with an ever-increasing proportion of the student population that is economically disadvantaged. In addition, the percentages of students who are limited English proficient in AISD increased over the past several years (17.8% in 2000-01 to 20.7% in 2002-03), meaning that there are more students who need support in attaining the ability to speak, write, and read in English.

Figure 13: AISD Title I Student Enrollment and AISD Total Enrollment, 2000-01 to 2002-03



Source: AISD PEIMS Records, Fall 2002; TEA AEIS Report, Fall 2003

### TEACHER QUALITY

The federal NCLB legislation enacted in 2001 requires that all U.S. public schools ensure that all teachers are highly qualified in core academic subject areas by the end of the 2005-06 school year. To be highly qualified, teachers must have a Bachelor's degree and full state certification, and demonstrate competency in the core academic subject areas assigned. TEA has not yet provided final guidance on this issue, and the manner in which they interpret the meaning of highly qualified may impact how districts are making progress toward this goal. AISD is well on its way to ensuring that all teachers have such qualifications; however, a disparity remains in the numbers of highly qualified teachers at Title I campuses as compared to non-Title I campuses. Compared to AISD non-Title I campuses, the AISD Title I campuses tended to have lower percentages of fully certified teachers and those teachers had a lower average number of years of experience in 2002-03. Although it was confirmed that all AISD teaching staff received high quality professional development during the school year, increased efforts are needed by district and campus administration to ensure that highly qualified (i.e., certified and experienced) teachers are providing instruction at Title I schools as well as the non-Title I schools.

**STUDENT ACADEMIC PERFORMANCE**

Student academic performance is the number one priority for the district and for the Title I program. Student academic performance in AISD was examined by analyzing first year results of the state's new TAKS assessment (for students in grades 3-11).

TAKS 2003 results showed that AISD Title I campuses tended to have lower percentages of students meeting the TAKS passing standards than did students at AISD non-Title I campuses. This trend seemed to hold true even when passing rates were examined by grade level. An analysis of TAKS results by student groups showed the following trends:

- White students tended to have the highest percentages meeting passing standards on TAKS regardless of subject tested or campus type (Title I versus non-Title I).
- Limited English proficient (LEP) students and students in special education taking TAKS tended to have the lowest percentages meeting passing standards on TAKS regardless of subject tested or campus type.
- On TAKS reading (grades 3-9), students at Title I schools tended to have lower percentages passing than did students at non-Title I students, with the exception of LEP students who had a higher percentage passing at Title I schools.
- On TAKS English language arts (grades 10 and 11), Title I students who were White or African American had higher percentages passing compared to their counterparts at non-Title I schools.
- On TAKS writing (grades 4 and 7), Title I students had lower percentages passing by group as compared to non-Title I students, with the exception of Title I LEP students (71.5%), who had a notably higher passing percentage than did non-Title I LEP students (56.7%).
- On TAKS science, the passing rates for White students showed little or no difference by campus type (Title I versus non-Title I); the same can be said for LEP students.
- On TAKS social studies, the passing rates for White students showed little or no difference by campus type (Title I versus non-Title I); the same can be said for economically disadvantaged students.

For the next several years, one of the major priorities for the school district needs to be finding ways to boost student performance on TAKS at all campuses, particularly Title I campuses. Due to the phase-in process set up by the State Board of Education, the passing standard on TAKS will be increasing each year so that students will have to perform at higher levels in order for campuses and districts to meet state standards.

An analysis of the SDAA (for students receiving special education services and for whom the TAKS were not appropriate) showed that overall percentages of AISD Title I students meeting ARD expectations were equal to or higher than that of AISD non-Title I students in mathematics, reading, and writing. In a comparison of AISD to state SDAA results, it appeared that AISD percentages of students meeting ARD expectations were comparable to state percentages for mathematics and reading but were lower for writing. Thus, the district must step up efforts to improve student writing skills at all campuses where students in special education are being served and tested.

#### **ADEQUATE YEARLY PROGRESS**

In the new NCLB requirements, all school districts are expected to meet adequate yearly progress (AYP) by showing increases in student academic performance and participation on state academic tests, showing that students are graduating in a timely way, and proving that students are attending school regularly. In the first year of measuring AYP according to the state plan, AISD successfully met AYP requirements as a district pending a “hold harmless” consideration (currently being reviewed at the state and federal levels). At the campus level, the following summarizes schools that met AYP: all 74 elementary schools; 10 of 17 middle/junior high schools; no high schools. Of those middle schools that met AYP, 5 are Title I schools. Of those middle schools that did not meet AYP, 6 are Title I schools. Of the district’s 11 high schools, 5 are Title I schools (a 12<sup>th</sup> school’s rating is still pending due to small numbers analysis). Based on this first year of data, there are many challenges ahead for AISD, especially at its middle and high schools, in the areas of reading and mathematics test participation and performance as well as graduation rates for the high schools.

