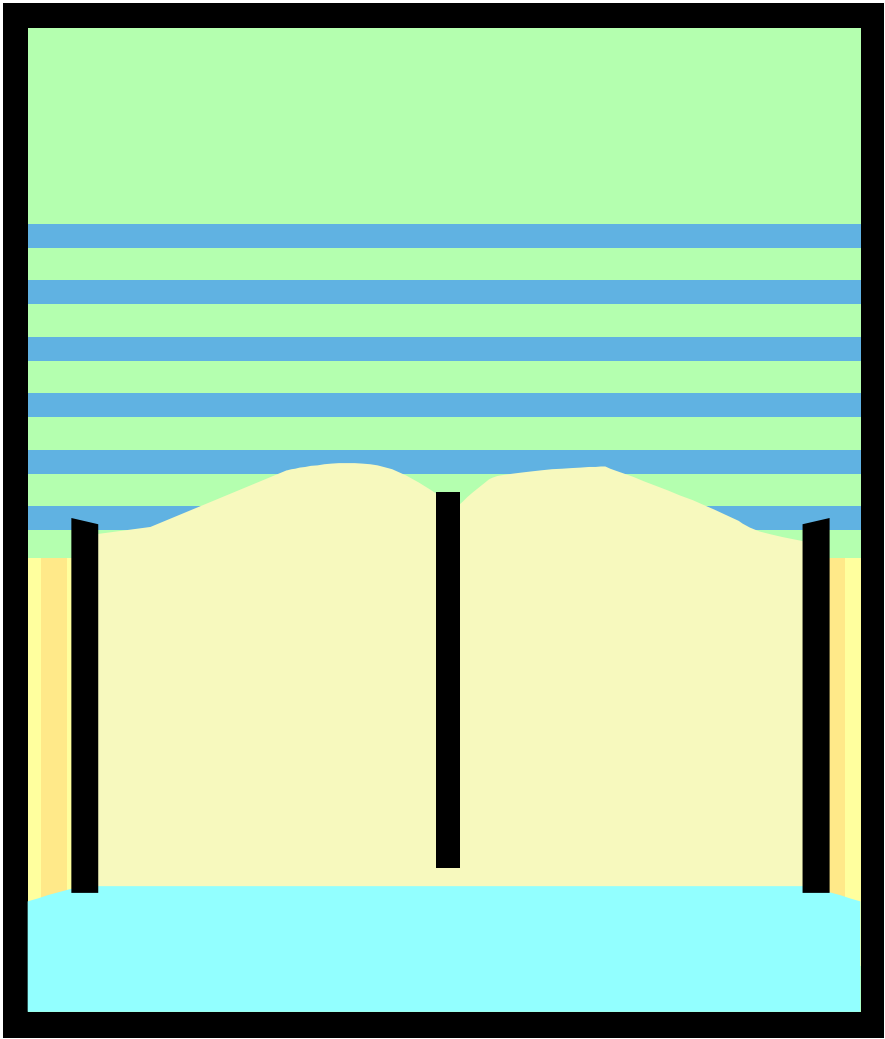# State Compensatory Education

2002-2003 Evaluation Report

Texas Assessment of Academ

visits, participation in IMPACT teams[2], assistance with medical needs, and participation in Admission, Review, and Dismissal (ARD) committees. In a satisfaction survey of parents and guardians whose children received services from VTs, 80% of parents (*n=56*) reported that they were "completely satisfied" with the services provided by their VT.

As described by Schmitt (2003), problems in tracking students served by some SCE-funded programs remain. Several programs such as DELTA, the Virtual School Pilot, and Visiting Teachers, have data systems in place to track the services provided or the progress of students served by these programs. For other programs, such as tutorials, progress in reducing the achievement gap between identified at-risk students served and others cannot be measured because participating students are not tracked individually. Thus, the extent to which these funds are effective in serving at-risk students remains unclear.

RECOMMENDATIONS

! District and campus staff should review SCE-funded programs to ensure that all SCE programs target at-risk students and that the programs work to help close the achievement gap between at-risk and all other students.

