

Title I Evaluation, 2003-04



Austin Independent School District
Department of Program Evaluation
October 2004

*Title I Evaluation, 2003-04***EXECUTIVE SUMMARY**

The Austin Independent School District (AISD) received federal Title I Part A entitlement funding in 2003-04 through the Texas Education Agency (TEA) in the amount of \$17,597,454 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 high concentrations of low-income children in their attendance zones. During 2003-04, there were 67 AISD schools that had the Title I schoolwide designation, allowing all students at those locations to be served. According to records submitted to TEA in fall 2003 through Public Education Information Management System (PEIMS), 45,749 students were enrolled at AISD Title I schools. This number represents an increase of 12% from four years ago. Title I Part A funds also were available to serve low-income students at participating private schools and facilities for neglected youth in the AISD attendance area. The total number of these students served during 2003-04 was 917 private school students, and 79 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 schools compared to non-Title I schools. Relative to AISD's non-Title I schools, the AISD Title I schools tended to have lower percentages of fully certified teachers, and those teachers had a lower average number of years of experience in 2003-04. Although it was confirmed that all AISD teaching staff received high quality professional development during the school year, increased efforts are needed by district administration to ensure that highly qualified (i.e., certified and experienced) teachers are providing instruction at all schools, whether the schools are Title I or non-Title I schools. At this time, the school district is enacting its plan to ensure that all teachers are certified

in the core subject areas in which they are assigned so that they may become classified as highly qualified.

The primary goal of the district and the Title I grant is to assure that all students are successful in making progress in their academic achievement. The goal of state assessments is to measure whether or not 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 2004 state-mandated Texas Assessment of Knowledge and Skills (TAKS) showed 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, 2004 TAKS results showed that a lower percentage of students at AISD Title I schools met the state's TAKS passing standards than did students at AISD non-Title I schools. This trend held true even when passing rates were examined by grade level. However, when examining 2003 TAKS to 2004 TAKS using 2004 passing standards, gains in percentages of student meeting passing standards were noted in all subjects at Title I schools, and non-Title I schools only showed one loss from 2003 to 2004 in mathematics. Thus, improvements have occurred among students at Title I schools that help boost performance districtwide.

When the 2004 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 school type (Title I versus non-Title I), while limited English proficient (LEP) students or students receiving special education services tended to have the lowest percentages meeting passing standards on TAKS. However, among LEP students, those at Title I schools tended to have slightly higher percentages meeting passing standards in reading or English language arts than did their counterparts at non-Title I schools. With the minimum passing standards for TAKS increasing in 2004-05 for all students as recommended by the State Board of Education, the district must focus its efforts on supporting gains for all students but especially for those students at Title I schools.

An analysis of the State Developed Alternative Assessment (SDAA), which is designed for students receiving special education services and for whom the TAKS is not appropriate, showed that there were only small percentage point differences between Title I and non-Title I students meeting ARD expectations on SDAA reading. However,

on SDAA writing, there was more variability in the results, and typically the Title I students had higher percentages meeting ARD expectations than did the non-Title I students. For SDAA mathematics, percentage point differences in students meeting ARD expectations were small between Title I and non-Title I groups, with the exception being among White students, who had a 12 percentage-point difference between those at Title I schools (69.3%) and non-Title I schools (81.3%).

An 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 such funds appropriately. In 2003-04, AISD struggled with spending all Title I Part A funds allocated because the Texas Education Agency did not notify the district of its additional increase in final entitlement (approximately \$2.1 million) until March 2004, prior to the June 2004 spending deadline. Thus, for 2003-04, there was approximately \$2.8 million (14.7%) in Title I Part A funds not spent. This was attributed to: 1) the late notification from TEA of additional funds; 2) funds that were not used due to unspent salaries for staff positions that were not filled; and 3) funds that had been set aside but not used for professional services and supplies and materials. With the academic challenges facing the district, TEA needs to provide earlier notice of final entitlement amounts and the district needs to more aggressively monitor expenditures to ensure that funds are being 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), and the district continues to do so in 2004-05. Also, the district provided extra support and guidance to staff at several Title I schools that were experiencing low student academic performance in 2003-04. Although the district’s student performance on TAKS has shown improvement, more work is needed. The district’s comprehensive approach aimed at implementing effective instruction and using frequent student assessments is critical to improving student academic performance. Using AISD 2004

TAKS results as a guide, program interventions for improving students' success at meeting state academic performance standards should focus on mathematics and science, while continuing to support reading and English language arts. Additional steps should be taken to accelerate learning for students who are economically disadvantaged, limited English proficient, receiving special education services, or attending Title I schools.

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 school to determine if the school 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 for each school and the district, district and school informational reports, district and school improvement plans, public news/media channel broadcasting, and web postings.

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 Part A program is collected through the state's Public Education Information Management System (PEIMS). For more information, please review the Texas Education Agency's NCLB website at <http://www.tea.state.tx.us/nclb/proginfo.html>.

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.....	14
SUMMARY AND RECOMMENDATIONS	23
APPENDICES	29
APPENDIX A: EMPLOYEE COORDINATED SURVEY 2004, QUESTIONS AND RESPONSES OF TEACHERS	31
APPENDIX B: PRIVATE SCHOOL STUDENT PARTICIPATION IN TITLE I PART A PROGRAM SERVICES, 2003-04	34
APPENDIX C: TAKS 2004 RESULTS BY GRADE BY SUBJECT FOR DISTRICT, TITLE I SCHOOLS, AND NON-TITLE I SCHOOLS	35
APPENDIX D: CHANGES FROM 2003 TO 2004 IN PERCENTAGES OF AISD STUDENTS MEETING PASSING STANDARDS (2 SEM, 1 SEM) ON TAKS BY SUBJECT TEST FOR ALL SCHOOLS, TITLE I SCHOOLS, AND NON-TITLE I SCHOOLS	38

LIST OF FIGURES

Figure 1: AISD Title I Part A Funds Allocations, 2003-04	12
Figure 2: AISD Title I Part A Expenditures by Category, 2003-04	13
Figure 3: Percentage of AISD Students Meeting TAKS 2004 Passing Standard in Each Subject by District, Title I Schools, and Non-Title I Schools (Grades 3-11)	15
Figure 4: AISD TAKS Reading/ELA 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 3-11)	16
Figure 5: AISD TAKS Mathematics 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 3-11)	16
Figure 6: AISD TAKS Writing 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 4, 7).....	18
Figure 7: AISD TAKS Science 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 5, 10, 11).....	18
Figure 8: AISD TAKS Social Studies 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 8, 10, 11).....	19
Figure 9: AISD SDAA Reading 2004, Percentages of Students Meeting ARD Expectations, All Students and Student Groups (Grades 3-8), by District, Title I Schools, and Non-Title I Schools	21
Figure 10: AISD SDAA Writing 2004, Percentages of Students Meeting ARD Expectations, All Students and Student Groups (Grades 3-8), by District, Title I Schools, and Non-Title I Schools	21
Figure 11: AISD SDAA Mathematics 2004, Percentages of Students Meeting ARD Expectations, All Students and Student Groups (Grades 3-8), by District, Title I Schools, and Non-Title I Schools	22
Figure 12: AISD Title I Student Enrollment and AISD Total Enrollment, 2000-01 to 2003-04	23

LIST OF TABLES

Table 1: Demographics for AISD Students at Title I and Non-Title I Schools, 2003-04.....3

Table 2: Education Program Participation by AISD Students at Title I and Non-Title I
Schools, 2003-04.....4

Table 3: AISD Highly Qualified Teacher Report Summary to TEA, Regarding
Certification or Permit Status, as of May 2004.....6

Table 4: Average Number of Years of Teaching Experience Among AISD Teachers by
Title I Schools, Non-Title I Schools, and All Schools, 2003-046

Table 5: Percentages of Years of Teaching Experience Among AISD Teachers by Title I
Schools, Non-Title I Schools, and All Schools, 2003-047

Table 6: Percentages of AISD Teacher Familiarity With Curriculum-Related Topics8

PROGRAM OVERVIEW

TITLE I PART 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 2003-04, AISD was allocated \$19,216,474 (an entitlement of \$17,597,454 and a roll-forward amount from 2002-03 of \$1,619,020) in Title I Part A funds to support students at 67 AISD public schools, 15 participating private schools, and two 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 PART 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 2003-04, AISD provided Title I schoolwide program services to students at 67 schools with 50% or more of the children being economically disadvantaged (hereafter referred to as Title I schools). According to preliminary records submitted to the Texas Education Agency (TEA) as part of the Fall 2003 student data submission (i.e., PEIMS, or Public Education Information Management System), 45,749 AISD students were enrolled at Title I schools as of October 2003. This number represents 57.9% of all AISD students (79,007) enrolled at that time. PEIMS data will be verified and published later by TEA in the Academic Excellence Indicator System (AEIS).

Extended Learning Programs

A total of 59 AISD Title I schools provided extended learning opportunities during the 2003-04 school year. Such opportunities included after-school and summer academic enrichment programs. For instance, five AISD Title I high schools provided extended learning during spring semester of the regular school year for students who needed to recover course credits toward graduation requirements. In addition, using various sources of funding, 50 Title I elementary schools provided extended learning programs for their students during either the spring semester or during the summer. Finally, with various funds, four Title I middle schools hosted summer school sessions for credit recovery or supplemental support. Some examples of programs supported at Title I schools included: bilingual summer school program for prekindergarten and kindergarten students with limited English proficiency; Accelerated Reading Instruction or Accelerated Mathematics Instruction programs for elementary students in grades three to five experiencing difficulties; summer science camp for fourth graders who will take the TAKS science test in fifth grade; and Optional Extended Year Program (elementary schools during the spring, middle schools during the summer). 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 about students at the district's Title I schools and non-Title I schools based on the PEIMS Fall 2003 submission. 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 Black 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, the number (and percentage) of Title I students has grown from 35,641 (45.8% of AISD's population) in school year 2000-01, to 45,749 (57.9%) in school year 2003-04. This represents a 12- percentage point growth over four years.