#### **USE OF TITLE I FUNDS**

One additional area within the Title I grant in which AISD needs to continue to improve is in the efficient use of grant funds. Over the past several years, the district has rolled forward unspent Title I Part A funds into the next year. TEA allows such roll-

forwards of unspent funds (up to a 15% limit) for all Title I grant recipients, and the school district has improved in its efficiency at getting funds spent. Yet, for 2002-03, there were approximately \$1.6 million (9%) in Title I Part A funds that were not spent. With the academic challenges facing the district, a more aggressive method should be adopted for monitoring and ensuring funds are spent in the most effective and efficient way to serve children in need of academic support. District staff can examine more closely how funds are used by mid-year, then reallocate funds where needed. Also, where possible, district staff should be encouraged to combine Title I Part A funds with other funds to augment currently effective academic programs and initiatives to assist students and staff.

#### **PROGRAMMATIC EFFORTS TO IMPROVE STUDENT ACHIEVEMENT**

In an effort to meet the district's academic challenge, AISD is offering multiple opportunities for extended learning and course remediation for students. During 2002-03, a number of academic programs, including those funded with Title I Part A funds, were offered during and after school as well as in the summer. These programs, offered to students in grades prekindergarten to 11, provided intensive work in reading, English language arts, mathematics, science, and social studies. Spring programs at elementary schools were offered to help students prepare for state-mandated tests (beginning in grade 3), and to provide students with extra learning time when they were assessed as being below grade level. The summer programs for students in grades prekindergarten through 12 also allowed for extra learning time and/or to allow students who were at risk of failing a grade to make up course credits failed during the year. Fifty-five Title I campuses offered one or more of these kinds of programs during 2002-03.

## **APPENDICES**

### APPENDIX A: PRIVATE SCHOOLS PARTICIPATING IN THE TITLE I A PROGRAM, 2002-03

Percentages of Private Schools' Student Participants Served by Title I A Funds, by Gender and by Ethnicity, 2002-03

School	Gender		Ethnicity				
	Females	Males	American Indian	Asian or Pacific Islander	African American	Hispanic	White
<b>Abundant Life Learning Center (ALLC)</b>	19	15		1	33		
<b>Ebenezer Child Development Center (ECDC)</b>	39	49	9	3	46	25	5
<b>Greater Calvary Academy (GCA)</b>	18	7			25		
<b>Juan Diego Catholic High School (JDCHS)</b>	8	12				20	
<b>Mt. Sinai Christian Academy (MSCA)</b>	40	32			71	1	
<b>Odyssey School (OS)</b>	2	5				1	6
<b>St. Ignatius Martyr Catholic School (SIMCS)</b>	6	11			1	8	8
<b>St. James Episcopal School (SJES)</b>	9	11		1	10	1	8
<b>St. Mary's Cathedral School (SMCS)</b>	66	48		4	8	50	52

Source: AISD Records, 2002-03

Numbers of Private Schools' Student Participants Served by Title I A Funds, by Grade Level,  
2002-03

School*	Grade Level										
	EC/PK	K	1	2	3	4	5	6	7	8	9
ALLC	24										
ECDC	71	17									
GCA		8	4	5	1	5	2				
JDCHS											20
MSCA	51	9	9	3							
OS								1	2	4	
SIMCS			1	4	3	2	4	3			
SJES	17	3									
SMCS	17	17	16	13	10	8	8	12	8	5	

\*Note: See table above for full name of school.