! Tracking efforts could be improved through either use of a single system or creation of adequate means to link student-level data across the current systems.

! The district and/or campus staff should review the expenditures of campus SCE allocations to ensure that campuses are using these funds for materials, staff, and/or programs related to the goals of SCE.

! In the spirit of meeting the legislative goal of SCE-funded programs to help students perform at grade level by the end of the next regular term (Texas Education Code §29.081a.), district staff should add a specific goal of examining the progress of at-risk students served according to this measure.

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[2] IMPACT Teams are solution-focused groups at every AISD campus charged with developing and coordinating prevention and intervention services for students who are at risk of dropping out of school. IMPACT Teams also coordinate delivery of social services to students and their families.

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    Account for Learning

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PART 1: INTRODUCTION

STATE COMPENSATORY EDUCATION

State Compensatory Education (SCE) is a supplemental program designed to

Table 1.1 Austin ISD State Compensatory Education Budget, 2002-03

Program/Service	Budgeted	FTEs
Alternative Education		
Alternative Learning Center	$1.91 M	41.00
Garza Alternative High School	$ .78 M	13.00
Dill Alternative Center (now ACES)	$ .26 M	6.00
Dropout Prevention		
DELTA (dropout recovery)	$1.58 M	32.00
Dropout Prevention	$1.02M	9.00
Reading		
Reading Recovery	$3.86 M	76.00
Summer Services	$2.32 M	0.00
Social Services		
Elementary School Counselors	$3.43 M	62.00
Communities in Schools	$ .54 M	0.00
Visiting Teachers	$ .47 M	15.00
Non AFL Parent Involvement	$ .15 M	0.00
Campus Allocations		
Account for Learning	$5.89 M	112.71
9th Grade Initiatives	$ .06 M	0.00
Secondary Transition Programs	$ .28 M	0.00
Secondary Tutorials	$ .18 M	0.00
Discipline Programs		
ISS Monitors	$ .55 M	26.00
Student Discipline	$ .35 M	6.00
Other	$2.3 M	0.00
TOTAL	$25.5 M	369.53

Data Source: AISD Office of Budget and Planning

SCE funds must be used for programs or services that are supplemental to the regular education program. They must be allocated in such a way that the indirect cost allotment does not exceed 15%, and no more than 18% of the total allocation is used to

fund Disciplinary Alternative Education Programs. SCE funds may be used to support a program 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 50% of the students are educationally disadvantaged. For schoolwide 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 in order to close the achievement gap between at-risk and non-at-risk students. However, several of AISD's designated programs supply campuses with funds to be used for tutorials and transition activities that target at-risk students. Although

Table 1.2: At-Risk Indicators

At-Risk Indicators	
Most Frequent	! Assessment Related (TAKS or TAAS)
	! Student identified as LEP
	! Retained in one or more grades
Less Frequent	! Student is pregnant or is a parent
	! Currently failing two or more courses (grades 7-12)
	! Failed two or more courses in preceding school year (grades 7-12)
	! Previously reported to have dropped out of school
	! Placement in an Alternative Education program
	! Expelled under Chapter 37 in preceding or current year
	! Parole, probation, Conditional release
	! Did not perform satisfactorily on readiness assessment (Pre-K, K, or grades 1, 2, 3)
	! Student resides in a residential treatment facility
	! Student was homeless in accordance with federal law.
	! In custody or care of DPRS/ referred to DPRS in the current school year

Source: PEIMS Submission Binder, communication with AISD PEIMS coordinator

Table 1.3 shows that American Indian, Asian, African American, and Hispanic students were more often met criteria for being identified as at-risk than would be expected from their overall group representation in the AISD student population. Also, among those students identified as at-risk in 2002-03, 70% were Hispanic. As in 2001-02, Hispanic students comprised the largest ethnic group among at-risk students, and Anglo students comprised the smallest, at 14% of all at-risk students in 2002-03.

