

STATE COMPENSATORY EDUCATION, 2006–2007



Austin Independent School District
Department of Program Evaluation

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EXECUTIVE SUMMARY

State Compensatory Education (SCE) is a supplemental program designed to eliminate disparities in (a) student performance on assessment instruments administered under subchapter B, chapter 39 of the Texas Education Code and (b) the rates of high school completion between students who are at risk of dropping out of school, as defined by Texas Education Code §29.081 (2005), and all other students. SCE funds must be used for programs or services that are supplemental to the regular education program. Toward this end, appropriate compensatory, intensive, or accelerated instruction programs are designed and implemented to increase the achievement of at-risk students. For the 2006–2007 school year, Austin Independent School District (AISD) budgeted a total of \$37,990,928 to support a variety of programs and services and 521.34 full-time equivalent (FTE) staff positions. This budget amounted to an approximate cost of \$869 per student identified as at risk.

According to Texas Education Code §29.081 (2005), districts must evaluate the effectiveness of SCE programs by measuring student performance and by comparing rates of high school completion to show the reduction of any disparity in performances between students who are at risk of dropping out of school and all other district students. Analyses of AISD Texas Assessment of Knowledge and Skills (TAKS) performance showed decreased disparities from 2006 to 2007 between students who were at risk and those who were not, as measured by passing rates in reading and language arts, mathematics, and social studies. However, increased disparities between at-risk and not-at-risk students were evidenced by TAKS passing rates in science. In addition, the most current data from the Texas Education Agency (TEA, 2007) showed an increased disparity between the 2005 and 2006 cohorts' at-risk and all students groups in terms of the dropout rate and the continuation of high school rate. This data also showed a substantial disparity between the graduation rates for these groups; however, because the calculation method changed between 2004–2005 and 2005–2006 years, the change in disparity was not available.

This report includes program descriptions, findings regarding the students served, and general recommendations for SCE-funded services.

RECOMMENDATIONS

The low-level decreased disparities between at-risk and not-at-risk students with respect to the 2005–2006 and 2006–2007 TAKS passing rates, coupled with increased disparity from 2005 to 2006 between at-risk and all students with respect to dropout rates,

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PART 1: INTRODUCTION

STATE COMPENSATORY EDUCATION

State Compensatory Education (SCE) is a supplemental program designed to eliminate disparities in (a) student performance on assessment instruments administered under subchapter B, chapter 39 of the Texas Education Code and (b) the rates of high school completion between students who are at risk of dropping out of school, as defined by Texas Education Code §29.081 (2005), and all other students. SCE funds are designated for implementing appropriate compensatory, intensive, or accelerated instruction programs that enable at-risk students to improve their academic achievement and to graduate. Districts therefore must identify the needs of at-risk students and examine student performance data resulting from the administration of state assessment instruments. Using these needs, district and campus staff design appropriate strategies to help at-risk students and must include these strategies in the district and/or campus improvement plans.

The district is required to spend a certain amount of the local budget on SCE, determined in accordance with guidelines from the state's Foundation School Program (Texas Education Code §42.152). The amount is based on the average of the highest 6 months' enrollment of students who qualified for the federal free or reduced-price school lunch program during the preceding school year.¹ Districts are required to allocate additional funds for each student who is educationally disadvantaged and for students without disabilities who reside in residential placement facilities in a district in which the students' parents or guardians do not reside. Districts also must allocate additional funds for each student who is in a remedial or support program because the student is pregnant or a parent.

During the 2006–2007 school year, the district budgeted \$37,990,928 for SCE, which

Table 1: AISD State Compensatory Education Budget, 2006–2007

Program/service		Budget	Percentage of budget	FTEs
<u>Dropout prevention</u>	DELTA (dropout recovery)	1,866,490	4.91%	30.40
	Dropout Prevention	1,120,371	2.95%	13.67
	Truancy Master	97,411	0.26%	0.00
	Child Care Program	33,350	0.09%	1.00
<u>Curriculum and academic support</u>	Literacy Teachers	4,731,596	12.45%	78.13
	Summer School	2,599,810	6.84%	0.00
	Middle School Reading Initiative	1,695,547	4.46%	24.00
	Read 180	506,736	1.33%	4.00
	AVID	697,964	1.84%	10.00
	Bilingual Allocation for Immigrants	251,654	0.66%	2.00
	Elementary & Secondary Tutorials	166,936	0.44%	0.00
	TAKS Prep	176,716	0.47%	0.00
<u>Social services</u>	Guidance & Counseling	3,867,520	10.18%	63.14
	Seton Nurse Contract	2,498,799	6.58%	0.00
	School to Community Liaisons	865,112	2.28%	9.10
	Communities in Schools	540,000	1.42%	0.00
	Family Resource Center	84,443	0.22%	2.00
	PAL Program	15,571	0.04%	0.00
	Account for Learning	2,882,721	7.59%	63.00

SCE funds must be used for programs or services that are supplemental to the regular education program. They must be allocated so that the indirect costs (i.e., expenses that cannot be traced to a specific costing unit, such as a department or program) do not exceed 15% and Disciplinary Alternative Education expenditures do not exceed 18%. SCE funds may be used to support programs eligible under Title I of the Elementary and Secondary Education Act of 1965, and as provided by Public Law 107-110, at campuses where at least 40% of the students are educationally disadvantaged. For school-wide programs funded by SCE, a comprehensive description must be provided in each relevant Campus Improvement Plan.