Source: AISD Records, 2002-03

Numbers of Private Schools' Student Participants Served by Title I A Funds, by  
Instructional/Support Service Provided, 2002-03

School*	Reading or Language Arts	Math	Science	Social Studies	Health or Dental
ALLC	34	34	34	34	34
ECDC	88	59	59	59	
GCA	25	25	25	25	25
JDCHS	20	20	20	20	20
MSCA	72	21	72	72	
OS	7	7	7	7	
SIMCS	17	7			17
SJES	20	20	20	20	
SMCS	80	80	25	25	

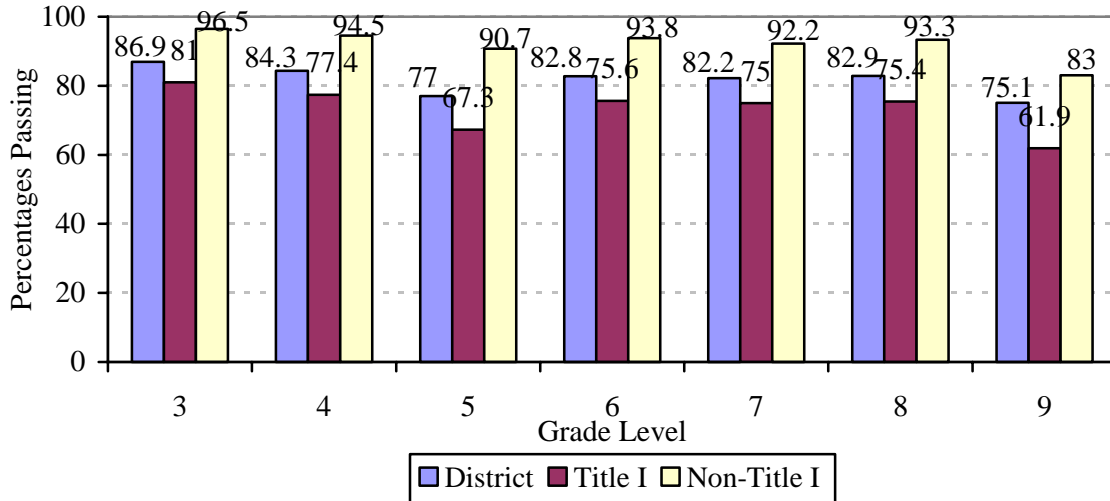
\*Note: See prior tables for full name of school.

Source: AISD Records, 2002-03



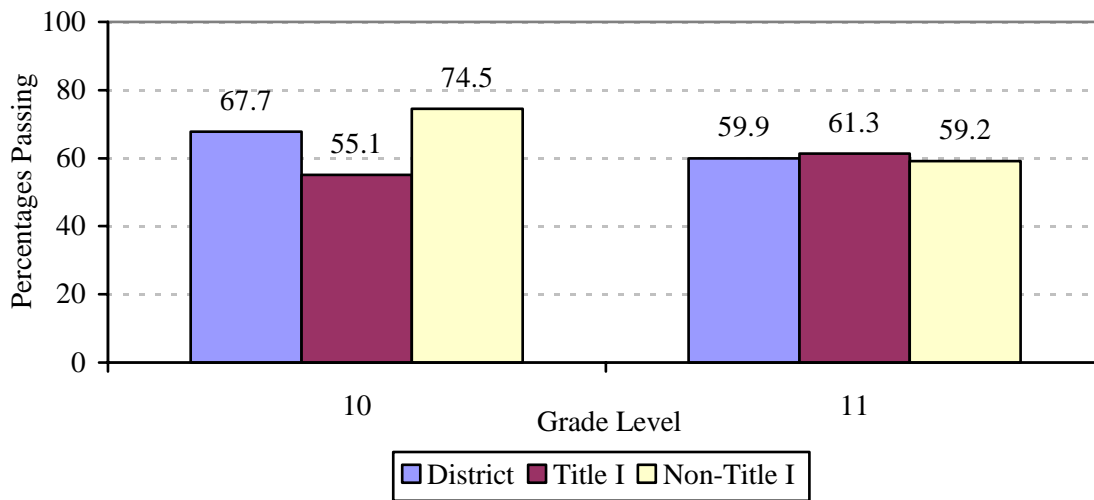
**APPENDIX B: TAKS 2003 RESULTS BY GRADE BY SUBJECT FOR DISTRICT, TITLE I SCHOOLS, AND NON-TITLE I SCHOOLS**

TAKS 2003 Reading by Grade for AISD (All Schools), Title I Schools, and Non-Title I Schools