Table 1.3: Number and Percentage of AISD Students in Each Ethnic Group Identified as At-Risk and the Overall Ethnic Profile of AISD Students in 2002-03

		American Indian	Asian	African American	Hispanic	White
Students Within Each Ethnic Group Identified as At-Risk	**%**	32%	47%	43%	62%	21%
	n	(67)	(974)	(4,820)	(25,090)	(5109)
All AISD Students by Ethnic Group	**%**	.27%	3%	14%	52%	31%
	n	(211)	(2,100)	(11,294)	(40,605)	(24,398)

Source: Fall 2002 PEIMS Data

T

Reading Instruction grant for 2002-03 shows that there was a smaller disparity among third grade students who participated in this reading intervention (who had been identified as at risk for reading below grade level) and AISD third graders as a whole(Curry, 2003). Among third graders who were eligible to take the TAKS, 82% of those in the ARI program passed during the three spring and summe

2002. This finding may be related to the greater percentages of at-risk students who continued high school, and therefore, took more than four years to graduate.

Table 1.5: Graduation, Dropout and Continuation Rates Among At-Risk and Non-At-Risk Students in AISD for the Classes of 2001 and 2002

	2001			2002		
	Percentages of Students who:			*Percentages of Students who:*		
	Graduated	Dropped Out	Continued High School	Graduated	Dropped Out	Continued High School
At-Risk	71.6	8.4	17.1	74.8	6.0	15.9
All Students	72.3	10.7	13.4	75.7	8.9	12.1
Disparity	*-0.7*	*-2.3*	*3.7*	*-0.9*	*-2.9*	*3.8*

Source: Texas Education Agency: Secondary school completion and dropouts in Texas public schools, 2000-01 and 2001-02.

STATE COMPENSATORY EDUCATION PROGRAM EVALUATION, 2002-03

In addition to providing program descripEMCf0.00.t0 00E8 Tfng program

PART 2: SPECIFIC PROGRAMS EVALUATED BY THE AISD DEPARTMENT OF PROGRAM EVALUATION IN 2002-03

DIVERSIFIED EDUCATION THROUGH LEADERSHIP, TECHNOLOGY, & ACADEMICS (DELTA)

DELTA is a dropout prevention and course credit recovery program that has been in place since 1995 in AISD. It is an open-entry, open-exit program that employs individualized and self-paced instruction through the use of NovaNET computer software to deliver a TEKS-aligned curriculum. The purpose of DELTA is to assist students in earning credits and passing the state assessment. DELTA is targeted at students aged 14-21 who have already dropped out or are at risk of dropping out of high school. Through computer-based coursework supplemented by a variety of assignments and projects, students may complete high school courses and earn credits, thereby allowing students a route to graduation that fits the scheduling requirements of those who might otherwise drop out of school. Students may pace themselves and work a maximum of 20 hours per week in the DELTA lab. DELTA also affords students the option of self-teaching a course and DELTA is targ fundith completion and earning multiple credits in a short amount of time. DELTA has served an increasing number of students each year and has helped more than 4,500 students earn high school diplomas. In 2002-03, DELTA received a State Compensatory Education allocation of $1,581,652, compared with $1,710,000 in 2001-02.

Teachers and computer lab assistants receive NovaNET training and meet regularly with program managers to ensu12 0A -0.020 1 282.5412 0 0 12 375.790.2322.5413 Tm(m)Tja qze

from the program at Garza High School are discussed separately below and in the section entitled Alternative Education Programs.

STUDENTS SERVED

According to teacher records, DELTA served 3,011 students in the 11 traditional high schools and the Alternative Learning Center (ALC), plus 14 students at La Fuente Learning Center for a total of 3,025 students served during the 2002-03 regular school year.[3] The enrollment in 2002-03 represents a 12% increase from the enrollment in 2001-02. A total of 858 DELTA students graduated during the 2002-03 school year, comprising 28% of all 2002-03 DELTA students. Of the seniors served in DELTA during the 2002-03 school year, 64% graduated from high school during Spring 2003 or before. Pre0 0 12 464.6294 581.04 Tm(ent in 05 12 31080.a4.850 0 12 464.629BBor2 90 659.58 Tm(S)Tj-0

