

NCLB Title I, Part A Program Summary, 2011–2012

Overview

The purpose of this report is to summarize briefly compliance and service data from the federal Title I, Part A grant funds received by the Austin Independent School District (AISD) during 2011–2012. The Title I, Part A grant provides federal funds to state and local education agencies under the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110, 2001) for the purpose of improving elementary and secondary educational programs in both public and private nonprofit schools and institutions.

Funding

Title I, Part A funds flow from the U.S. Department of Education through the Texas Education Agency (TEA) to qualifying Texas school districts. A school's Title I, Part A funding is determined by the percentage of low-income students living in the school's attendance area. In AISD, a child is low income if he or she is eligible for free or reduced-price meals. Schools are ranked annually on the basis of the projected percentage of low-income children residing in the school's attendance area. Districts must use Title I, Part A funds to serve schools with 75% or more low-income students residing in their attendance area. Remaining schools with less than 75% low-income students are served in rank order, as funding allows. A school's Title I, Part A allocation can be used school wide if 40% or more of the children residing in the school's attendance zone are low income.

In 2011–2012, more than 64% of AISD's \$31,195,367 (\$27,631,037 entitlement, \$3,210,543 roll over from prior year) Title I, Part A allocation went to its 66 Title I schools (50 elementary, 11 middle, and five high) and for services to eligible students at participating private schools and facilities for neglected students. About \$9.6 million (31%) was allocated for provision of support programs and services to students, staff, and parents at schools (e.g., school improvement at specific campuses, academic tutoring, dropout prevention services, school choice transportation, summer school,

Program Highlights



Students. AISD students attending 66 Title I schools accounted for 52% of the total 2011–2012 student population. Most Title I students were economically disadvantaged (91%) and Hispanic (80%), and 44% were English language learners (ELLs).

Teachers. AISD teachers' average years of teaching experience was 11.6 years district wide, 10.6 years at Title I schools, and 12.8 years at non-Title I schools.

Funding. AISD Title I schools and district support services to schools received most of the district's \$31.1 million Title I allocation. The approximate Title I cost per student served was \$464 in 2011–2012.

homeless student services, health services, parent involvement, curriculum and instruction, staff professional development activities). Other funds, totaling \$1.7 million (5%), were allocated for indirect costs, human resources, accountability, program evaluation, grant office compliance, and public relations and multicultural outreach. Estimated total grant expenditures for the year were \$24,046,755, and most expenditures were for salaries (70%).

Students

AISD’s total student population in Fall 2011 was 86,528, and of that 52% attended Title I schools (Table 1). Among Title I school students, 91% were economically disadvantaged (64% district wide), 80% were Hispanic (61% district wide), and 44% were ELLs (28% district wide). By the end of the academic year, approximately 51,672 students had been served by AISD Title I schools. Title I services also were provided to 1,894 AISD homeless students, 111 private school students, and 22 students at facilities for neglected youth.

Table 1. AISD Student Demographics, Fall 2011

AISD student demographic	District (n = 86,528)	Title I schools (n = 45,170)	Non-Title I schools (n = 41,358)
Ethnicity			
American Indian/Alaska Native	< 1%	< 1%	< 1%
Asian	3%	1%	5%
Native Hawaiian/Pacific Islander	<1%	< 1%	< 1%
Black	9%	12%	6%
Hispanic	61%	80%	39%
White	24%	5%	45%
Two or more	2%	1%	4%
Economically disadvantaged	64%	91%	35%
At risk	47%	63%	29%
English language learner/limited			
English proficiency (ELL/LEP)	28%	44%	10%
Special education	10%	11%	9%
Gifted talented education	7%	5%	9%
Career and technology education	21%	16%	26%

Source. AISD Public Education Information Management System (PEIMS) records, Fall 2011

Teaching Staff

According to data submitted to TEA by AISD about teacher qualifications, 99.9% of teachers in 2011–2012 were highly qualified. All 5,696 AISD teachers participated in and completed professional development activities during the school year, as required by statute. Among AISD teachers, the average length of teaching experience was 11.6 years district wide, 10.6 years at Title I schools, and 12.8 years at non-Title I schools.