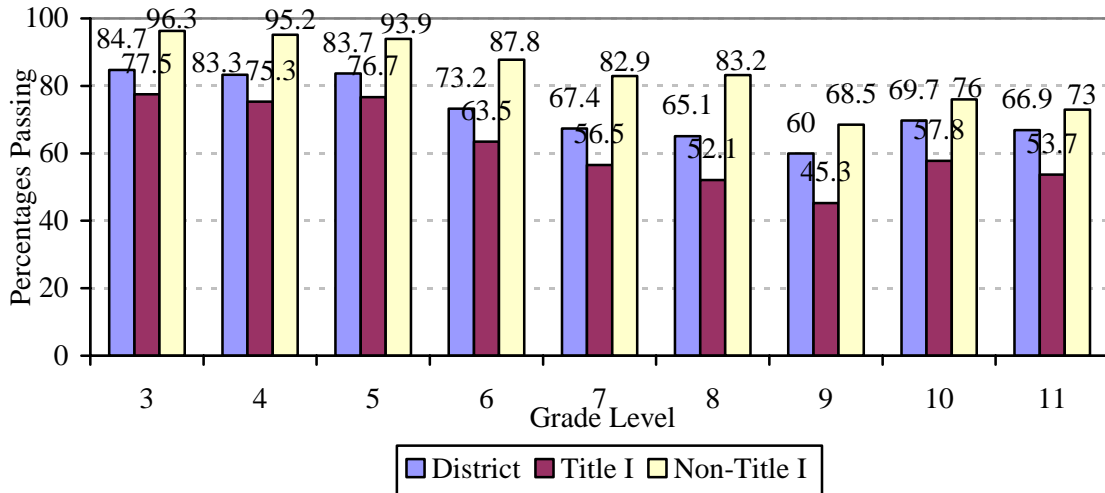
Source: TAKS 2003, first administration only

TAKS 2003 English Language Arts by Grade for AISD (All Schools), Title I Schools, and Non-Title I Schools



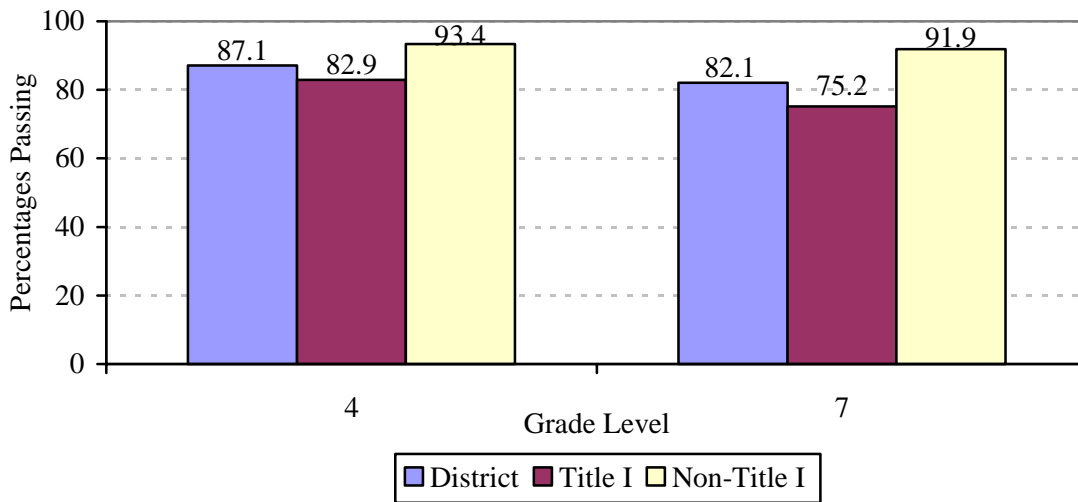
Source: TAKS 2003

TAKS 2003 Mathematics by Grade for AISD (All Schools), Title I Schools, and Non-Title I Schools