Table 2.2: Percentage and Number of DELTA Students in Each Grade Level
Since 1997-98

Grade Level	School Year*				
	1997-98	1998-99	1999-00	2001-02	2002-03
9th Grade	18% (299)	16% (273)	16% (310)	12% (299)	14% (425)
10th Grade	15% (237)	17% (296)	17% (325)	19% (466)	18% (550)
11th Grade	18% (297)	20% (351)	23% (430)	22% (524)	22% (663)
12th Grade	49% (791)	45% (783)	43% (828)	47% (1127)	45% (1351)

Starting in 2002-03, students who were in 8th grade or lower on January 1, 2001 are required to take the new state assessment, the Texas Assessment of Knowledge and Skills (TAKS), as part of their graduation requirements. Given that the TAKS was administered for the first time in 2002-03 and TAAS, the previous state assessment, differed significantly, longitudinal comparisons of DELTA students are not possible. Most significantly, none of the high school students in 2002-03 were under the requirement to pass the exit level TAKS that year in order to graduate. As described in this report's introduction, the Texas Education Agency administered the TAKS to all 10th and 11th grade students in 2002-03, regardless of whether TAAS or TAKS were part of their graduation requirements, to obtain more information about the new test. Students who may have already passed the TAAS for graduation may have had less incentive to perform well on the TAKS, and they may not have been prepared for the different rigors of the TAKS. Therefore, the performance of DELTA students on the TAKS, as compared with their non-DELTA peers, would not accurately reflect outcomes due to the DELTA program.

LIMITED ENGLISH PROFICIENCY (LEP) DELTA STUDENTS

In the 2001-02 State Compensatory Education evaluation report, Schmitt (2003) described the effectiveness of DELTA with students of limited English proficiency (LEP) in terms of credits earned. In 2001-02, the percentage of LEP students earning credits through DELTA at traditional high schools (48%) closely resembled the percentage of non-LEP students at traditional high schools (52%) who earned credits through DELTA.

are not registered with the AISD course ID number for DELTA; consequently, DELTA course credits cannot be systematically analyzed. Student data from Garza were therefore analyzed separately. According to teacher and registrar records at Garza, DELTA served approximately 35% of the students who graduated in 2002-03 and Summer 2003 combined. Table 2.5 shows the number of Garza High School graduates who participated in DELTA.

Table 2.5: 2002-03 Garza Independence High School Graduates Utilizing the DELTA Curriculum

Garza HS Graduates	Number of DELTA Students	Percentage
August 2002—May 2003 (*n*=129 graduates)	42	33%
Summer 2003 (*n*=36 graduates)	15	42%
Total (*n*=165)	*57*	*35%*

Source: Garza High School Registrar and DELTA Staff

DATA INTEGRITY ISSUES

Issues related to the tracking of DELTA students and course credits earned through the program remain. Austin ISD currently maintains a DELTA course ID number for scheduling purposes. As described by Schmitt (2003), the DELTA course ID number has not been used consistently for all DELTA students, and as such, has not been sufficient for tracking DELTA students. Moreover, revisions to the district's Course Master that are underway for 2003-04 will very likely affect DELTA course ID numbers. Alternatively, DELTA students and course credits are tracked through a separate DELTA database. In this database, teachers are required to submit data continuously for each student throughout the school year. Although generally accurate, teacher reports occasionally include incorrect student ID numbers or other incomplete information. In addition to these issues, current DELTA data are incomplete due the lack of information provided regarding DELTA participants at Garza, as explained above.

RECOMMENDATIONS

! Future evaluations of the DELTA program should include an analysis of TAKS performance by DELTA students with a suitable comparison group. Also, the TAKS analysis should take into account the content area that represents the DELTA course subjects in which students earned credits.

