



DAC TITLE I UPDATE

Tuesday, February 26, 2019

What is Title I?

- Title I provides financial assistance to schools with high numbers or percentages of children from low income families to help ensure that all children meet challenging state academic standards.
- The funds are generated from Census data from the federal government. Funds should be used to target the students with the highest academic needs to ensure a fair, equal and significant opportunities.

What is ESSA?

- The Every Student Succeeds Act (ESSA) is a US law passed in December 2015 that governs the United States K-12 public education policy. The law replace its predecessor, No Child Left Behind Act (NCLB)

Historical Title I Allocations

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Projected
31,617,843	30,248,968	28,532,959	24,784,032	22,846,295	20,561,665

Thresholds Used

- What is the Title I threshold for elementary in **the current year**(18-19)?
- * The Title I threshold for elementary for the current year is set at 39% and above.
- * What is the Title 1 threshold for elementary and secondary for **19-20?**
- * The Title I threshold for the 19-20 school year is set at 70% above for secondary and 60% above for elementary.

How Threshold was determined?

Data is obtained from MIS

Number of students residing in Attendance Zone

Number of students residing who are Economically Disadvantaged

- * Total number of students who are classified as economically disadvantaged divided by the total number of residing students inside the school attendance zone.

Community Eligibility Provision & Title I

- * CEP allows local education agencies and individual schools to bypass household applications for free and reduced-priced meals and offer free meals to all students.
- * Campuses with 62.25% or more students directly certified for free meals (receiving Supplemental Nutrition Assistance Program (SNAP) benefits) qualify for CEP.
- * All CEP campuses are Title I campuses.
- * Meal costs are federally reimbursed at the highest reimbursement rate.

Campus changes from 2018-2019 to 2019-2020

- * There are 15 campuses that will be impacted:
- * 12 - Elementary Schools
- * Casey, Reilly, Dawson, Becker, Kocurek, Sunset Valley, Blanton, Joslin, Cunningham, Menchaca, Boone, Oak Hill
- * 3 - Middle Schools
- * Paredes, Kealing, Covington
- * 0 - High Schools

Consideration based on PEIMS

- Has there been any consideration for including the number of economically disadvantaged identified students based on PEIMS snapshot (last Friday in October) rather than strictly using a percentage threshold to determine Title I funding.
- * Yes; however, there are a variety of issues and challenges that emerge when considering the number of students (vs. the percentage) in the formula for determining levels of Title I funding.

Methodology Used

- Is there a set formula (i.e. bands, the amount per student, etc.)?
- * The methodology used to determine the allocations is:
- * Estimate the federal Title I allocation based on trend data from previous years and recommendations from the TEA Title I committee
- * Subtract the required set asides such as Private School allotment, homeless, indirect costs, ect. which determines the Total Campus Title I allocation
- * Rank campuses based on PEIMS snapshot data for students ages 5-17 (highest to lowest), ensuring that all CEP campuses are included
- * Evaluate funding on a per pupil basis to ensure campus allocations are serving the greatest number of students in the best

Other Considerations

- Overall, Title I funds are expected to be reduced from the federal allocation by approximately \$1.4 million due to declining enrollment and declining low socioeconomic status students.
- * Intent of Title I is to serve the highest needs communities so decision was made to increase the threshold of low SES students to qualify for funding
- * 65% low SES students for elementary
- * 70% low SES students for secondary
- * New threshold supports board goal of all students reading by 3rd grade.

2020-2021 Planning Timeline

- Include vertical team leads and AAPSA in initial discussions to determine cut-off percentages
- * More communication with affected campuses prior to final decision
- * Consider phasing in reductions over two years so campuses have more time to prepare for reductions beginning SY19-20
- * Consider using overall percentages of economically disadvantaged students and total numbers of economically disadvantaged student to determine funding

Seeking Additional Resources

- Search for outside funding sources to help support losses in Title I funding
- * Determine how to share resources and professional learning across campuses

Questions



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Contact Information

- Austin ISD
- State, Federal and Private Accountability Office
- CAC C-230
- Dr. Mary L. Thomas, Executive Director 512 414-3280
- Mary.Thomas@austinisd.org
- [https://www.austinisd.org /state-federal-private-accountability](https://www.austinisd.org/state-federal-private-accountability)