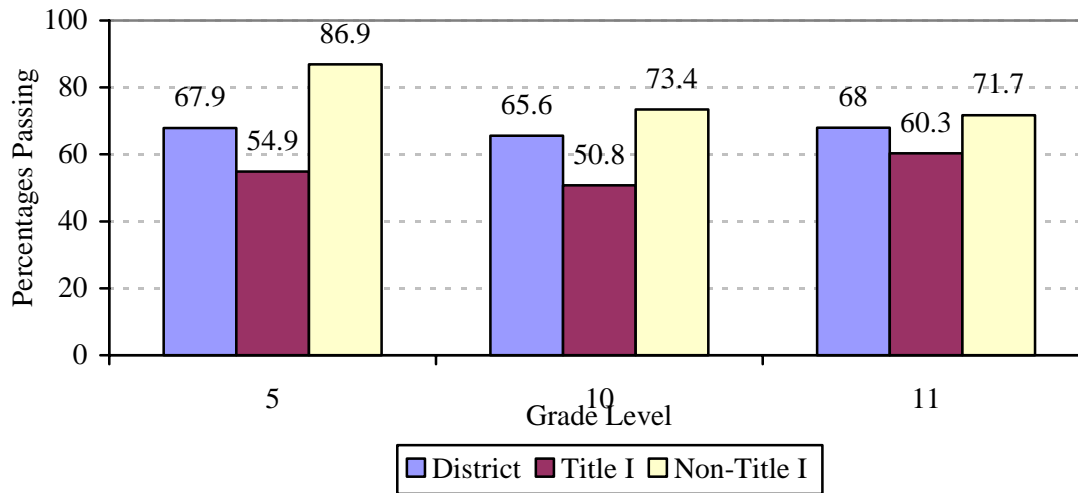
Source: TAKS 2003

TAKS 2003 Writing by Grade for AISD (All Schools), Title I Schools, and Non-Title I Schools



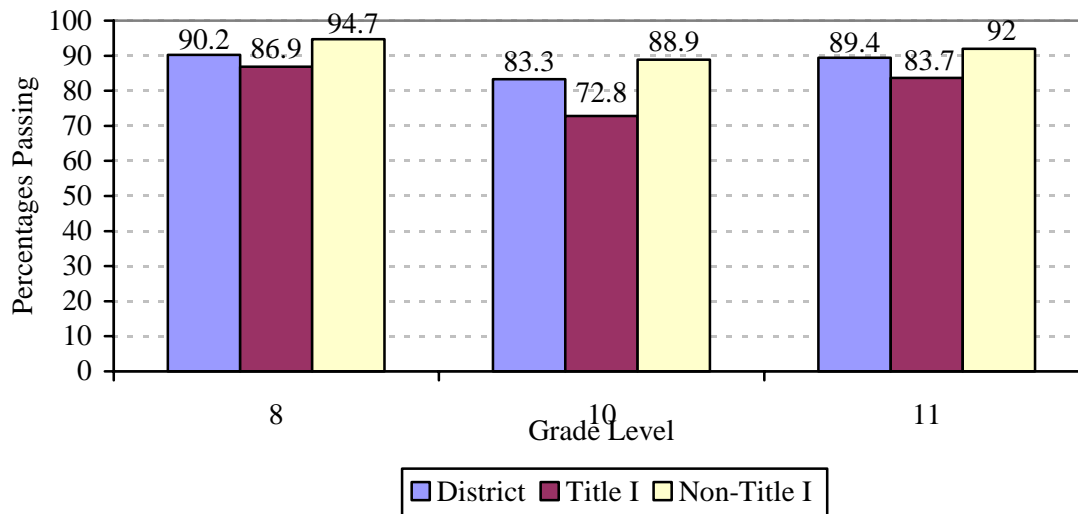
Source: TAKS 2003

TAKS 2003 Science by Grade for AISD (All Schools), Title I Schools, and Non-Title I Schools