Table 1: Demographics for AISD Students at Title I and Non-Title I Schools, 2003-04

	Number Enrolled	% Low- income	% LEP	% Immigrant	% Asian, Pacific Islander, Native American	% Black	% Hispanic	% White
Title I Students	45,749	79.3	33.6	10.4	1.9	17.8	70.1	10.1
Non-Title I Students	33,258	23.0	5.7	2.1	4.4	7.9	30.2	57.6
All AISD Students	79,007	55.6	21.8	6.9	2.9	13.6	53.3	30.1

Source: AISD PEIMS Records, Fall 2003

Based on PEIMS data submitted to TEA, Table 2 shows the 2003-04 percentages of AISD students served in various educational programs, including bilingual education, English as a second language (ESL), special education, and gifted education. The percentages of Title I students participating in bilingual, ESL, and special education programs were higher than those 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: Education Program Participation by AISD Students at Title I and Non-Title I Schools, 2003-04

	Total Number Enrolled	% Bilingual Education	% English as a Second Language	% Special Education	% Gifted Education
Title I Students	45,749	22.8	9.6	12.6	5.1
Non-Title I Students	33,258	0.9	3.8	11.9	10.0
All AISD Students	79,007	13.6	7.2	12.3	7.2

Source: AISD PEIMS Records, 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 \$55,583 in Title I Part A funds set aside for services to all AISD homeless students, and these funds supported staff salary and supplies at Project HELP. Types of services provided to homeless students, whether by district or school staff/programs, include but are not limited to the following: tutoring, medical/health service referrals, school/instructional supplies, referral to social services, 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 schools, where many of the district's homeless students attend.

Project HELP staff provided information on AISD students who were identified and served due to homelessness. With the assistance of school personnel, Project HELP staff, and Program Evaluation staff, these data were verified in the district's student data system. A total of 809 homeless students were identified and served during 2003-04, of whom 691 (85.4%) were enrolled at Title I schools and 118 (14.6%) were enrolled at

non-Title I schools. These data were provided to the Texas Education Agency as part of the required Title I Part A performance report submitted in August 2004.

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).

AISD's Human Resources staff reported to the Texas Education Agency (TEA) that 4,609 teachers were employed in AISD as of the end of the school year in May 2004. The data in this report included summaries by school of the total number of teachers in core academic subject areas, and of those, the number who were highly qualified in their primary teaching assignment and the number who were not. This report also included information on whether teachers were fully certified or on a permit. For the district, 92.2% of all teachers were highly qualified (e.g., fully certified and teaching in their primary assignment), and 1.9% of AISD teachers had some type of teaching permit (e.g., emergency, one-year non-renewable, one-year temporary classroom assignment, temporary district permit). In Table 3, the data show that Title I schools (91.6%), as compared to non-Title I schools (93.2%) and the district as a whole (92.2%), have a slightly lesser percentage of highly qualified teachers. The percentages of teachers with emergency or district teaching permits are slightly greater at Title I schools than at non-Title I schools, but the percentages of non-renewable or temporary classroom assignment permits were less at Title I schools than at non-Title I schools.

Table 3: AISD Highly Qualified Teacher Report Summary to TEA, Regarding Certification or Permit Status, as of May 2004

	Total Number of Teachers	% Highly Qualified (Fully Certified)	% Not Highly Qualified	% With Emergency Permit	% With Non-Renewable Permit	% With Temporary Classroom Assignment Permit	% With District Teaching Permit
Title I Schools	2,798	91.6%	8.4%	1.6%	0%	0%	0.4%
Non-Title I Schools	1,811	93.2%	6.8%	1.1%	0.1%	0.2%	0.3%
All Schools	4,609	92.2%	7.8%	1.4%	0.04%	0.1%	0.3%

Source: AISD Human Resources Records, 2004; TEA Highly Qualified Teachers Program Compliance/Performance Reports, 2004

To examine years of teaching experience among AISD teaching staff, an analysis of 2003-04 district records was conducted on average number of years of teaching experience (in district, out of district, total) as well as on the range of years of teaching experience. Teaching staff at Title I schools were compared to those at non-Title I schools and to those at all AISD schools. Table 4 shows 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 5 supports this finding by range of years of experience.

Table 4: Average Number of Years of Teaching Experience Among AISD Teachers by Title I Schools, Non-Title I Schools, and All Schools, 2003-04

	Average # of Years Teaching Experience in District	Average # of Years Teaching Experience Out of District	Average Total # of Years Teaching Experience
Title I Schools	8.2	2.9	11.2
Non-Title I Schools	10.5	3.2	13.7
All Schools	9.1	3.1	12.2

Source: AISD Records, 2003-04

Table 5: Percentages of Years of Teaching Experience Among AISD Teachers by Title I Schools, Non-Title I Schools, and All Schools, 2003-04

	% No Prior Teaching Experience	% 1-5 Years Teaching Experience	% 6-10 Years Teaching Experience	% 11-20 Years Teaching Experience	% 20 + Years Teaching Experience
Title I Schools	0.7	36.7	21.6	21.3	19.7
Non-Title I Schools	0.4	23.9	20.6	28.7	26.4
All Schools	0.6	31.7	21.2	24.2	22.3

Source: AISD Records, 2003-04

Another area examined was professional development obtained by teaching staff. Of the total number of teachers who were employed as of May 2004 in the district, 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 2004. The professional development data came from several sources, including documentation of any absences from required in-service trainings for all district teachers that occurred several times during the year, electronic records of training sessions recorded through the district's Professional Development Academy database, and documented paper records of attendance at numerous other trainings (e.g., Title II Part A grant, Bilingual program, Reading First grant, school-based sessions). Staff development covered a wide range of topics including reading and language arts, mathematics, science, social studies, assessments and data. There was some difficulty in consolidating all of these records for this report because electronic and paper records had to be combined, and there was not a complete record of all possible staff trainings or participants that may have been in trainings throughout the year (i.e., some professional development activities at schools were not centrally documented). However, there is an on-going effort in AISD to include all professional development in the electronic system for tracking and monitoring professional development so that the data will be more complete and current from this point forward.

Teacher Opinions About Curriculum, Instruction, and Professional Development

In AISD's spring 2004 employee coordinated survey, a sample of AISD teachers was asked about their opinions, knowledge, and behaviors related to curriculum,

instruction, and professional development. Of 635 surveys sent, 520 (82%) were returned, and approximately 489 (77%) were valid for analysis. Appendix A includes the questions and summary of responses. Teachers were asked how familiar they were with the following in their curriculum area: state curriculum content standards (TEKS); district curriculum frameworks (matrices) and instructional planning guides (IPGs); student assessments; and state performance standards. The majority of teachers responded that they were either moderately or very familiar with all four topics in their curriculum area as shown in Table 6. For example, among AISD teachers who responded, 77.1% indicated that they were very familiar (and 19.2% were moderately familiar) with the state curriculum content standards, or TEKS, in their curriculum area. Also, most respondents were very familiar (71.1%) with student assessments given in their curriculum area. However, fewer teacher respondents indicated they were very familiar with the district's curriculum matrices and instructional planning guides (IPGs) (58.3%) or with state performance standards in their curriculum (55.1%). When teacher responses were separated by Title I school or non-Title I, there were few differences in percentages.

Table 6: Percentages of AISD Teacher Familiarity With Curriculum-Related Topics

Topic	% Not Familiar	% A Little Familiar	% Moderately Familiar	% Very Familiar
State Curriculum Standards (TEKS)	0.6	3.1	19.2	77.1
District Curriculum Matrices & IPGs	4.2	8.3	29.2	58.3
Student Assessments	1.5	3.6	23.8	71.1
State Performance Standards	3.7	6.9	34.3	55.1

Source: AISD Employee Coordinated Survey, 2004

When teachers were asked to describe the effect of the TEKS on student learning, the majority responded that TEKS had a somewhat (44.8%) or very (30.6%) positive effect. Likewise, when asked about the effect of the district's curriculum frameworks and IPGs on student learning, most teachers indicated that these had a somewhat (45.9%) or very (21.0%) positive effect on student learning. When examining responses of Title I and non-Title I teachers (see Appendix A), there were few differences, with the following exceptions:

- Teachers at secondary Title I schools, compared to teachers at other schools, had the highest response indicating a somewhat or very negative effect of TEKS on student learning (14.5%);
- Teachers at elementary Title I schools, compared to teachers at other schools, had the highest response indicating a somewhat or very negative effect of district curriculum matrices and IPGs on student learning (16.7%).

Teachers were asked to describe the extent to which professional development they had received in the past two years had a positive impact on their classroom instruction. Most respondents indicated that their professional development had a moderate (39.5%) or great (35.7%) impact on their classroom instruction. For those who responded that professional development had no impact on their classroom instruction (4.2%), or that they had not received any professional development in the past two years (2.1%), most were teachers at secondary non-Title I schools (see Appendix A for details).

Paraprofessionals

Another TEA reporting requirement for school districts included documenting the numbers of paraprofessional staff employed in the district at Title I schools who provide instructional or non-instructional support, and the levels of education or state/local certification of these staff. Paraprofessional staff who provide instructional support in core academic subject areas (e.g., reading, mathematics, science, social studies, etc.) are defined by TEA 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, AISD reported 425 such staff for 2003-04 to TEA. Of these staff, 126 had at least an Associate's degree or higher, 47 had completed two years of study at an institution of higher education, and 252 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. Thus, state and federal certification requirements for paraprofessionals (due to be met by 2005) have been met in AISD in 2003-04.

There were 1,531 paraprofessionals without instructional support duties who were employed in the district at Title I schools during 2003-04, and this number also was reported to TEA. 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 917 students in prekindergarten through grade 12 at 15 private schools within AISD boundaries during 2003-04. These students received instructional support services in the areas of reading or language arts, mathematics, science, and social studies. Appendix B shows the numbers of students at private schools by certain demographic characteristics and services provided during 2003-04. This information was submitted as part of the district's Title I Part A compliance report to TEA for 2003-04.

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

Title I Part A program services were provided to 79 students at two facilities for neglected youth within AISD boundaries during 2003-04. These students received instructional support services in reading or language arts, mathematics, science or social studies. In addition, some students received guidance/counseling support services or health/dental services. This information was submitted as part of the district's Title I Part A compliance report to TEA for 2003-04. 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 Part A program and all AISD school operations. For instance, school district policy requires schools to support and enhance parent involvement through six 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 school must have parent representation on its Campus Advisory Council. At both district and school levels, parent input must be obtained on district and school improvement plans. These improvement plans must include a component that addresses goals and resources for improving parent involvement. Each Title I school is required to have a parent involvement policy and a parent compact or agreement that had input from parents. In addition, each Title I school is responsible for

hosting a parent meeting where the Title I schoolwide program and plan for that school is reviewed.