SCE legislation requires schools to develop programs that will meet the needs of at-risk students by closing the achievement gap between at-risk and not-at-risk students. Although no mechanism exists for tracking students served by many SCE-funded programs (Schmitt, 2003), the gathering and reporting of information about students served by the School to Community Liaison (SCL) and Diversified Education through Leadership, Technology, and Academics (DELTA) programs allow for the reporting of findings and development of specific recommendations for both these programs. However, in the case of programs and services funded through SCE for which individual student participation is not tracked, evaluation of success is limited to examination of the at-risk population as a whole.

AISD AT-RISK POPULATION, 2006–2007

In 2006–2007, 53.2% of AISD students (*n* = 43,715) were identified as at risk on the Public Education Information Management Syst

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Table 4: At-Risk, Not-At-Risk, and All AISD Students, by Ethnic Group, 2006–2007

Ethnicity	At-risk		Not-at-risk		All students		Disparity*
	n	%	n	%	n	%	
Native American	72	0.16%	119	0.31%	191	0.23%	-0.07%
Asian	1,125	2.57%	1,455	3.79%	2,580	3.14%	-0.57%
African American	5,491	12.56%	4,957	12.90%	10,448	12.72%	-0.16%
Hispanic**	32,113	73.46%	14,777	38.46%	46,890	57.09%	16.37%
White	4,914	11.24%	17,117	44.55%	22,031	26.82%	-15.58%
Total	43,715	53.22%	38,425	46.78%	82,140	100.00	NA

Source: PEIMS 110 and PEIMS 101 data, as of November 7, 2006, AISD Office of Accountability.

* The disparity column represents the difference between ethnicity as a percentage of the at-risk population and percentage of the total AISD student population. Positive values indicate overrepresentation of at-risk students within the ethnic group.

** Hispanic overrepresentation within the at-risk category is due in part to a lack of proficiency in the English language. Among Hispanic students identified as at risk, 40% were categorized as at risk solely because of limited English proficiency.

PART 2: STATE COMPENSATORY EDUCATION PROGRAM COMPONENTS

A total of \$37,990,928 was expended for SCE in 2006-2007 to support a wide variety of programs and 521.34 full-time equivalent (FTE) positions. These programs included alternative education and disciplinary programs, as well as district- and campus-based programs for at-risk students. This section provides descriptive information and financial expenditure data for the SCE programs.

DROPOUT PREVENTION

In 2006–2007, the Annual Performance Objectives in the District Improvement Plan (DIP) included a goal of reducing the annual dropout rate among all students and all student groups to 0.2% or less. Approximately \$3.12 million in SCE funds was budgeted for dropout prevention efforts in 2006–2007. SCE resources for dropout intervention were used to fund a dropout prevention coordinator and dropout prevention specialists. Additional services and programs funded included DELTA; IMPACT team support; Truancy Master, a dedicated on-campus truancy court at Fulmore Middle School, Mendez Middle School, and Travis High School; and the child care program.

CURRICULUM AND ACADEMIC SUPPORT

ELEMENTARY SCHOOL LITERACY TEACHERS AND MIDDLE SCHOOL READING INITIATIVE

In 2006–2007, \$4,731,596 of SCE funds was budgeted for literacy teachers. Allocations to campuses were based on students' TAKS performance. The middle school reading initiative received \$1,695,547 in SCE funds. The goal of these efforts was to implement the AISD literacy support model for helping at-risk students develop effective reading and writing strategies.

SUMMER S

Read 180 program also serves the English language learner population to accelerate language acquisition and to improve reading ability.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION

A substantial budget increase from SCE funds was provided to the Advancement via Individual Determination (AVID) program, a nationwide college preparatory initiative. In 2006–2007, more than twice the previous year’s expenditures was budgeted, for a total of \$697,964. Targeting middle school and high school students, the program seeks primarily to address persistent disparities in postsecondary enrollment between students from economically disadvantaged households and those from higher socioeconomic settings. To this end, the AVID program recruits and enrolls students based on criteria that include both socioeconomic indicators correlated with low college enrollment, and academic performance measures demonstrating potential for postsecondary success. Students selected into AVID are exposed to a rigorous curriculum in preparation for the transition to postsecondary education, including Advanced Placement (AP) courses, while also being equipped with the tools to improve study habits and critical thinking skills.

BILINGUAL SERVICES FOR IMMIGRANTS

A total of \$251,654 from SCE funds was expended in 2006–2007 to assist new immigrant students who have limited English proficiency or who are English language learners. Funds were used for professional development opportunities and to pay teachers who supported new immigrant students at both the elementary and secondary levels. In addition, SCE funds supported the development of specific curricula for these students and the purchase of books and testing materials.