! Improve the DELTA database by implem

for identifying students who might benefit. Campus administrators, counselors, or visiting teachers could refer students to VSP. (See the evaluation section about Visiting Teachers below.) Students were then required to apply for entry to the program through the Department of School Support Services. Priority was given to students who met any of the following criteria:

- ! currently receiving pregnancy related services;
- ! working full-time for economic reasons;
- ! having special/extenuating circumstances that prevent school attendance
- ! lacking day care (for parenting teens);
- ! being placed on the Johnston or Reagan High School leaver list[5]; or
- ! holding 15 or more credits and needing additional support to graduate.

Laptop computers were provided by Computers for Learning, a local organization that distributes refurbished computers, and Internet access was donated by Grande Communications. Students accessed the DELTA curriculum via computer from their homes and met with the VSP teachers at least once per week. Students were required to do at least 15 hours of schoolwork per week or risk dismissal from the VSP. Two teachers were assigned to work with the approximately 20 students who were participating in the program at any given time.

STUDENTS SERVED AND CREDITS EARNED

From August 2002 through May 2003, 35 students from 11 campuses participated in the Virtual School Pilot. Of the 35 students, three graduated and one had a graduation pending her passing the Texas Assessment of Academic Skills (TAAS). Twelve students were still enrolled in courses through the VSP at the end of the Spring 2003 semester, and 19 withdrew for reasons other than graduation, as shown in Table 2.6. Most of the students who withdrew did so due to work or family issues, suggesting that this group of students continues to face serious challenges to school completion even though course materials and assistance were available in their homes.

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[5] The original proposal for VSP included the goal of reducing the number of students on the leaver lists at Johnston and Reagan High Schools. For 2003-04, this criteri

Table 2.6: VSP Student Withdrawals for Reasons other than Graduation, 2002-03

Withdrawal Reason	Number of VSP Student Withdrawals
Work/Family Issues	11
Enrolled at Another Campus	4
Not Meeting VSP Guidelines	3
Health Issues	1
TOTAL	**19**

Source: VSP Teacher Data, 2002-03

Table 2.7 shows the number of courses started and completed by students during 2002-03 and Summer 2003, plus the number of credits earned by subject area. Of the courses started by VSP students, 70% were completed. The greatest number of credits earned were in English courses followed by courses in Social Studies.

Table 2.7: VSP Credits Earned, 2002-03 and Summer 2003

Subject Area	Number of Courses Started	Number of Courses Completed	Number of Credits Earned* 2002-03 School Year	Number of Credits Earned* Summer 2003
English	35	28	14	3

!   District leaders should lobby for definitive and effective funding of VSP through state resources, including funding through the average daily attendance formula, given VSP's preliminary record of helping students complete most of the courses they begin, and ultimately earn credits toward graduation.

VISITING TEACHERS

The Visiting Teacher program provides a team of professionals that serve all AISD schools to help students with problems related to academic, social, and emotional adjustment. The goal of the visiting teacher program is to provide assistance that will minimize barriers that impact students' academic success and well-being. Visiting Teachers (VTs) serve in a social worker/counselor capacity to maintain and improve communications and relationships between families and schools and to provide a variety of services to families with children who are having difficulty at school or at home. VTs are licensed social workers or professional counselors with Masters degrees in counseling, social work, psychology, or education; many hold both an advanced degree and professional license. As the liaison between school, home, and community resources, the VT addresses a range of issues in a variety of ways. VTs consult with both school and support staff regarding individual student needs such as medical, emotional, economic, academic, and counseling needs. They provide direct, confidential crisis counseling services for students as needed and routinely make home visits to counsel families. They serve as facilitators, speakers, or consultants at various parent, student, or other discussion groups and serve on community boards and in professional groups.