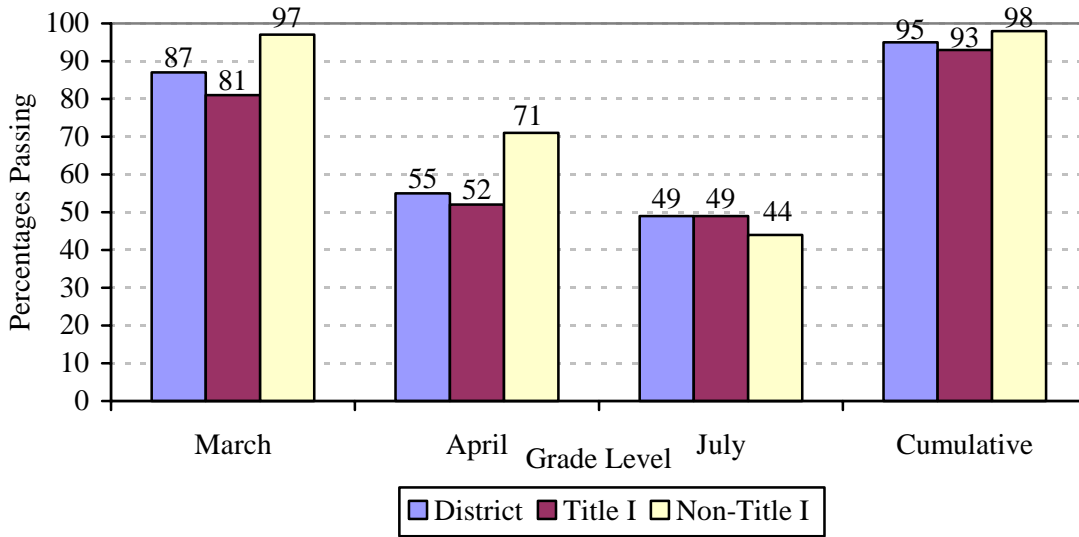
Source: TAKS 2003

TAKS 2003 Social Studies by Grade for AISD (All Schools), Title I Schools, and Non-Title I Schools



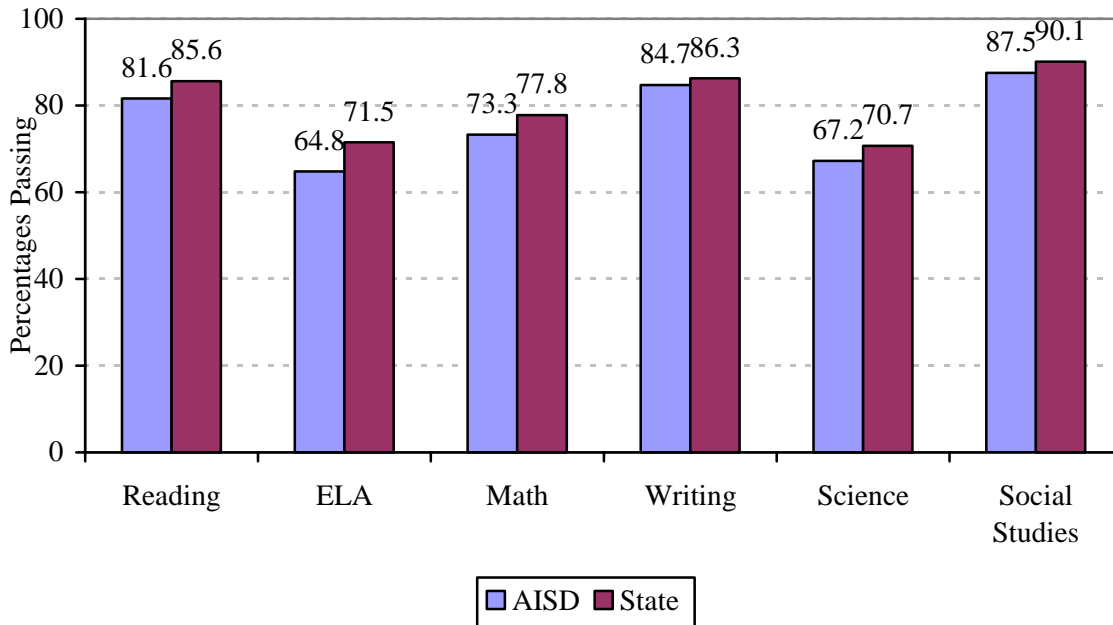
Source: TAKS 2003

TAKS 2003 Reading at Grade 3, Percentages of AISD Students Passing Across 3 Test Administrations and Cumulative Passing Rate



Source: AISD TAKS 2003 Records, all 3<sup>rd</sup> graders tested, with cumulative unduplicated counts

