

NCLB Title I, Part A Program Summary, 2012–2013

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 2012–2013. 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. For a Title I, Part A targeted assistance program, funding and services are provided only to those students determined to be eligible and in need at the school.

In 2012–2013, more than 57% of AISD's \$33,927,065 (\$28,473,953 entitlement, \$5,453,112 roll over from prior year) Title I, Part A allocation supported 64 schools (48 elementary, 11 middle, and 5 high) with a Title I school-wide program, 4 schools (3 elementary, 1 secondary) with a targeted-assistance program, and services to eligible students at participating private schools and facilities for neglected students. About 63% of the total budget was allocated for

Program Highlights



Students. AISD students attending 68 Title I schools accounted for 50% of the total 2012–2013 student population. Most Title I students were economically disadvantaged (90%) and Hispanic (80%), and 44% were English language learners (ELLs).

Teachers. AISD teachers' average years of teaching experience was 11.1 years district wide, 9.7 years at Title I schools, and 12.7 years at non-Title I schools.

Funding. AISD Title I schools received most of the district's \$33 million Title I allocation. More than \$27 million was spent, and the approximate Title I cost per student served was \$573 in 2012-2013.

provision of support programs and services to students, staff, and parents at schools (e.g., school improvement at specific campuses, academic tutoring, supplemental education services, learning support services, school choice transportation, homeless student services, health services, parent involvement, curriculum and instruction, staff professional development activities). The remaining funds (6%), 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 as of July 30, 2013 were \$27,828,014. Most of these expenditures were for salaries (67%), and most expenditures were spent in support of AISD Title I schools (74%).

Students

AISD’s total student population in Fall 2012 was 86,516, and of that 50% attended Title I schools (Table 1). Among Title I school students, 90% were economically disadvantaged (63% district wide), 80% were Hispanic (60% district wide), and 44% were ELLs (27% district wide). By the end of the academic year, approximately 46,468 students had been served by AISD Title I schools. Title I services also were provided to 1,912 AISD homeless students, 86 private school students, and 51 students at facilities for neglected youth.

Table 1. AISD Student Demographics, Fall 2012

AISD student demographic	District (n = 86,516)	Title I schools (n = 43,098)	Non-Title I schools (n = 43,418)
Ethnicity			
American Indian/Alaska Native	< 1%	< 1%	< 1%
Asian	3%	1%	5%
Native Hawaiian/Pacific Islander	<1%	< 1%	< 1%
Black	9%	12%	6%
Hispanic	60%	80%	41%
White	25%	6%	44%
Two or more	2%	1%	4%
Economically disadvantaged	63%	90%	36%
Homeless	1%	2%	< 1%
English language learner/limited			
English proficiency (ELL/LEP)	27%	44%	11%
Immigrant	2%	3%	2%
Special education	10%	11%	9%
Gifted talented education	7%	5%	8%
Career and technology education	21%	16%	26%

Source. AISD Public Education Information Management System (PEIMS) records, Fall 2012

Teaching Staff

According to data submitted to TEA by AISD about teacher qualifications, 100% of teachers in 2012–2013 were highly qualified. All 5,980 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 11.1 years district wide, 9.7 years at Title I schools, and 12.7 years at non-Title I schools.

Academic Performance

Since a goal of Title I is to ensure all students are supported in achieving academic success, 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. Test results for 2013 are summarized in Table 2 for the following subject areas: reading and 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). The gap between students’ passing rates at Title I schools and at non-Title I schools remained in all subject areas, as in past years’ results. In addition, there was a higher passing standard in place for 2013 STAAR.

Table 2. AISD Students Passing 2013 Texas Assessment of Knowledge and Skills (TAKS), End of Course (EOC) Tests, or State of Texas Assessment of Academic Readiness (STAAR), by Subject and Title I School Status

Subject and school groups	TAKS % met standard	EOC % met standard ¹	STAAR % met standard ¹
Reading/English language arts			
Title I	87	43 / 31	66 / 47
Non-Title I	96	76 / 67	89 / 79
All schools	93	67 / 57	76 / 61
Writing			
Title I	NA*	NA*	56 / 37
Non-Title I	NA*	NA*	84 / 70
All schools	NA*	NA*	69 / 52
Mathematics			
Title I	79	88 / 66	65 / 45
Non-Title I	90	93 / 81	85 / 76
All schools	87	91 / 76	74 / 59
Science			
Title I	88	82 / 53	66 / 45
Non-Title I	95	94 / 83	86 / 72
All schools	93	91 / 75	75 / 57
Social studies			
Title I	96	62 / 38	50 / 33
Non-Title I	99	84 / 71	76 / 60
All schools	98	79 / 63	62 / 45

Source. AISD TAKS/EOC/STAAR records 2013

Note. Only includes scored tests. * NA indicates the specific test is not provided in this subject.

¹ Phase I met standard and the more rigorous Phase II met standard for STAAR/EOC are shown in order, separated by a forward slash.

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 newly implemented 2013 Texas state accountability system, four student indicators are student achievement, student progress, closing performance gaps, and postsecondary readiness. For student achievement (index 1), there is a target score of 50, which is based on the percentage of test scores at or above the satisfactory level, at the all students level, including all tests and subjects. For 2013, results will be excluded for ELL students who have been in U.S. schools for 1 to 3 years. For student progress (index 2), the score is a weighted composite based on the percentage of scores for test-takers that met or exceeded progress measures on reading, math and writing. Certain student groups are examined for progress (ethnicity, ELLs, students receiving special education services, and all students). The target is to be above the lowest 5th percentile. For closing performance gaps (index 3), the data examined include students who are economically disadvantaged and the two lowest performing ethnic groups from the year before. The score is a composite based on a percentage of scores for those students at and above Level 2 passing standard on each test, with a target of 55. The fourth index, postsecondary readiness, examines Level 2 passing standard and high school graduation rates and diploma plans. With a target score of 75, student groups and all students are assessed on this index at the high school level only. A preliminary ratings summary shows that 87% of Title I schools, 96% of non-Title I schools, and 91% of all AISD schools met the standards set by the state’s accountability system.

Table 3. State Accountability Ratings, 2013 for AISD Schools, by Title I Status

School status	Percentage Met Standard 2013
Title I schools (n=68)	87
Non-Title I schools (n=53)	96
All schools (n=121)	91

Source. Preliminary Texas Education Agency state accountability ratings 2013

Note. Eight schools were not rated.

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. At this time, federal accountability ratings have not yet been publicized by the Texas Education Agency.

Funding Considerations

AISD Title I estimated expenditures as of July 30, 2013 are presented in Table 5. The majority (60%) 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 and school leadership represented 87% of total expenditures. Title I funds also were spent

in areas such as student support services, general administration, non-student support services, parent involvement, and indirect costs. The approximate Title I cost per student served was \$573.

Table 5. AISD Title I, Part A Estimated Expenditures, by Function, 2012–2013

Title I A expenditure function	Expenditure	Percentage
Instruction	\$16,731,844	60
Instructional resources and media services	\$426,904	2
Curriculum and instructional staff development	\$4,004,708	14
Instructional leadership	\$905,278	3
School leadership	\$2,146,633	8
Support services to students (e.g., guidance and counseling, social work, health, co-curricular and extracurricular activities)	\$571,530	2
General administration	\$151,086	< 1
Non-student support services (e.g., plant maintenance and operations, security and monitoring, data processing)	\$579,904	2
Parent/community services	\$1,582,391	6
Indirect costs	\$727,736	3
Total expenditures	\$27,828,014	100%

Source. AISD finance records as of July 30, 2013

Note. Expenditures are not finalized until September 2013.

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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September 2013