VTs receive referrals from a variety of sources including students, parents, school staff, and community agencies. They are assigned to schools according to district feeder patterns in order to maintain consistency with students throughout their school progression. See Table B1 in Appendix B for a list of issues that Visiting Teachers commonly address. In 2002-03, the VT program received an allocation of approximately $530,000 from the State Compensatory Education budget, similar to the program's budget in 2001-02. The budget included funding for 18 VTs including full- and part-time positions, and partially funded the salary of the program manager.

were in either English or Spanish, as appropriate, and parents were asked to complete the survey card and return it through the mail to the district's Office of Program of Evaluation. More surveys distributed by the larger team of VTs were returned this year compared to last year. Clients of 16 of the 18 visiting teachers returned survey cards in

elementary teachers who responded and 56% (*n=*25) of 45 secondary level teachers reported that they "don't know" about the effectiveness of VTs in minimizing student problems that affect school success (Figure 2.4). From the "*don't know*" response to this question, teachers may have been uncertain either about VT's effectiveness or about the services that VTs can provide, or both. Also, if teachers do not know which students are served by VTs, or how many, teachers may feel unable to respond to a survey question about program outcomes related to minimizing student problems.

Figure 2.4: Ratings of the Statement: "*Services Provided by the Visiting Teacher Assigned to my School Help Minimize Student Problems that Affect School Success*" by Administrators and Teachers

Administrators (n=33)

Agree
76%
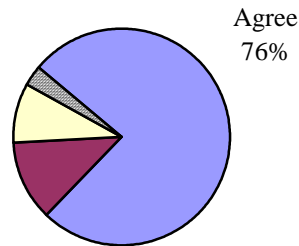
RECOMMENDATIONS

! Campus administrators should make teachers aware of the VT program as another resource available to their campus' student body.

! Visiting Teachers and program staff should track individual students and the services provided (including the students' ID numbers) to better evaluate the impact of specific VT services on students. In this way, services provided can be evaluated separately, and program managers and staff might enhance their decisions about how best to help students in the future.

! To gather comprehensive information about the services provided, an array of survey methods should be used in the future. Students' families, for example, could be contacted by telephone or in a personal interview to ask open-ended questions.

! Improve survey questions aimed at clients and campus staff. Ideas for improvement and reasons for satisfaction with VT's services could be solicited from students' families. Campus staff should be asked on the Employee Coordinated Survey if they are familiar with the VT program before being asked to assess the quality of services.

END NOTE

[†] The State Compensatory Education evaluation report for 2001-02 (Schmitt, 2003) recommended that a representative sample of Visiting Teacher clients be surveyed about their perceptions of the VT program. In addition to the sample drawn through home visits, a second random sample of 180 clients who had not been visited at home during 2002-03 was selected. Eighteen surveys (10% of the sample) were returned as undeliverable due to incorrect addresses. Only nine postcards were completed and returned, yielding a response rate of 5%. Although data from this group were statistically similar to those from respondents who received surveys from VTs, these data were eliminated due to the markedly weak response rate. Reasons for the low response rate of the families of students referred may be related to the high mobility rate (as documented in student records), coupled with the personal issues faced by the families that can lead to referrals to the VT program. Handing the survey cards directly to clients in a home visit, as was done in 2001-02 and 2002-03 by VTs, appeared to yield higher response rates than the mailed survey.

ALTERNATIVE LEARNING CENTER (ALC)

In 2002-03, the Alternative Learning Center (ALC) received an SCE allocation of $1,909,000. The purpose of the ALC is to provide an alternative educational placement (AEP) for middle or high school students assigned as a consequence of inappropriate

TAAS reading, writing, or mathematics or who are at risk of being retained are eligible to attend SUCCESS. SUCCESS is evaluated by the AISD Department of Program Evaluation as part of the annual Optional Extended Year Program Summary.

Both the Accelerated Reading Instruction and SUCCESS reports may be accessed online at the following address: http://www.austin.isd.tenet.edu/about/ accountability/ope/reports.phtml.

READING RECOVERY

In 2002-03, Reading Recovery received a SCE allocation of $3,860,045 and served 811 students. Reading Recovery is an early intervention program targeted at first grade students who are having the most difficulty learning to read (the lowest 20%-33% in reading skills). The goal of the program is to help students develop effective reading and writing strategies so that they can work within the range of average reading levels in the regular classroom. Reading Recovery teachers assess referred students' text reading level with the *Observation Survey* to identify those most in need of Reading Recovery.