One method used by the district to obtain input from all AISD parents (regardless of whether their children attended a Title I or non-Title I school), pursuant to Board policy on stakeholder treatment, was through the administration of a district parent survey during spring 2004. The surveys were distributed to 106 schools where the surveys were then redistributed to parents. The survey addressed a variety of topics having to do with how parents perceive that school 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. (For more information, see policy at http://www.austin.isd.tenet.edu/about/docs/policy_2004_ALL_EL_Policies_as_approved_by_Board.pdf. 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.)

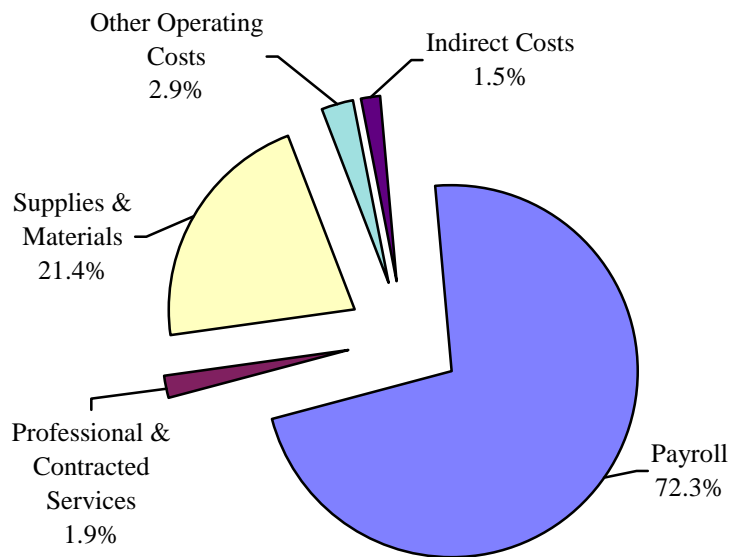
The Title I Part A grant requires that funds be set aside to support parent involvement activities if a school district receives a total allocation above \$500,000. For 2003-04, AISD allocated approximately \$659,705 in Title I Part A funds for parent involvement support and spent approximately 84% of that amount at the time of this report. About 23% (\$105,990) of the funds provided support for parent involvement districtwide, while approximately 81% (\$447,709) supported parent involvement directly at Title I schools. Expenditures included staff salaries, contracted services, reading materials, supplies, employee travel, refreshments, 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 parent support specialists, coordinated district parent involvement activities, served on district and school advisory councils, disseminated parent involvement materials to all schools, and provided other support services to schools as requested. Of the many activities at Title I schools that support parent involvement, the promotion of family literacy is a critical goal for Title I programs. Based on data reported from 51 AISD schools, family literacy activities (such as classes to promote English language acquisition among parents of Title I students, and family literacy nights) included 8,056 family member participants (duplicated count) during 2003-04. 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.

TITLE I PART A BUDGET

The total 2003-04 Title I Part A allocation received from the Texas Education Agency was \$19,216,474 with an entitlement amount of \$17,597,454 and a roll-forward amount from 2002-03 of \$1,619,020. The majority of funds, \$14,076,539 or 73%, was allocated to schools. The remaining funds, \$5,139,935 or 27%, provided centralized support for services to schools across the district and for grant support at central offices. See Figure 1 for 2003-04 Title I Part A grant allocations in AISD.

Figure 1: AISD Title I Part A Funds Allocations, 2003-04

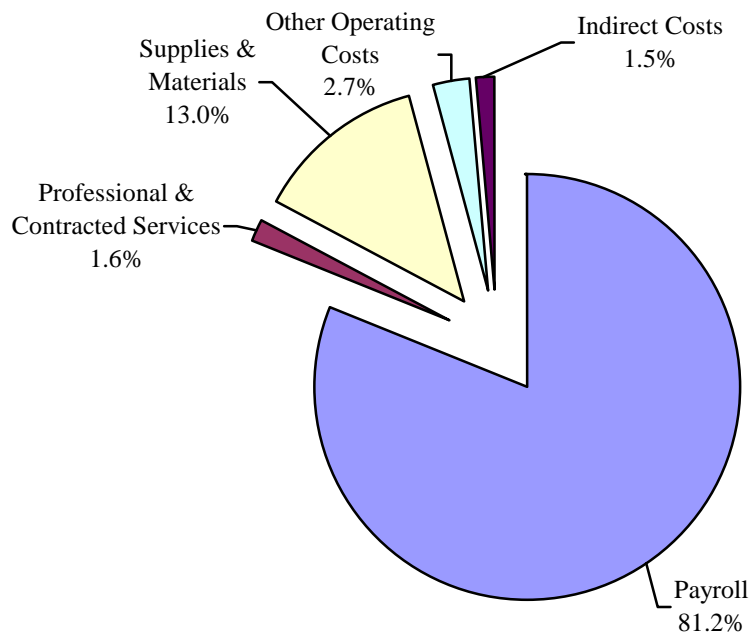


Source: AISD Finance and State/Federal Accountability Records, 2003-04

The total amount of 2003-04 Title I Part A expenditures in AISD was \$16,393,653, or 85.3% of the total amount allocated. Figure 2 shows the distribution of Title I Part A expenditures by category for 2003-04. A review of Title I Part A expenditures during 2003-04 shows that most funds (81.2%) were used for salaries (payroll). Other expenditures included supplies and materials (13%), other operating costs (2.7%), professional and contracted services (1.6%), and indirect costs (1.5%). Out of the total expenditures for the district, 83% were at the schools, while 17% were at central support offices.

The unspent funds tended to be from the salaries of unfilled staff positions, and funds set aside but not used for school choice, professional services, and supplies and materials. One big contributor to unspent funds was the late notification in March 2004 by TEA to AISD of more than a \$2 million additional Title I Part A allocation. Since the grant deadline for spending funds was June 2004, the district had virtually no time to plan and spend funds. Due to late notification, AISD will be requesting a waiver for those funds to roll forward to the 2004-05 year.

Figure 2: AISD Title I Part A Expenditures by Category, 2003-04



Source: AISD Finance and State/Federal Accountability Records, 2003-04

STUDENT ACHIEVEMENT

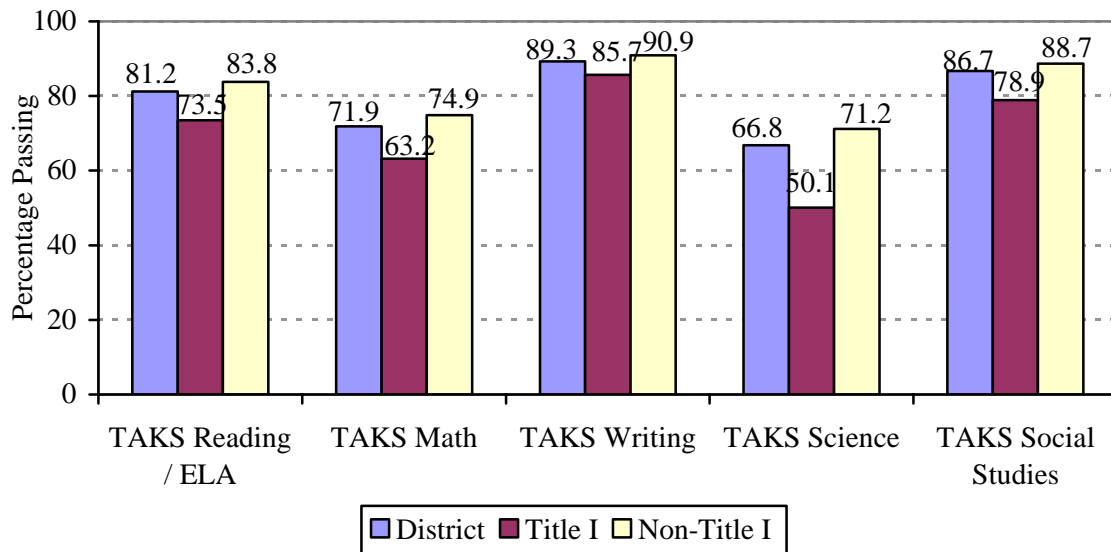
TAKS

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). TAKS tests are administered in the following subject areas: 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 have had to pass TAKS reading for grade promotion since spring 2003. The State Board of Education continued in 2004 to phase in academic performance standards on the TAKS. In 2004, the individual student passing standard for TAKS was set at one standard error of measurement (SEM) below the State Board's panel-recommended performance standard (the exception was grade 11 where the passing standard remained at 2 SEM below). The phase-in plan increases the minimum student passing standard in spring 2005 to reach the full implementation of the state accountability system. In order for schools to be rated "Academically Acceptable" by the state, a minimum percentage of students must meet the passing standard in each TAKS subject. These passing rates must be met by schools and by school districts for all students and for each student group meeting minimum size criteria (White, Black, Hispanic, economically disadvantaged). TEA released preliminary school and district ratings on September 30, 2004 based on 2003-04 data, and these ratings will be finalized later in 2004-05. These ratings are available online for Texas schools at <http://www.tea.state.tx.us/perfreport/account/2004/districtlist.srch.html>.

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 state accountability purposes, however, only the first two administrations of the reading test were counted. The figures that follow summarize some of the TAKS 2004 results for AISD students who were part of the Fall 2003 PEIMS submission, focusing on all students and student groups across the district and at Title I schools and non-Title I schools. Figure 3 indicates that students at Title I

schools as a group had lower percentages meeting the TAKS passing standards than did students at non-Title I schools or students across the district. The largest differences in passing rates between students at Title I schools and non-Title I schools were on TAKS science (21.1 percentage points) and mathematics (11.7 percentage points), and the smallest difference was on TAKS writing (5.2 percentage points). See Appendix C for more TAKS data.

