

NCLB Title I, Part A Program Summary, 2013–2014

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 2013–2014. 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 2013–2014, AISD's Title I allocation was \$29,906,889 (\$25,969,879 entitlement, \$3,937,010 rollover from prior year), which supported district-provided services as well as campus-based services at 55 AISD schools (49 elementary, 11 middle, and five high) with a Title I school-wide program; two AISD elementary schools with a targeted-assistance program; and services to eligible students at eight participating private schools and one facility for neglected students. Ninety-five percent of the total budget was allocated for provision of support programs and services to students, staff, and

Program Highlights



Students. AISD students attending 67 Title I schools accounted for 49% of the total 2013–2014 student population. Most Title I students were economically disadvantaged (89%) and/or Hispanic (80%), and 43% were English language learners (ELLs).

Teachers. AISD teachers' average years of teaching experience was 11 years district wide, 10 years at Title I schools, and 12 years at non-Title I schools.

Funding. AISD Title I schools received most of the district's \$29.9 million Title I allocation. More than \$23 million was spent, and the approximate Title I cost per student served was \$510 in 2013–2014.

parents at schools (e.g., school improvement, school leadership, learning support services, homeless student services, health services, parent involvement, curriculum and instruction, and staff professional development activities). The remaining funds (5%) were allocated for indirect costs, human resources, accountability, program evaluation, grant compliance, and public relations. Estimated total grant expenditures for the year as of July 29, 2014, were \$23,740,861. Most of these expenditures were for salaries (77%), and most expenditures were spent in support of AISD Title I schools (83%).

Students

AISD's total student population in Fall 2013 was 85,372, and of that, 49% attended Title I schools (Table 1). Among Title I school students, 89% were economically disadvantaged (61% district wide), 80% were Hispanic (60% district wide), and 43% were ELLs (27% district wide). By the end of the academic year, approximately 45,618 students had been served by AISD Title I schools. Title I services also were provided to 2,447 AISD homeless students, 95 students at eight private-nonprofit schools, and three students at one facility for neglected youth.

Table 1. AISD Student Demographics, Fall 2013

AISD student demographic	District % (n = 85,372)	Title I schools % (n = 41,817)	Non-Title I schools % (n = 43,555)
Ethnicity			
American Indian/Alaska Native	< 1	< 1	< 1
Asian	3	1	5
Native Hawaiian/Pacific Islander	< 1	< 1	< 1
Black	8	11	5
Hispanic	60	80	41
White	25	6	44
Two or more	3	1	4
Economically disadvantaged	61	89	34
Homeless	1	2	< 1
English language learner/limited			
English proficiency (ELL/LEP)	27	43	11
Immigrant	3	3	2
Special education	10	11	9
Gifted talented education	7	5	9
Career and technology education	22	17	27

Source. AISD Public Education Information Management System (PEIMS) records, Fall 2013

Teaching Staff

According to data submitted to TEA by AISD about teacher qualifications, 100% of teachers in 2013–2014 were highly qualified. All 5,850 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 years district wide, 10 years at Title I schools, and 12 years at non-Title I schools.

Academic Performance

Because 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 2014 are summarized in Table 2 for the following subject areas: reading or English language arts, writing, mathematics or algebra I, science or biology, social studies or U.S. history. Note that TAKS results are only for those remaining 11th or 12th graders who had not yet passed TAKS in prior years but must pass them to meet graduation requirements. 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, with Title I school students having lower passing rates.

Table 2. AISD Students' Passing 2014 Texas Assessment of Knowledge and Skills (TAKS), End of Course (EOC) Tests, and 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 *	STAAR % met standard
Reading or English language arts			
Title I	46	53 / 52	70
Non-Title I	67	76 / 80	91
All schools	59	61 / 66	80
Writing			
Title I	NA	NA	58
Non-Title I	NA	NA	85
All schools	NA	NA	70
Mathematics or Algebra I			
Title I	38	78	70
Non-Title I	44	83	87
All schools	41	87	78
Science or biology			
Title I	29	84	64
Non-Title I	53	93	86
All schools	44	89	74
Social studies or U.S. history			
Title I	68	81	46
Non-Title I	82	93	74
All schools	77	87	58

Source. AISD TAKS, EOC, and STAAR records, 2014

Note. Only includes scored tests. NA indicates a test is not provided in this subject. EOC English I and English II are reported 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 2014 Texas state accountability system, which is the federally approved accountability rating system, four student indicators are student achievement, student progress, closing performance gaps, and postsecondary readiness.¹ For student achievement (index 1), the target score is 55, which is based on the percentage of test scores at or above the satisfactory level on STAAR grades 3 through 8, at the all student levels, including all tests and subjects. For student progress (index 2), the score is a weighted composite based on the percentage of scores for test-takers who met or exceeded progress measures on reading, math, and writing. Certain student groups are examined for STAAR 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 STAAR data examined include students who were 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 subject test, with a target of 55. The fourth index, postsecondary readiness, examines STAAR Level 2 passing standard, high school graduation rates and diploma plan types, and prior year college-ready graduates. Student ethnicity groups and all students are assessed on this index. TEA's preliminary 2014 ratings showed that 90% of Title I schools, 96% of non-Title I schools, and 92% of all AISD schools met the standards set by the state's accountability system.

Table 3. State Accountability Ratings, 2014 for AISD Schools, by Title I Status

School status	Percentage met standard 2014
Title I schools (<i>n</i> = 67)	90%
Non-Title I schools (<i>n</i> = 52)	96%
All schools (<i>n</i> = 119)	92%

Source. Preliminary Texas Education Agency state accountability ratings 2014

Note. Nine schools were not rated.

Funding Considerations

AISD Title I estimated expenditures as of July 29, 2014, are presented in Table 5. The majority (57%) of funds were spent on instruction in schools. 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 in the schools represented 83% of total expenditures. Title I funds also were spent on student support services, general administration, non-student support services, parent involvement, and indirect costs. The approximate Title I cost per student served was \$510.

¹ Texas state accountability system - <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

Table 5. AISD Title I, Part A Estimated Expenditures, by Function, 2013–2014

Title I A expenditure function	Expenditure	Percentage
Instruction	\$13,617,673	57
Instructional resources and media services	\$189,658	1
Curriculum and instructional staff development	\$3,771,795	16
Instructional leadership	\$786,607	3
School leadership	\$1,443,631	6
Support services to students	\$1,080,109	5
General administration	\$162,185	1
Non-student support services	\$513,495	2
Parent/community services	\$1,747,279	7
Indirect costs	\$428,429	2
Total expenditures	\$23,740,861	100%

Source. AISD finance records as of July 29, 2014

Note. Expenditures represent encumbrances and expenditures. Expenditures were not finalized until September 2014.

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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