TAKS 2003, AISD versus State, Percentages Passing, All Grades, by Subject Tested



Source: TEA 2003

**APPENDIX C: PRELIMINARY AYP STATUS FOR AISD CAMPUSES,  
SEPTEMBER 2003**

<b>School Name (School Code)</b>	<b>AYP Status (Preliminary)</b>	<b>Area for Improvement or Participation Hold Harmless (PHH)</b>
Austin HS (002)	Needs Improvement	Mathematics Participation
Johnston HS (003)	Needs Improvement	Reading Performance & Mathematics Participation
Lanier HS (004)	Needs Improvement	Mathematics Participation & Graduation Rate
McCallum HS (005)	Needs Improvement	Mathematics Participation
Reagan HS (006)	Needs Improvement	Reading Performance & Mathematics Participation
Travis HS (007)	Needs Improvement	Reading & Mathematics Performance & Participation, & Graduation Rate
Crockett HS (008)	Needs Improvement	Mathematics Participation
Anderson HS (009)	Needs Improvement	Mathematics Participation
Johnson (LBJ) HS (010)	Needs Improvement	Mathematics Participation
ALC (012)	Not Evaluated	
Bowie HS (013)	Needs Improvement	Mathematics Participation
Garza HS (015)	Status Pending	Small Numbers Analysis
Akins HS (017)	Needs Improvement	Mathematics Participation
Travis Cty. Juvenile Detention Ctr. (030)	Meets AYP	District Performance Used
Phoenix Academy (032)	Meets AYP	District Performance Used
Leadership Academy (035)	Meets AYP	District Performance Used
JJAEP (036)	Not Evaluated	
Fulmore MS (043)	Needs Improvement	Reading Participation & Mathematics Participation
Kealing JH (044)	Needs Improvement	Reading Participation
Lamar MS (045)	Meets AYP	PHH
Burnet MS (046)	Needs Improvement	Mathematics Participation
O. Henry MS (047)	Meets AYP	PHH
Pearce MS (048)	Meets AYP	PHH
Porter MS (049)	Needs Improvement	Reading Performance & Mathematics Performance
Martin JH (051)	Meets AYP	PHH
Murchison (052)	Needs Improvement	Reading Participation
Webb (053)	Needs Improvement	Reading Participation
Bedichek (054)	Meets AYP	PHH
Dobie MS (055)	Needs Improvement	Reading Participation & Mathematics Participation
Covington MS (057)	Meets AYP	PHH
Mendez MS (058)	Meets AYP	PHH

School Name (School Code)	AYP Status (Preliminary)	Area for Improvement or Participation Hold Harmless (PHH)
Bailey MS (059)	Meets AYP	PHH
Small MS (060)	Meets AYP	PHH
Paredes MS (061)	Meets AYP	PHH
Allison EL (101)	Meets AYP	PHH
Andrews EL (102)	Meets AYP	PHH
Barton Hills EL (103)	Meets AYP	PHH
Becker EL (104)	Meets AYP	PHH
Blackshear EL (105)	Meets AYP	PHH
Blanton EL (106)	Meets AYP	PHH
Brentwood EL (107)	Meets AYP	PHH
Brooke EL (108)	Meets AYP	PHH
Brown EL (109)	Meets AYP	PHH
Bryker Woods EL (110)	Meets AYP	PHH
Campbell EL (111)	Meets AYP	PHH
Casis EL (112)	Meets AYP	PHH
Cunningham EL (113)	Meets AYP	PHH
Dawson EL (114)	Meets AYP	PHH
Dill (ACES) EL (115)	Not Evaluated	
Govalle EL (116)	Meets AYP	PHH
Gullett EL (117)	Meets AYP	PHH
Harris EL (118)	Meets AYP	PHH
Highland Park EL (119)	Meets AYP	PHH
Joslin EL (120)	Meets AYP	PHH
Lee EL (121)	Meets AYP	PHH
Maplewood EL (122)	Meets AYP	PHH
Mathews EL (123)	Meets AYP	PHH
Metz EL (124)	Meets AYP	PHH
Oak Springs EL (125)	Meets AYP	PHH
Ortega EL (126)	Meets AYP	PHH
Sanchez EL (127)	Meets AYP	PHH
Pease EL (128)	Meets AYP	PHH
Pecan Springs EL (129)	Meets AYP	PHH
Pleasant Hill EL (130)	Meets AYP	PHH
Reilly EL (132)	Meets AYP	PHH
Ridgetop EL (133)	Meets AYP	PHH
St. Elmo EL (136)	Meets AYP	PHH
Summitt EL (138)	Meets AYP	PHH
Sims EL (139)	Meets AYP	PHH
Travis Heights EL (140)	Meets AYP	PHH
Walnut Creek EL (141)	Meets AYP	PHH
Allan EL (142)	Meets AYP	PHH
Patton EL (143)	Meets AYP	PHH
Wooten EL (144)	Meets AYP	PHH