All elementary campuses are assigned a literacy support specialist who is trained in Reading Recovery. These specialists are supervised by Reading Recovery Teacher Leaders, who oversee the literacy support program and train Reading Recovery teachers. Teacher Leaders must complete a year of training at a Reading Recovery training site to be certified. Professional development for teachers begins with a year of graduate level study and is followed by ongoing training in succeeding years. The Reading Recovery Council of North America conducts an annual evaluation through the National Data Evaluation Center (www.readingrecovery.org). Teacher Leaders and administrators at every site systematically collect and report data on every child. Each site receives evaluation results that may be used in local decision making.

COMMUNITIES IN SCHOOLS (CIS)

In 2002-03, Communities in School (CIS) received a SCE allocation of $540,000. In addition, CIS was able to garner additional resources to enhance the services provided to AISD students. CIS leveraged additional funds from its own grants, contracts, and donations, plus in-kind volunteers, university interns, and professional services. CIS provides school-based social services at 29 campuses and the Home Instructional

Program for Pre-School Youngsters (HIPPY) at 3 elementary schools. The HIPPY program is targeted at parents of pre-kindergarten students. A Parent Educator meets once a week to help guide parents in how they can prepare their children for school. The other programs offered by CIS enhance social services at schools to better enable at-risk students to benefit from instruction. Selected schools have high levels of risk in the following categories: percentage of students passing TAAS or TAKS, attendance, percentage of students on the free or reduced-price lunch program, and percentage of students disciplined. CIS provides each campus with a social worker program manager and may provide additional staff including Americorp workers, caseworkers, interns, and volunteers who help with tutoring, mentoring, and serve as class aides.

The CIS program manager and AISD campus staff jointly develop a program plan that describes the needs of students and services to be provided by CIS. With approval by the campus principal, this program plan becomes part of the Campus Improvement Plan and is updated throughout the year. CIS staff attend meetings, trainings, and planning days that amount to approximately 16 hours per month. CIS provides campus and districtwide reports at the end of each school year. These reports indicate the number of students receiving services at each campus and information about the academic, behavioral, and attendance improvements among the students served. Graduation rates and improvements in reducing the dropout rate also are monitored by CIS.

COORDINATION OF DROPOUT INTERVENTION

For the last three school years, the District Improvement Plan (DIP) has included specific goals related to dropout prevention and reduction. In 2002-03, the DIP's Annual Performance Objectives included a goal of reducing dropouts among all students to 1.2% or less. This target compares to a 2001-02 goal of reducing the dropout rate to 1.9% or less for all students, and an actual rate of 1.5%.

Approximately $1.02 million in SCE funds were allocated to dropout prevention efforts in 2002-03. SCE resources for dropout intervention funded dropout coordinators and a variety of programs and services during the school year and summer that are designed to reduce the number of dropouts. Services and programs included summer reading programs, DELTA, the Absent Student Assistance Program (described bep 7 415.7506 121..761.460

ABSENT STUDENT ASSISTANCE PROGRAM (ASAP)

The Absent Student Assistance Program (ASAP) is funded by SCE for dropout prevention and intervention efforts. ASAP is a seven-year-old collaborative effort between AISD and the Travis County Constables. Its purposes are to improve school attendance by notifying parents when their children are absent, keep students in school, and prevent their involvement with the juvenile justice system. ASAP also is a valuable resource in preventing a student from dropping out of school. All AISD schools are expected to utilize ASAP for Grades 1 through 9.

In 2002-03, modifications to ASAP were implemented to utilize funds more effectively. These changes included the following:

- ! Hire five attendance specialists to provide training, coordinate activities, and provide direct services to five high school campuses with the highest need.
- ! Purchase and install messaging machines for each secondary campus to enhance the timely notification of parents about a student's absence.
- ! Target Constables' visits on a more deliberate basis, for example, at the request of the campus IMPACT Team after a visit with the student and parent or guardian has occurred or been attempted by district personnel.
- ! Bring the AISD Police Department, the City of Austin Police Department, and the Constables together for "sweeps" to be conducted by Constables in high need areas to return students to school and/or link them with the assessment center.
- ! Increase funding for the Truancy Court Master Pilot Program at Travis High and Mendez Middle Schools to expand the program to all grade levels. The expansion would allow program managers to seek grant funding for extending the pilot program to other district campuses.
- ! Design and implement a campaign to educate students and their families about compulsory education requirements and create a districtwide awards program focused on attendance.