Academic Performance

One of the major goals of Title I is to ensure all students are supported in achieving academic success. Thus, a comparison analysis was conducted to examine how students at AISD Title I schools performed on the Texas Assessment of Knowledge and Skills (TAKS), End of Course (EOC) exams, and State of Texas Assessment of Academic Readiness (STAAR), compared with how students at non-Title I schools performed. Texas public schools are required by law to assess students' skills in grades 3 through 12 in the following subject areas: reading; ELA; writing; mathematics (math; including algebra and geometry); science (including biology, chemistry, and physics); and social studies (including geography, world history, and U. S. history). Students take EOC exams depending on when the subject course was taken. Table 2 provides a summary of AISD students' preliminary 2012 TAKS, EOC, and STAAR performance for each Title I and non-Title I school group, as compared with the district's results for each major subject.

Table 2. AISD Students Passing 2012 Texas Assessment of Knowledge and Skills (TAKS), Meeting Minimum Standard on End of Course (EOC) Tests, or Meeting TAKS Equivalent on State of Texas Assessment of Academic Readiness (STAAR), by Subject and Title I School Status

Subject and school groups	TAKS % met standard	EOC % met minimum standard	STAAR % met TAKS equivalent
Reading/English language arts			
Title I	80%	55%	81%
Non-Title I	93%	80%	95%
All schools	90%	73%	87%
Writing/English language arts			
Title I	NA*	35%	93%
Non-Title I	NA*	68%	98%
All schools	NA*	59%	95%
Mathematics			
Title I	67%	82%	78%
Non-Title I	83%	94%	93%
All schools	79%	89%	85%
Science			
Title I	68%	74%	74%
Non-Title I	87%	87%	92%
All schools	82%	84%	82%
Social studies			
Title I	89%	64%	95%
Non-Title I	96%	83%	99%
All schools	94%	76%	97%

Source. AISD TAKS/EOC/STAAR records 2012

Note. Does not include modified or limited English proficiency versions of tests. The state is in the process of setting passing standards for the STAAR. * NA indicates data not available.

The gap between students' passing rates at Title I schools and at non-Title I schools remained in all subject areas.

Accountability Ratings

By state and federal laws, public school districts and schools are rated annually in an accountability system based on various student participation and performance indicators. In the Texas state accountability system, student indicators are performance on all TAKS subject areas (grades 3 through 11), dropout rates (grades 7 and 8), and high school completion rates (based on grades 9 through 12). A summary of the 2009 through 2011 and 2012 state accountability ratings for AISD schools (for each Title I status) are shown in Table 3. Due to changes in the state assessment system, ratings remained the same from 2011 to 2012. Thus, comparing 2009 with 2011 and 2012, Title I schools showed a loss in the percentage of schools attaining the recognized rating, gains in exemplary and academically acceptable ratings, and no change in the unacceptable rating. However, comparing 2010 with 2011 and 2012, decreases were found in the numbers and percentages of all AISD schools that earned exemplary ratings in 2011 and 2012, while the numbers and percentages of schools that earned academically acceptable and unacceptable ratings increased. From 2010 to 2011 and 2012, Title I schools had a decrease in the number and percentage receiving a recognized rating, while non-Title I schools saw an increase in the number and percentage receiving this rating. Overall, when examining 2011 and 2012 state ratings, a greater percentage of non-Title I schools (40%) than of Title I schools (7%) had exemplary ratings. Similarly, a greater percentage of non-Title I schools (33%) than of Title I schools (27%) had recognized ratings. However, a greater percentage of Title I schools (55%) than of non-Title I schools (24%) had academically acceptable ratings. Finally, a greater percentage of Title I schools (10%) than of non-Title I schools (2%) received the academically unacceptable rating in 2011 and 2012. The new state accountability system ratings will be in effect at the end of the 2012–2013 school year.

Table 3. AISD Schools, by State Accountability Ratings, 2009 Through 2012

Ratings and schools	2009	2010	2011 and 2012	Percentage point change 2009 to 2012
Exemplary				
Title I schools	6%	16%	7%	1%
Non-Title I schools	57%	51%	40%	- 17%
All schools	23%	29%	20%	- 3%
Recognized				
Title I schools	34%	35%	27%	- 7%
Non-Title I schools	20%	29%	33%	13%
All schools	29%	33%	29%	0%
Academically acceptable				
Title I schools	50%	48%	55%	5%
Non-Title I schools	34%	20%	24%	- 10%
All schools	45%	37%	43%	- 2%
Academically unacceptable				
Title I schools	10%	1%	10%	0%
Non-Title I schools	3%	0%	2%	- 1%
All schools	8%	1%	7%	- 1%

Source. Texas Education Agency state accountability ratings 2009, 2010, 2011, 2012