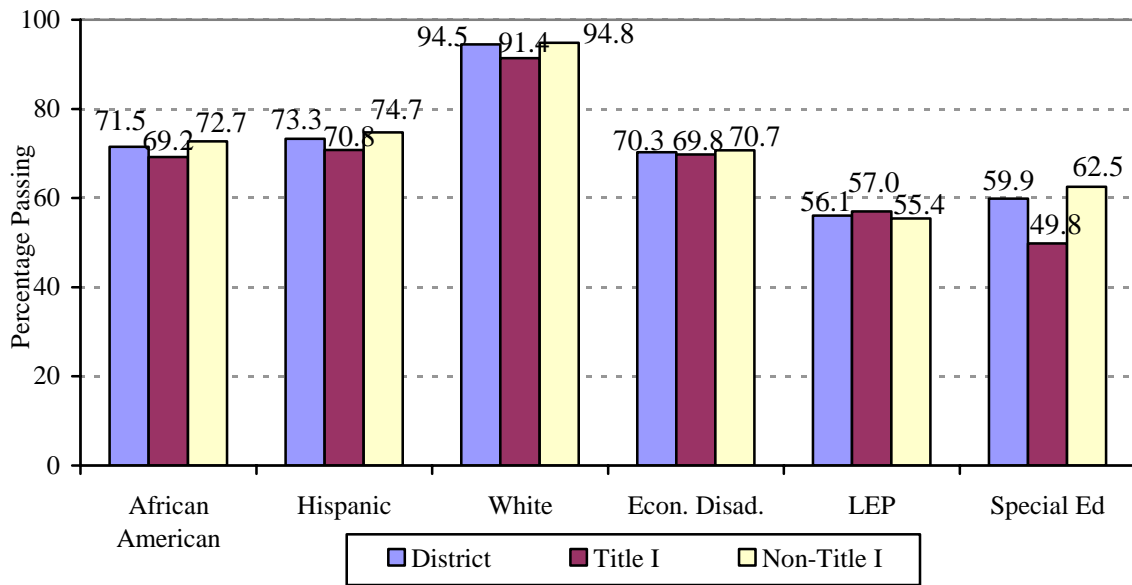
Figure 3: Percentage of AISD Students Meeting TAKS 2004 Passing Standard in Each Subject by District, Title I Schools, and Non-Title I Schools (Grades 3-11)



Notes: ELA = English Language Arts. TAKS grade 3 Reading data include results from March and April administrations while the other test data include April administration results.
Source: AISD 2003-04 PEIMS and 2004 TAKS

Figures 4 - 8 show percentages of AISD students meeting the passing standard on TAKS by subject and by student group with comparisons made among students at Title I schools, non-Title I schools, and all schools (district). As shown in Figure 4, most Title I student groups had slightly lower percentages meeting the passing standard in reading or English language arts (ELA) than did non-Title I student groups or all AISD student groups. One exception was for limited English proficient (LEP) students at Title I schools, who more often met the reading/ELA passing standard (57.0%), than did LEP students at non-Title I schools (55.4%) or across the district (56.1%).

Figure 4: AISD TAKS Reading/ELA 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 3-11)

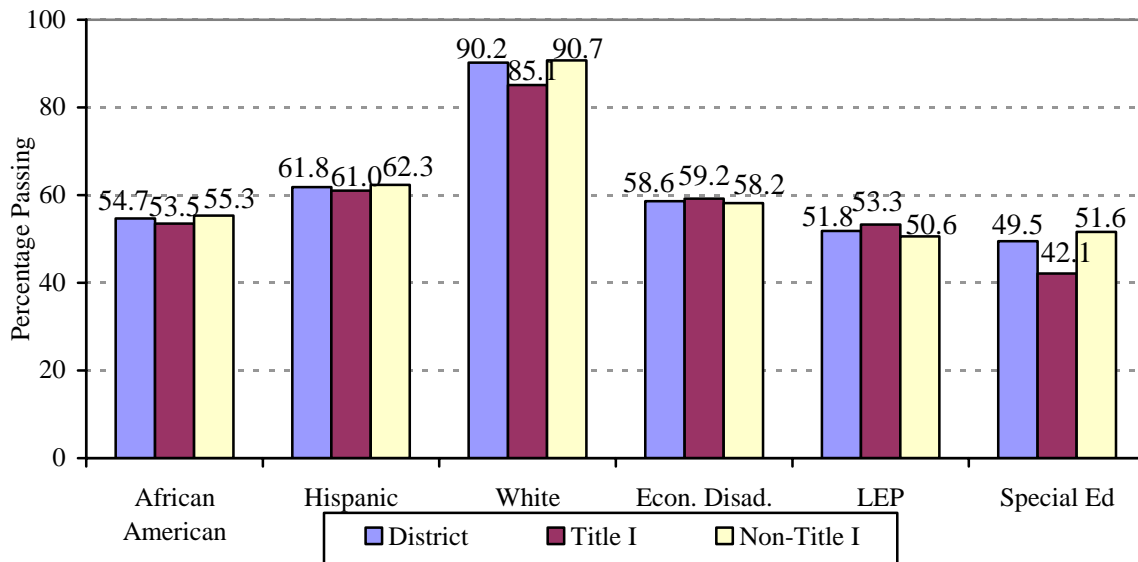


Notes: ELA = English Language Arts. TAKS grade 3 Reading data include results from March and April administrations. All other test data include April administration results.

Source: AISD 2003-04 PEIMS and 2004 TAKS

Figure 5 shows that there generally were smaller differences in percentages of students meeting passing standards for TAKS mathematics between Title I student groups and non-Title I student groups, again with the exception of students receiving special education services. In addition, slightly greater percentages of economically disadvantaged students and LEP students met passing standards for mathematics at Title I schools than at non-Title I schools.

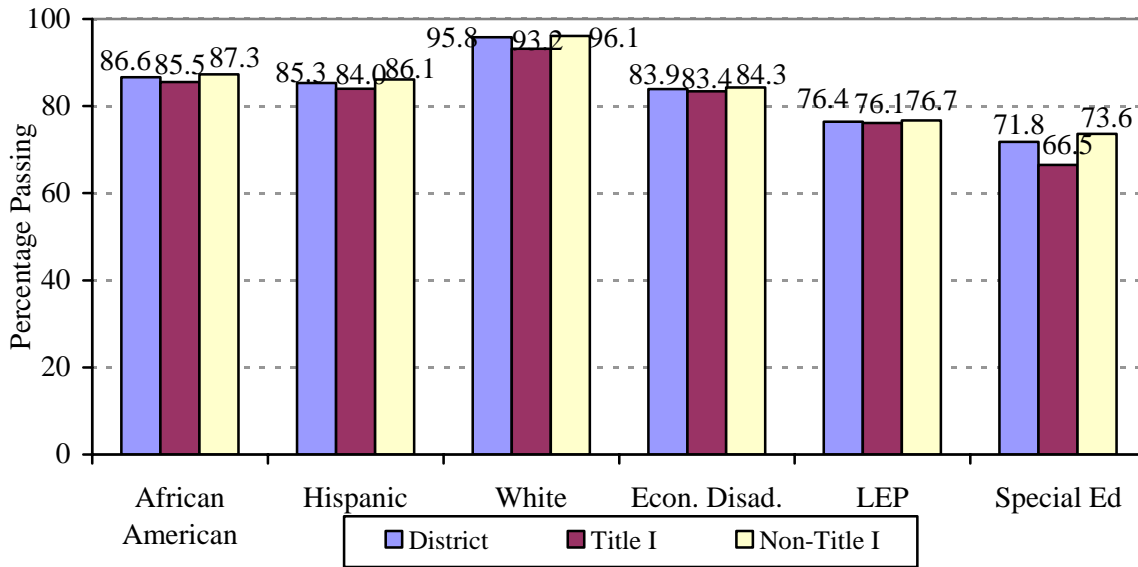
Figure 5: AISD TAKS Mathematics 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 3-11)



Source: AISD 2003-04 PEIMS and 2004 TAKS

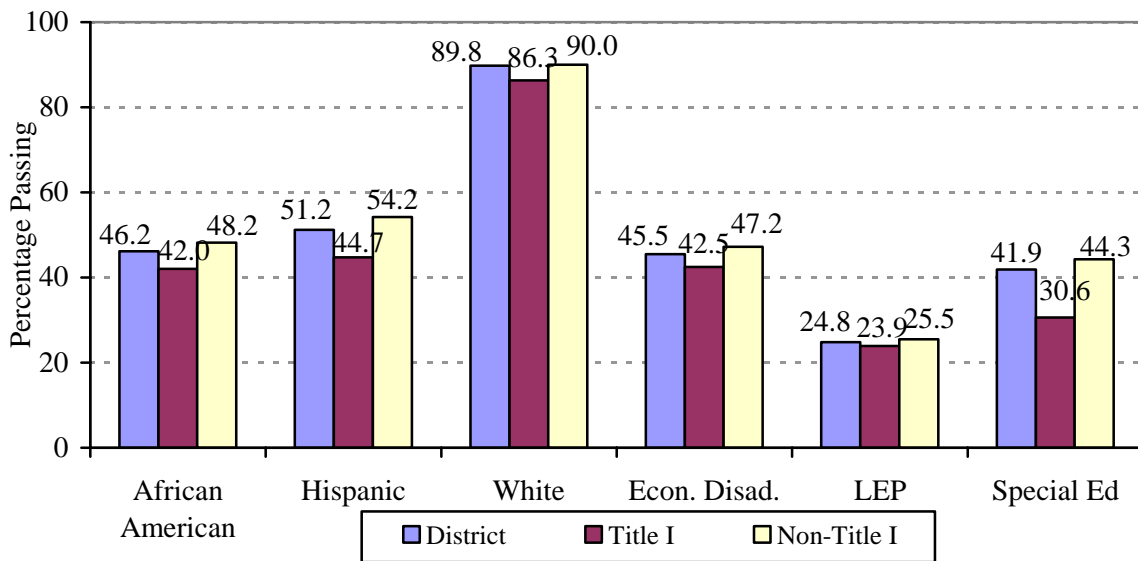
In TAKS writing (Figure 6), there were few percentage point differences between student groups at Title I schools and non-Title I schools. The exception was with students receiving special education services, who met passing standards at Title I schools (66.5%) less often than at non-Title I schools (73.6%). In TAKS science (Figure 7), student groups at Title I schools tended to meet passing standards less often than student groups at non-Title I schools. On this assessment, the greatest percentage point differences between Title I student groups and non-Title I student groups were among students receiving special education services (13.7%) and Hispanic students (9.5%). In TAKS social studies (Figure 8), similar trends appear with student groups at Title I schools meeting passing standards less often than student groups at non-Title I schools (e.g., especially among students receiving special education services and Hispanic students).