ELEMENTARY AND SECONDARY TUTORIALS

In 2006–2007, \$166,936 was budgeted for elementary- and secondary-level tutorials. Tutorial funds were distributed to all middle schools and high schools. Money was spent on a variety of strategies, including one-on-one tutoring, study groups, TAAS/TAKS workshops, study skills, and parent activities. In addition, students at a selected group of elementary schools were supported through the University of Texas part-time tutoring program.

SOCIAL SERVICES

GUIDANCE AND COUNSELING

A total of \$3,867,520 was allocated from SCE funds in 2006–2007 for 61 elementary school counselors and district leadership for the Office of Guidance and Counseling. Counselors

at the elementary level were charged with providing the following: classroom guidance in the form of lessons that teach students basic skills (e.g., responsible behavior, conflict resolution, and goal setting); responsive services for students' personal concerns or crises; and system support so staff are aware of the goals of the district's guidance and counseling program and its services. Funding for the elementary school counselors' work falls under the SCE guidelines for allowable administrative costs, which are not to exceed 15% of the SCE budget.

SETON NURSE CONTRACT

AISD has contracted with the Seton Healthcare network since 1996 to provide school nurse services at its campuses. The \$2,498,799 allocated for the service from SCE funds in 2006–2007 reflected only a portion of the full contracted amount. The SCE-funded portion was an estimated cost for serving at-risk students, such as those who were pregnant and needed referral services.

SCHOOL TO COMMUNITY LIAISONS

In 2006–2007, the SCL program was allocated \$865,112 of SCE funds. This amount reflected a slight increase from the 2005–2006 expenditures of \$793,949 from the SCE budget. Of the 13 full-time and 5 part-time SCLs, SCE funds supported 9.10 FTEs. Title I, Title V-Part A and Special Education funds supported the remaining FTEs.

COMMUNITIES IN SCHOOLS The Se0 T5w08d95 D . sT5w08thus5.cOOsT0.00032 Tw[nds su29etworke of tnheling-1.1s campus)

Many of the organization's activities are aimed at students who meet at-risk criteria. The Home Instructional Program for Pre-School Youngsters (HIPPY) program, for example, is targeted at parents of pre-kindergarten students at Allison, Langford, and Wooldridge elementary schools. A parent educator meets with parents once a week to guide them in preparing their children for school. The other programs offered by CIS enhance social services at schools to enable at-risk students to benefit more from instruction. Selected schools have high levels of risk in the following categories: percentage of students not meeting the passing standard for TAAS or TAKS, attendance rates, percentage of students on the free or reduced-price lunch program, or student discipline rates. CIS provides each campus with a social worker who serves as a case manager. CIS also may provide additional staff (e.g., AmeriCorps workers, caseworkers, interns, or volunteers) who help with tutoring or mentoring or who serve as class aides.

OTHER SOCIAL SERVICE PROGRAMS

The Family Resource Center (FRC) was allocated \$84,443 of SCE funds in 2006–2007 to encourage the involvement of parents and family members in their children's academic settings. The Peer Assistance Leadership (PAL) program was allocated \$15,571 of SCE funds to support student peer mentoring, which allows middle and high school students to be mentors to younger students.

CAMPUS ALLOCATIONS

ACCOUNT FOR LEARNING

Account for Learning (AFL), initially implemented in 1999–2000, is a program funded by local SCE monies to increase equity in the resources provided to campuses with high percentages of economically disadvantaged students. The primary goal of AFL is to increase student achievement in reading and mathematics. For each identified campus, AFL provides resources for parent support specialists and for tutorials to provide instructional support for students. In 2006–2007, AFL received a SCE allocation of \$2,882,721, up significantly from \$2,130,436 in 2005–2006. AFL's supplemental funding is provided to elementary, middle, and high schools campus where at least 70%, 65%, and 50% (respectively) of students meet the criteria for the federal free or reduced-price lunch program.

CURRICULUM SPECIALISTS

SCE funds in the amount of \$2,857,181 were allocated in 2006–2007 for the salaries of 38.74 full-time curriculum specialists. Principals had the option of trading a teaching position for that of a curriculum specialist at their campuses. Similar to instructional coaches, curriculum

disparity (12.4 percentage points) was apparent between at-risk and all students who graduated, although it was unclear how this compared with the previous year due to the change in the way this field was calculated by TEA. The percentages of both at-risk students and all students who completed a GED declined, but resulted in a slight (0.1%) decline in disparity.

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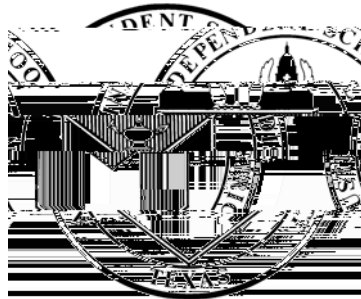
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