School Name (School Code)	AYP Status (Preliminary)	Area for Improvement or Participation Hold Harmless (PHH)
Zavala EL (145)	Meets AYP	PHH
Zilker EL (146)	Meets AYP	PHH
Menchaca EL (147)	Meets AYP	PHH
Oak Hill EL (148)	Meets AYP	PHH
Barrington EL (149)	Meets AYP	PHH
Norman EL (150)	Meets AYP	PHH
Pillow EL (151)	Meets AYP	PHH
Wooldridge EL (152)	Meets AYP	PHH
Doss EL (154)	Meets AYP	PHH
Hill EL (155)	Meets AYP	PHH
Odom EL (156)	Meets AYP	PHH
Winn EL (157)	Meets AYP	PHH
Sunset Valley EL (158)	Meets AYP	PHH
Graham EL (159)	Meets AYP	PHH
Linder EL (160)	Meets AYP	PHH
Cook EL (161)	Meets AYP	PHH
Houston EL (162)	Meets AYP	PHH
Hart EL (163)	Meets AYP	PHH
Pickle EL (164)	Meets AYP	PHH
McBee EL (165)	Meets AYP	PHH
Williams EL (166)	Meets AYP	PHH
Langford EL (168)	Meets AYP	PHH
Boone EL (170)	Meets AYP	PHH
Palm EL (171)	Meets AYP	PHH
Kocurek EL (172)	Meets AYP	PHH
Casey EL (173)	Meets AYP	PHH
Rodriguez EL (174)	Meets AYP	PHH
Widen EL (175)	Meets AYP	PHH
Galindo EL (176)	Meets AYP	PHH
Jordan EL (178)	Meets AYP	PHH
Davis EL (179)	Meets AYP	PHH
Kiker EL (180)	Meets AYP	PHH
Mills EL (181)	Meets AYP	PHH
Baranoff EL (182)	Meets AYP	PHH
Cowan EL (183)	Meets AYP	PHH
Austin State Hospital (250)	Not Evaluated	
Rosedale School (251)	Not Evaluated	
AISD – District	Meets AYP	PHH

Source: Texas Education Agency, September 2003

## REFERENCES

- Alderete, K. (2003). GEAR UP Austin: Impacting Lives Project, 2002-03. (Publication 02.13). Austin, TX: Austin Independent School District.
- Curry, J. (2003). Accelerated Reading Intervention Evaluation, 2002-03. (Publication 02.10). Austin, TX: Austin Independent School District.
- Curry, J., Doolittle, M., Huskey, B., Koehler, H., & Washington, W. (2002). Title I Evaluation Report, 2000-01. (Publication 00.11). Austin, TX: Austin Independent School District.
- Curry, J., Washington, W., & Zyskowski, G. (2000). Title I Evaluation Report, 1999-2000. (Publication 99.03). Austin, TX: Austin Independent School District.
- Doolittle, M. (2002). Title I Evaluation Report, 2001-02. (Publication 01.04). Austin, TX: Austin Independent School District.
- Gonzalez, R. (2003). Bilingual Education/ESL Program Evaluation Report, 2002-03. (Publication 02.09). Austin, TX: Austin Independent School District.
- Leave No Child Behind Act of 2001, P.L. 107-110, U.S. 107<sup>th</sup> Congress (2001). Available from <http://www.ed.gov/legislation/ESEA02/>.
- Texas Education Agency (TEA), 2003. NCLB Bulletin, volume 1, issue 1. Austin, TX: Texas Education Agency. Available from the internet at <http://www.tea.state.tx.us/nclb/bulletins/Bulletin1-1HQ.pdf>.
- Washington, W. (2003). Optional Extended Year Program Evaluation, 2002-03. (Publication 02.12). Austin, TX: Austin Independent School District.
- Washington, W. (2003). Parent and Community Involvement Evaluation, 2002-03. (Publication 02.11). Austin, TX: Austin Independent School District.
- Washington, W. (2003). Title I Facilities for Neglected or Delinquent Youth Summary Report, 2002-03. (Publication 02.06). Austin, TX: Austin Independent School District.





# **Austin Independent School District**

## **Office of Accountability**

Maria Whitsett, Ph.D.

## **Department of Program Evaluation**

Holly Williams, Ph.D.

## **Author**

Martha Doolittle, Ph. D.

## **Title I Evaluation**

Joyce Partee

Wanda Washington



## **Board of Trustees**

Doyle Valdez, President

Ingrid Taylor, Vice President

Ave Wahrmond, Secretary

Cheryl Bradley

Johna Edwards

John Fitzpatrick

Rudy Montoya, Jr.

Robert Schneider

Patricia Whiteside

## **Superintendent of Schools**

Pascal D. Forgione, Jr., Ph.D.

Publication Number 02.07

October 2003