Figure 6: AISD TAKS Writing 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 4, 7)



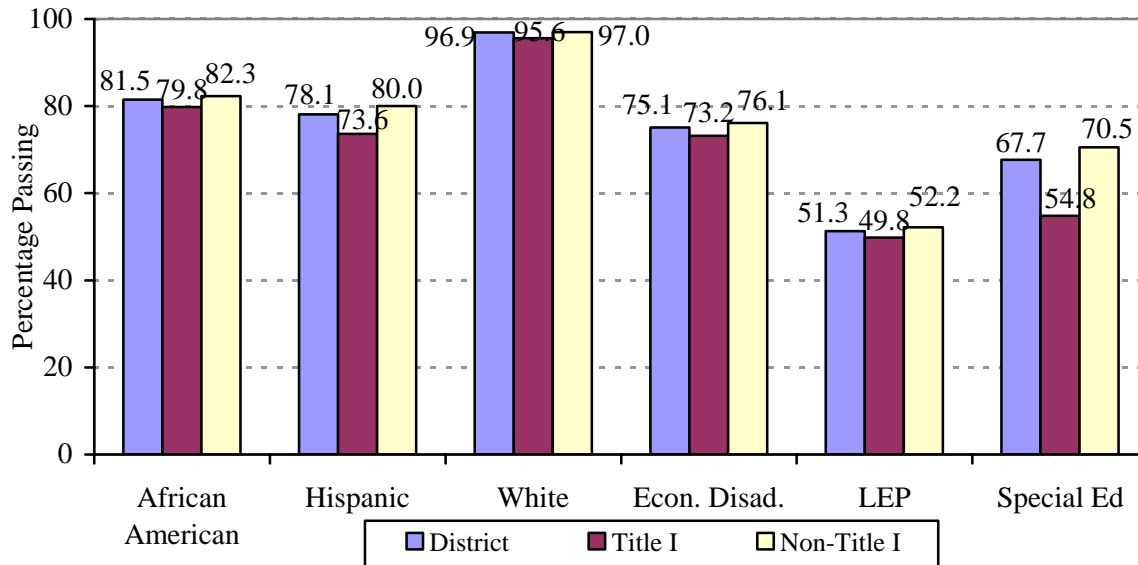
Source: AISD 2003-04 PEIMS and 2004 TAKS

Figure 7: AISD TAKS Science 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 5, 10, 11)



Source: AISD 2003-04 PEIMS and 2004 TAKS

Figure 8: AISD TAKS Social Studies 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 8, 10, 11)



Source: AISD 2003-04 PEIMS and 2004 TAKS

Appendix C shows TAKS 2004 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) tend to meet passing standards more often than do Title I students. Appendix D shows changes in the percentages of students meeting TAKS passing standards from 2003 to 2004 for all AISD schools, Title I schools, and non-Title I schools. The 1 SEM passing standard is calculated for both years in order to make accurate comparisons. Percentage point gains were realized for Title I schools in all subjects tested, while only one loss was noted for non-Title I schools in mathematics. Therefore, in spite of increased individual student passing standards, students at Title I schools as a whole demonstrated gains in TAKS performance in all subject areas.

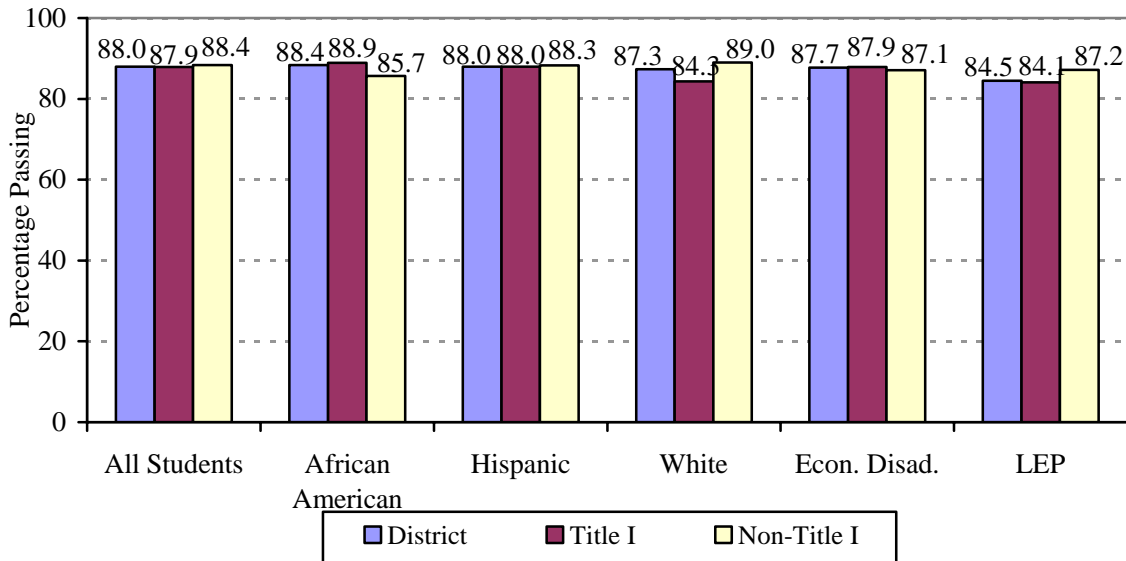
SDAA

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, and results are reported as the number and percentage of students meeting ARD expectations. The SDAA was developed and first administered statewide in 2001, and the results are included in the state's Academic Excellence Indicator System (AEIS) reports. Beyond 2004, there will be major changes with implementation of SDAA II, such as better alignment with TAKS, extending the grades tested to grade 10, and new standards applied to results for accountability.

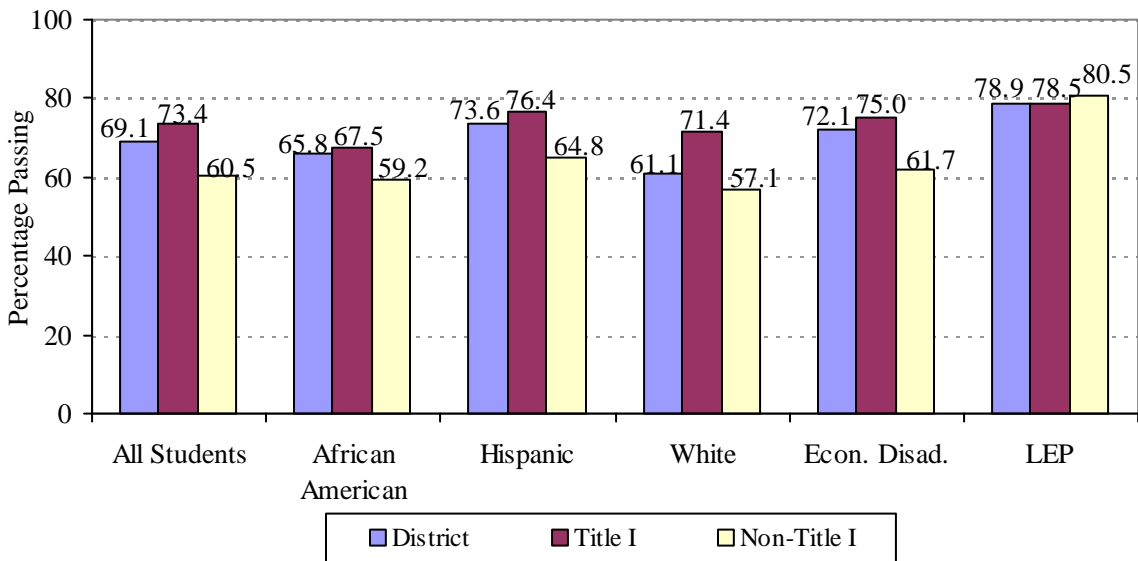
Figures 9, 10, and 11 present 2004 SDAA results for AISD students. Figure 9 shows the percentages of AISD students who met ARD expectations on SDAA reading, comparing all students in the district to those at Title I schools and at non-Title I schools. Rates of students meeting ARD expectations only differed by a few percentage points. Figure 10 shows percentages of students who met ARD expectations for 2004 SDAA writing, comparing all AISD students to those at Title I schools and non-Title I schools. There was much more variability in percentages of Title I and non-Title I students meeting ARD expectations on this assessment, ranging from a two percentage-point difference to a 14.3 percentage-point difference. In most cases, Title I students had higher percentages meeting ARD expectations than did non-Title I students, with LEP students being the exception, where there appeared to be only a small percentage point difference between those at Title I and non-Title I schools. Figure 11 indicates small percentage point differences between Title I and non-Title I student groups on SDAA mathematics, with the exception of White students, where 69.3% of the Title I students met ARD expectations while 81.3% of the non-Title I students did so (a 12-percentage point difference).