In the federal accountability system, student indicators used to determine school and district ratings include participation and performance in the state’s reading/English language arts and math assessments, high school graduation rates, and student attendance rates. In preliminary 2012 ratings, AISD as a district did not make adequate yearly progress (AYP). However, in 2012, Texas as a state missed federal AYP standards, and 4,080 (48%) of Texas school districts missed AYP. Final accountability ratings will be available from TEA in November 2012. Among the seven districts comparable to AISD (i.e., Corpus Christi, Dallas, El Paso, Fort Worth, Houston, San Antonio, Ysleta), all missed AYP. Of 122 AISD schools, 39% missed AYP (51% of Title I schools and 27% of non-Title I schools), 57% met AYP (49% of Title I schools and 73% of non-Title I schools), and 3% were not evaluated. Table 4 summarizes the AYP ratings for AISD schools from 2010 to 2012. During this time, the percentages of AISD schools (regardless of Title I status) that met AYP requirements decreased.

Table 4. AISD Schools, by Adequate Yearly Progress (AYP) Ratings, 2010 Through 2012

AISD schools and ratings*	2010	2011	2012*	Percentage point change 2010 to 2012
Met AYP				
Title I schools	96%	66%	49%	- 47%
Non-Title I schools	97%	86%	73%	- 24%
All schools	91%	72%	57%	-34%
Missed AYP				
Title I schools	4%	34%	51%	47%
Non-Title I schools	3%	14%	27%	24%
All schools	4%	24%	39%	35%
Not evaluated	5%	4%	3%	-2%

Source. Texas Education Agency federal accountability ratings 2010, 2011, 2012

Note. Some AISD schools were not evaluated. Ratings for 2012 are preliminary.

Non-Title I schools that miss AYP must address areas of need in their campus improvement plan, but do not have other sanctions required of Title I schools. Title I schools that miss AYP in the same area for 2 years in a row (Stage 1) are placed in Title I school improvement status. These schools must revise their campus improvement plan and offer students the choice to enroll at other campuses. Title I schools that miss AYP for 2 consecutive years (Stage 1) must notify parents about school-choice options. Title I schools that miss AYP for 3 consecutive years (Stage 2) must provide school choice, revise their campus improvement plans, and offer their economically disadvantaged students access to free supplementary educational services. Title I schools that miss AYP in the same subject area for 4 consecutive years (Stage 3) are required to do all the prior-mentioned activities and must develop corrective action plans. Title I schools in their fifth consecutive year of missing AYP (Stage 4) in the same subject area also must develop a restructuring plan. If the Title I school reaches its sixth consecutive year of missing AYP (Stage 5), the school must implement an alternative governance arrangement, as stated in the campus restructuring plan (i.e., reopen as a charter school, replace all or most of the staff, contract for private management of the school, turn the school’s operation over to TEA, or some other restructuring arrangement). At this time, AISD as a district is in Stage 3, and 12 Title I schools are in Stage 1 of school improvement status.

Funding Considerations

AISD Title I estimated expenditures as of August 16, 2012, are presented in Table 5. The majority (59%) of funds were spent on instruction. If instructional resources, staff development, instructional leadership, and school leadership expenditures are added to instruction, then AISD Title I expenditures to support instruction represented 86% of total expenditures. Title I funds also were spent in areas such as curriculum and instructional staff development (16%), school leadership (8%), parent involvement (6%), and a variety of other services. The approximate Title I cost per student served was \$464.

Table 5. AISD Title I, Part A Estimated Expenditures, by Function, 2011–2012

Title I A expenditure function	Expenditure	Percentage
Instruction	\$14,136,953	59%
Instructional resources and media services	\$201,420	1%
Curriculum and instructional staff development	\$3,912,412	16%
Instructional leadership	\$851,880	3%
School leadership	\$1,825,704	8%
Guidance and counseling services	\$316,230	1%
Social work services	\$290,626	1%
Health services	\$63,304	<1%
Student transportation	\$1,080	<1%
Co-curricular and extracurricular activities	\$1,547	<1%
General administration	\$133,911	<1%
Plant maintenance and operations	\$14,335	<1%
Security and monitoring services	\$494	<1%
Data processing services	\$439,084	2%
Parent/community services	\$1,339,871	6%
Indirect costs	\$517,904	2%
Total expenditures	\$ 24,046,755	100%

Source. AISD finance records as of August 16, 2012

References

No Child Left Behind. (2001). *Title I: Improving the academic achievement of the disadvantaged*. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

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August 2012