Figure 9: AISD SDAA Reading 2004, Percentages of Students Meeting ARD Expectations, All Students and Student Groups (Grades 3-8), by District, Title I Schools, and Non-Title I Schools



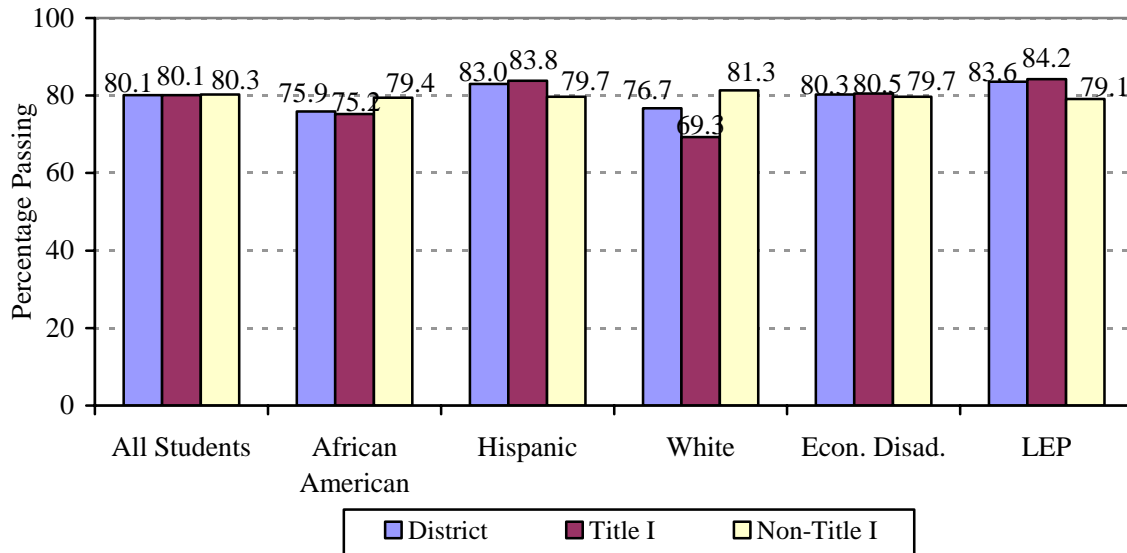
Source: SDAA 2004

Figure 10: AISD SDAA Writing 2004, Percentages of Students Meeting ARD Expectations, All Students and Student Groups (Grades 3-8), by District, Title I Schools, and Non-Title I Schools



Source: SDAA 2004

Figure 11: AISD SDAA Mathematics 2004, Percentages of Students Meeting ARD Expectations, All Students and Student Groups (Grades 3-8), by District, Title I Schools, and Non-Title I Schools



Source: SDAA 2004

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 first approved in June 2003. TEA submitted a request to USDE to modify the state plan the following year when including recent immigrants and students receiving special education services in AYP calculations, and plan negotiations continued through July 2004. The state plan includes an evaluation of the passing rates and participation rates for TAKS reading and mathematics as well as the SDAA and RPTE, graduation rates at the high schools, and attendance rates for elementary and middle schools. At this time, Texas school districts are awaiting the announcement of final AYP ratings later in 2004-05. The state announced "Needs Improvement" schools on September 28, 2004, and required districts to offer school choice to parents by September 30, 2004. Eight AISD Title I schools entered "Needs Improvement" status because of failure in the same academic areas for two consecutive years. All eight Title I schools must develop school improvement plans to provide blueprints for how they will improve the schoolwide educational program, along with offering school choice. In the

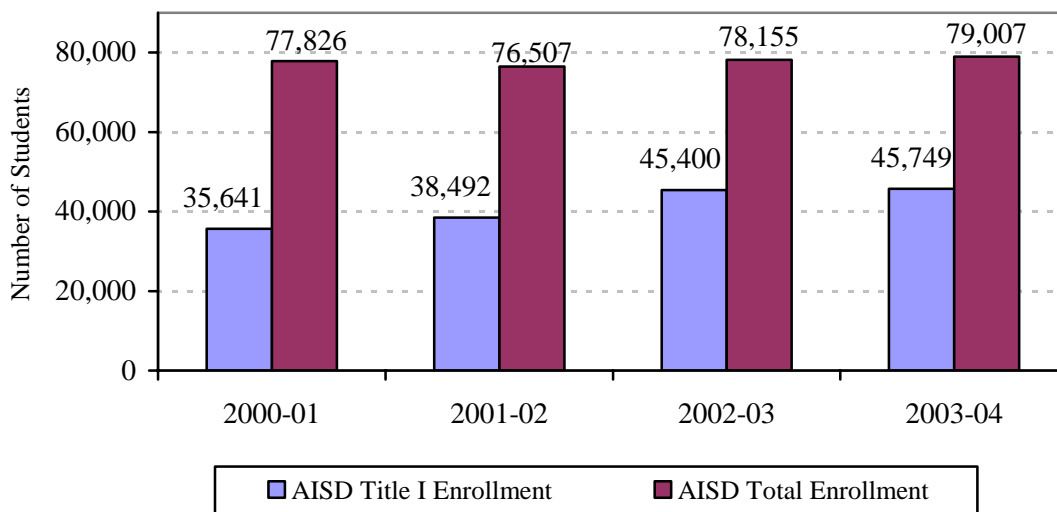
event of continued failure to make AYP, then further sanctions will apply (for more information, see the following online at <http://www.tea.state.tx.us/ayp/2004/>).

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 12 below. In school year 2000-01, the AISD Title I student population was 45.8% of the total AISD student population according to PEIMS records. In school year 2003-04, the district Title I student population was 57.9% of the total AISD student population according to PEIMS records. Two more AISD schools are becoming eligible for Title I schoolwide status in school year 2004-05. Thus, the school district and its schools are working with an ever-increasing percentage 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 21.8% in 2003-04), meaning that there are more students who need support in attaining the ability to speak, write, and read in English.

Figure 12: AISD Title I Student Enrollment and AISD Total Enrollment, 2000-01 to 2003-04



Source: AISD PEIMS Records, Fall 2000 to 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. 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 schools as compared to non-Title I schools. Compared to AISD non-Title I schools, the AISD Title I schools tended to have lower percentages of fully certified teachers and those teachers had a lower average number of years of experience in 2003-04. 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 school administration to ensure that there are enough highly qualified (i.e., certified and experienced) teachers providing instruction at Title I schools as well as at non-Title I schools.

STUDENT ACADEMIC PERFORMANCE

Student academic performance is the number one priority for the district and for the Title I Part A program. Student academic performance in AISD was examined in this report by summarizing results of TAKS and SDAA. TAKS 2004 results showed that a lower percentage of students at AISD Title I schools met the TAKS passing standards than did students at AISD non-Title I schools. This trend held true even when passing rates were examined by grade level. An analysis of TAKS results by student groups showed the following trends:

- Higher percentages of White students met passing standards on TAKS regardless of subject tested or school type (Title I versus non-Title I).
- Lower percentages of LEP students and students receiving special education services met passing standards on TAKS regardless of subject tested.
- On TAKS reading or English language arts, a lower percentage of students at Title I schools met passing standards than did students at non-Title I schools, with the exception of LEP students who had a slightly higher percentage meeting passing standards at Title I schools than did their counterparts at non-Title I schools.

- On TAKS mathematics, the percentages of students meeting passing standards were similar for Title I and non-Title I student groups. In fact, Title I students who were either economically disadvantaged or LEP had slightly higher percentages meeting passing standards than did their counterparts at non-Title I schools.
- On TAKS writing (grades 4 and 7), there were only small percentage point differences between Title I student groups and non-Title I student groups meeting passing standards. However, the percentage of Title I students receiving special education services who met the passing standard for TAKS writing was seven percentage points less than that of their non-Title I counterparts.
- On TAKS science, where all Title I student groups had lower percentages meeting passing standards, the largest differences could be seen with students receiving special education services at Title I schools. Their passing rate was 13.7 percentage points less than the passing rate for similar students at non-Title I schools. In addition, Hispanic students at Title I schools had a passing rate that was 9.5 percentage points less on science than that of their counterparts at non-Title I schools.
- On TAKS social studies, where all Title I student groups had lower percentages meeting passing standards, both students receiving special education services and Hispanic students at Title I schools met the passing standard on the test less often than their counterparts at non-Title I schools.

When comparing 2003 TAKS to 2004 TAKS using the 1 SEM passing standard, percentage point gains were noted for Title I schools in all subjects tested, and only one loss was found for non-Title I schools in mathematics. Thus, improvements in student performance have been realized in the district's Title I schools. 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 schools, particularly Title I schools, with a focus on those students who are identified early as needing extra academic assistance to advance. Performance at grades five through ten, especially in reading, mathematics, and science, are the areas where students' passing rates seem to have the most room for improvement.

Due to the phase-in process set up by the State Board of Education, the passing standard on TAKS will increase in spring 2005 so that students will have to perform at higher levels to meet the passing standards of these tests. Due to the state's Student Success Initiative, in 2004-05, fifth graders will have to pass both reading and mathematics in order to be promoted to sixth grade (third graders still must pass reading for promotion). And, the aggregate standards for making AYP also are slated to increase in 2004-05 and again in 2006-07 and beyond.

An analysis of the 2004 SDAA results (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 similar to those of AISD non-Title I students in reading and mathematics. However, in the SDAA writing assessment, where student performance districtwide was generally lower than for reading or mathematics, the Title I student groups more often tended to have met ARD expectations than did non-Title I student groups. Thus, the district should step up efforts to improve students' writing skills at all schools where students in special education are being served off grade level and tested.

USE OF TITLE I FUNDS

AISD needs to continue to improve the efficiency with which it uses 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 Part A grant recipients. In 2003-04, the Texas Education Agency did not inform AISD of its final entitlement, an increase of more than \$2 million, until March 2004, with a deadline of June 2004 to spend all funds. This late notification, coupled with some existing unspent funds, led to a total of more than \$2.8 million (14.7%) in unspent funds for AISD. This amount is allowable for a request to TEA to rollforward to the next school year. With the academic challenges facing the district, AISD should pursue the matter of timeliness with TEA to obtain notification of final entitlement amounts earlier in the school year. In addition, AISD staff need to continue to be aggressive in 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 after the first few months of the 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 challenges, AISD offers multiple opportunities for extended learning and course remediation for students. During 2003-04, 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. The district's prekindergarten program, funded in part by Title I Part A, state prekindergarten expansion grant funds, and local dollars, was offered at 65 elementary schools in 2003-04. Spring 2004 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. Reading, mathematics, science and social studies were the areas of concentration in these programs. Fifty-nine Title I schools offered one or more of these kinds of programs during 2003-04. (See the Reference section of this report for more information on these programs.) In 2004-05, similar programs are being offered during the school year to help students accelerate learning and improve performance in their areas of academic need. Based on 2004 student performance on TAKS, the following suggestions can be made for focusing program interventions:

- **Subject Areas:** Mathematics and science were areas on which the fewest students met passing standards districtwide. In spring 2005, the state requirements will become more challenging as fifth graders will be required to pass both reading and mathematics to be promoted to sixth grade. Mathematics interventions should focus on fifth through tenth grades due to the relatively poorer performance that was seen in 2004 passing rates for these grade levels (see Appendix C). Science interventions are needed for struggling learners at all school levels in order to prepare students prior to and during assessment grade levels (e.g., grades 5, 10, 11). An example of one

intervention already held was a summer 2004 science camp for fourth graders to help prepare them for fifth grade TAKS science. Reading and English language arts still deserve attention districtwide with a focus on middle and high school grade interventions.

- **Student Groups:** Students at Title I schools, as a whole, met TAKS passing standards less often than did students at non-Title I schools. Title I schools tend to have a higher percentage of students who are economically disadvantaged, limited English proficient, or receiving special education services. Although the district provides additional support and interventions aimed at struggling learners at all schools, these student groups could benefit from increased, ongoing, effective academic interventions that are geared toward accelerating their academic performance, regardless of whether they are at Title I schools or not.
- **Professional Development:** With the subject areas and student groups just mentioned in mind, AISD should pursue additional intensified professional development efforts for teachers and others influencing instruction at schools. These professional development efforts should focus on the best methods for providing quality interventions for struggling learners.

APPENDICES

APPENDIX A: EMPLOYEE COORDINATED SURVEY 2004, QUESTIONS AND RESPONSES OF TEACHERS

Indicate how familiar you are with state curriculum content standards (TEKS) in the area in which you provide instruction.				
Teacher Respondents by Level and School Type	% Not Familiar	% Little Familiar	% Moderately Familiar	% Very Familiar
Elementary Title I (n=88)	1.1	4.6	23.9	70.5
Elementary Non-Title I (n=30)	0	5.8	17.4	76.8
Secondary Title I (n=163)	0.6	1.8	15.3	82.2
Secondary Non-Title I (n=169)	0.6	2.4	21.3	75.7
All Teachers (n=489)	0.6	3.1	19.2	77.1

Indicate the effect that the state curriculum content standards (TEKS) have on student learning.					
Teacher Respondents by Level and School Type	% Very Negative Effect	% Somewhat Negative Effect	% No Effect or Don't Know	% Somewhat Positive Effect	% Very Positive Effect
Elementary Title I (n=88)	0	4.6	9.1	47.7	38.6
Elementary Non-Title I (n=67)	0	2.9	13.4	40.3	43.3
Secondary Title I (n=166)	0.6	13.9	14.5	45.2	25.3
Secondary Non-Title I (n=167)	1.2	8.9	19.2	44.3	26.3
All Teachers (n=487)	0.6	9.0	15.0	44.8	30.6

Indicate how familiar you are with the district's curriculum frameworks (matrices) and instructional planning guides (IPGs) in which you provide instruction.				
Teacher Respondents by Level and School Type	% Not Familiar	% Little Familiar	% Moderately Familiar	% Very Familiar
Elementary Title I (n=83)	3.6	4.8	31.3	59.0
Elementary Non-Title I (n=66)	1.5	4.5	28.8	62.1
Secondary Title I (n=161)	3.7	9.9	28.6	57.1
Secondary Non-Title I (n=166)	6.0	9.6	28.3	56.0
All Teachers (n=472)	4.2	8.3	29.2	58.3

Indicate the effect that the district's curriculum frameworks (matrices) and instructional planning guides (IPGs) have on student learning.					
Teacher Respondents by Level and School Type	% Very Negative Effect	% Somewhat Negative Effect	% No Effect or Don't Know	% Somewhat Positive Effect	% Very Positive Effect
Elementary Title I (n=84)	3.6	13.1	10.7	51.2	21.4
Elementary Non-Title I (n=67)	1.5	7.5	19.4	50.8	20.9
Secondary Title I (n=165)	1.8	6.7	23.0	47.9	20.6
Secondary Non-Title I (n=166)	1.8	9.0	28.9	39.2	21.1
All Teachers (n=482)	2.1	8.7	22.4	45.9	21.0

Indicate how familiar you are with student assessments in the curriculum that you teach.				
Teacher Respondents by Level and School Type	% Not Familiar	% Little Familiar	% Moderately Familiar	% Very Familiar
Elementary Title I (n=84)	1.2	1.2	32.1	65.5
Elementary Non-Title I (n=65)	1.5	1.5	15.4	81.5
Secondary Title I (n=164)	1.2	3.0	24.4	70.1
Secondary Non-Title I (n=167)	1.8	5.9	22.2	70.1
All Teachers (n=478)	1.5	3.6	23.8	71.1

Indicate how familiar you are with state performance standards in the curriculum that you teach.				
Teacher Respondents by Level and School Type	% Not Familiar	% Little Familiar	% Moderately Familiar	% Very Familiar
Elementary Title I (n=85)	2.4	9.4	31.8	56.5
Elementary Non-Title I (n=66)	4.6	3.0	18.2	72.7
Secondary Title I (n=162)	3.1	7.4	41.4	48.1
Secondary Non-Title I (n=170)	4.7	6.5	34.7	53.5
All Teachers (n=481)	3.7	6.9	34.3	55.1

Describe the extent to which professional development (PD) you have received in your subject area(s) in the past 2 years has had a positive impact on your classroom instruction.					
Teacher Respondents by Level and School Type	% No PD in Past 2 Years	% Not At All	% Small Extent	% Moderate Extent	% Great Extent
Elementary Title I (n=82)	1.2	0	15.9	41.5	41.5
Elementary Non-Title I (n=66)	1.5	4.6	15.2	51.5	27.3
Secondary Title I (n=160)	1.3	4.4	21.3	36.3	36.9
Secondary Non-Title I (n=168)	3.6	5.9	18.5	36.9	35.1
All Teachers (n=476)	2.1	4.2	18.5	39.5	35.7

APPENDIX B: PRIVATE SCHOOL STUDENT PARTICIPATION IN TITLE I PART A PROGRAM SERVICES, 2003-04

Numbers of Private Schools' Students Served by Title I Part A Funds, by Gender, Ethnicity, and Grade Level, 2003-04

		Totals
Gender	Females	436
	Males	481
	Total	917
Ethnicity	American Indian/Alaskan Native	1
	Asian/Pacific Islander	19
	Black	324
	Hispanic	297
	White	276
	Total	917
Grade Level	Ages 0-2	8
	Ages 3-5	359
	Kindergarten	59
	Grade 1	47
	Grade 2	42
	Grade 3	38
	Grade 4	37
	Grade 5	18
	Grade 6	20
	Grade 7	21
	Grade 8	18
	Grade 9	172
	Grade 10	43
	Grade 11	17
Grade 12	18	
Total	917	

Source: AISD Records, 2003-04

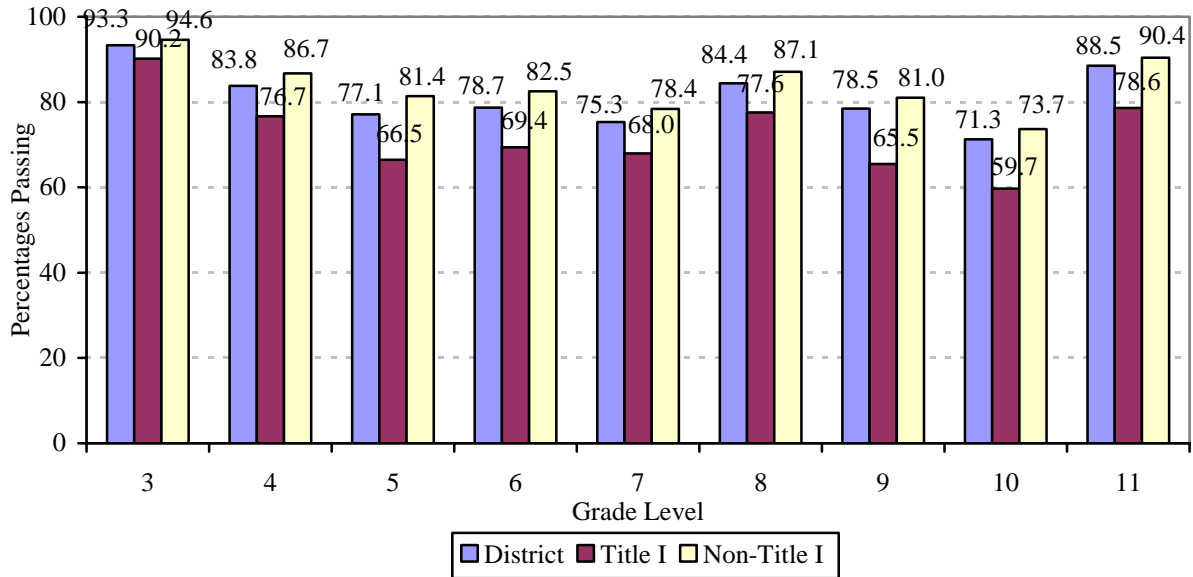
Numbers of Private Schools' Students Served by Title I Part A Funds, by Instructional/Support Service Provided, 2003-04

Service Provided	Total Served
Reading or Language Arts	773
Mathematics	673
Science	688
Social Studies	605
Health/Dental	0
Guidance/Counseling	0

Source: AISD Records, 2003-04

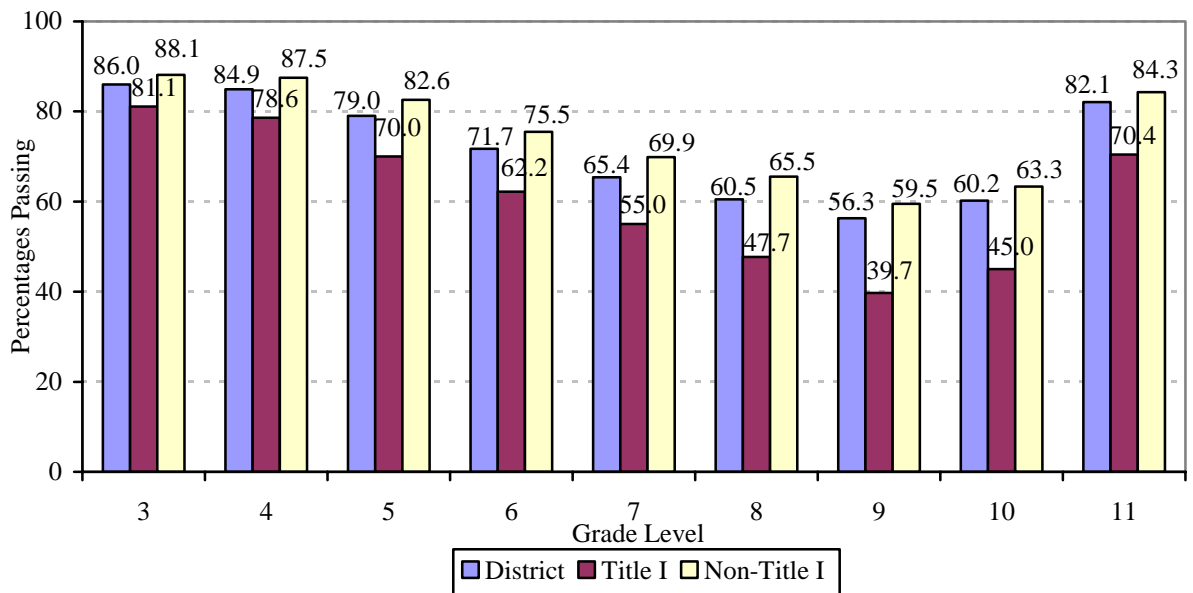
APPENDIX C: TAKS 2004 RESULTS BY GRADE BY SUBJECT FOR DISTRICT, TITLE I SCHOOLS, AND NON-TITLE I SCHOOLS

Percentages of AISD Students Meeting TAKS 2004 Reading and English Language Arts Passing Standards by Grade for All AISD Schools, Title I Schools, and Non-Title I Schools



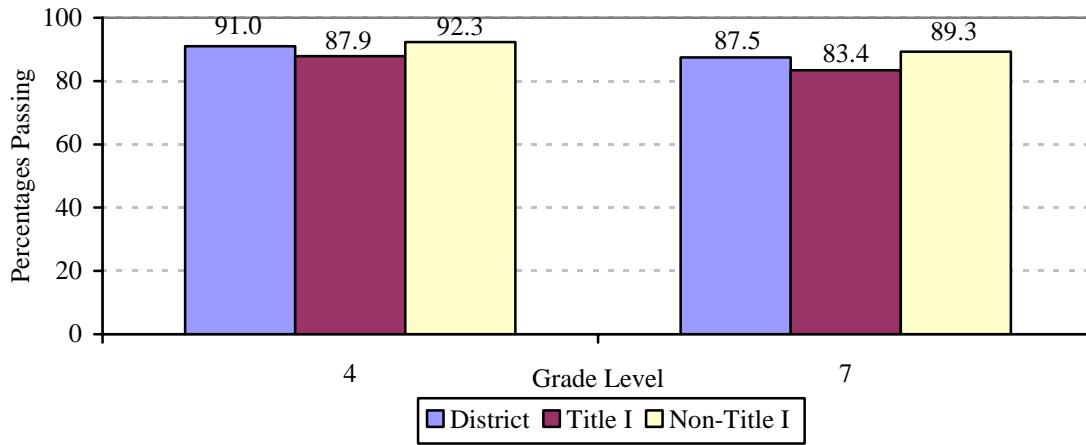
Source: TAKS 2004

Percentages of AISD Students Meeting TAKS 2004 Mathematics Passing Standards by Grade for All AISD Schools, Title I Schools, and Non-Title I Schools



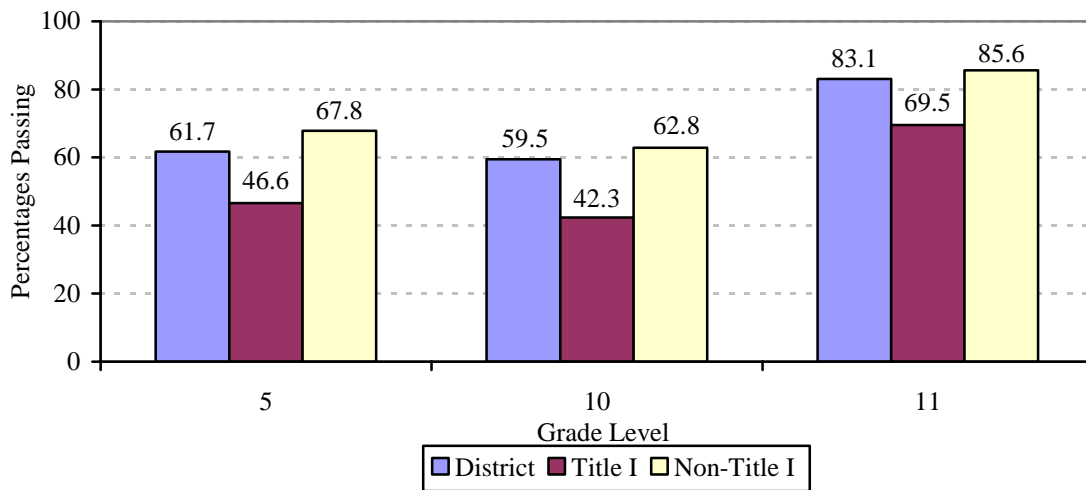
Source: TAKS 2004

Percentages of AISD Students Meeting TAKS 2004 Writing Passing Standards by Grade for All AISD Schools, Title I Schools, and Non-Title I Schools



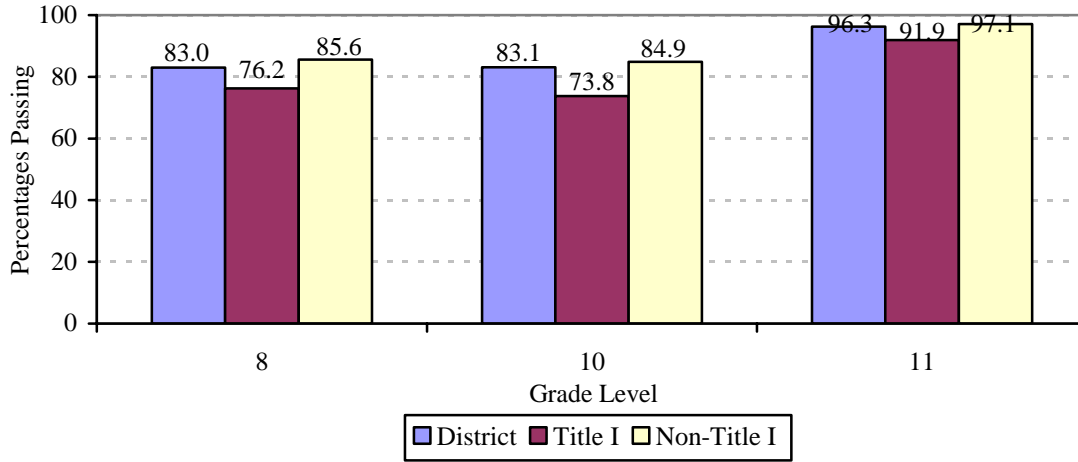
Source: TAKS 2004

Percentages of AISD Students Meeting TAKS 2004 Science Passing Standards by Grade for All AISD Schools, Title I Schools, and Non-Title I Schools



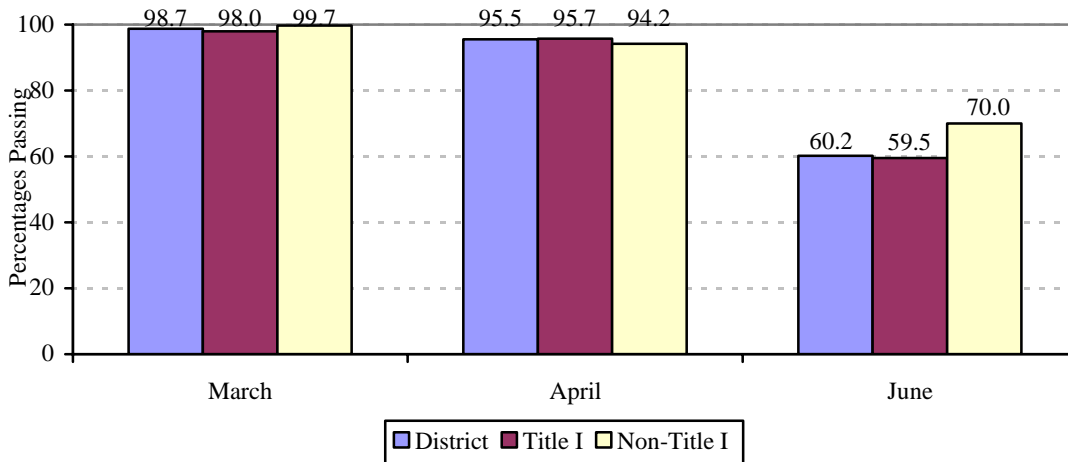
Source: TAKS 2004

Percentages of AISD Students Meeting TAKS 2004 Social Studies Passing Standards by Grade for All AISD Schools, Title I Schools, and Non-Title I Schools



Source: TAKS 2004

Percentages of AISD Grade 3 Students Meeting Passing Standards in TAKS 2004 Reading Across Three Test Administrations



Source: AISD TAKS 2004

APPENDIX D: CHANGES FROM 2003 TO 2004 IN PERCENTAGES OF AISD STUDENTS MEETING PASSING STANDARDS (2 SEM, 1 SEM) ON TAKS BY SUBJECT TEST FOR ALL SCHOOLS, TITLE I SCHOOLS, AND NON-TITLE I SCHOOLS

TAKS	TAKS 2003 Percentages Meeting 2 SEM Passing Standards*	TAKS 2003 Percentages Meeting 1 SEM Passing Standards*	TAKS 2004 Percentages Meeting 1 SEM Passing Standards*	Percentage Point Change Based on 1 SEM Passing Standards
Reading/ELA				
Title I Schools	72	67	74	+ 7
Non-Title I Schools	86	84	84	0
All Schools	79	74	81	+ 7
Mathematics				
Title I Schools	65	54	63	+ 9
Non-Title I Schools	83	77	75	- 2
All Schools	73	64	72	+ 8
Writing				
Title I Schools	79	74	86	+ 12
Non-Title I Schools	93	91	91	0
All Schools	85	81	89	+ 8
Science				
Title I Schools	55	40	50	+ 10
Non-Title I Schools	77	70	71	+ 1
All Schools	67	56	66	+ 10
Social Studies				
Title I Schools	82	74	79	+ 5
Non-Title I Schools	92	89	89	0
All Schools	88	82	86	+ 4

*Note: All percentages have been rounded to the nearest whole number. Accountability subset of students used in calculations.

Source: AISD TAKS 2003 and 2004

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Publication Number 03.02

October 2004