During the 2002-03 school year, the AISD Dropout Prevention and Reduction Coordinator tracked a variety of indicators of ASAP's success including dropout numbers, attendance rates, number of visits by Constables, and truancy court docket sizes and processing times.

IN-SCHOOL SUSPENSION (ISS) MONITORS & AFTER SCHOOL DETENTION

In 2002-03, In-School Suspension (ISS) monitors received a SCE allocation of $547,000. ISS monitors are provided to each secondary campus to operate campus-based in-school suspension centers as an alternative to removal to the ALC. Through ISS, minor discipline infractions are addressed without removal from campus for an extended period of time, and students continue to receive instruction in each course to the extent possible. Additionally, $230,000 was budgeted for after-school detention programs at all middle and high school campuses. Because ISS programs are no longer listed as a state-approved SCE program, SCE funds are not being used to fund ISS in 2003-04.

CAMPUS ALLOCATIONS

ACCOUNT FOR LEARNING

Account for Learning (AFL), begun in 1999-2000, is a local funding source designed to increase equity in the resources provided to campuses with high percentages of economically disadvantaged students. AFL provides resources such as instructional support and extended learning opportunities that are components of high quality reading and mathematics instruction, and its primary goal is to increase student achievement in those areas. In 2002-03, AFL received a SCE allocation of $5,888,000. AFL's supplemental funding is provided to campuses with a large percentage of the student population qualifying for the federal free or reduced-price lunch program. AFL elementary schools have 70% or more students meeting these criteria, while middle/junior high schools have at least 65%, and high schools have at least 50% of their populations meeting these criteria. In 2002-03, 42 elementary, nine middle school, and five high school campuses were selected for assistance through AFL.

Each AFL-funded campus receives an increased per-pupil allotment and funds for parent/community liaisons and campus instructional coaches. Additionally, all elementary campuses receive funding for summer school and study trips, and middle/junior high schools receive funding for tutorials and extended-learning opportunities. AFL funding also supports a variety of summer programs.

SECONDARY TUTORIALS

In 2002-03, the Secondary Tutorials program received a SCE allocation of $178,000. Secondary Tutorials funds are distributed to all middle/junior high schools

02.08

APPENDICES

APPENDIX A: DELTA

Table A1: Percentage and Number of DELTA Students Served
by Ethnicity, 1997-2003

Year*	African-American	Asian	Hispanic	Native American	White
2002-03	23% (686)	2% (50)	54% (1600)	.2% (6)	22% (647)
2001-02	21% (436)	2% (48)	54% (1096)	.1% (2)	23% (461)
1999-2000	20% (373)	1% (27)	49% (925)	.3% (5)	30% (578)
1998-99	20% (352)	2% (37)	45% (773)	.3% (5)	31% (544)
1997-98	20% (317)	2% (32)	47% (761)	.3% (6)	31% (508)

*2000-01 data are not available due to changes in data collection for DELTA that year.
Note: Totals by grade are as of the end of the school year. Due to reporting errors, totals do not match total number of students served.
Sources: 2002-03 AISD Student Records, 2001-02 SCE Evaluation (Schmitt, 2003), and DELTA Fifth Year Implementation report (Keswick, 2000)

APPENDIX B: VISITING TEACHERS PROGRAM

Table B1: Student and Family Issues Addressed by Visiting Teachers

	Issues Addressed
School Problems	School crises Academic adjustment School/home communication Non-attendance/truancy Delinquent student conduct Disruptive, out-of-control beh.274.424iorTEMC/P ʞ663.54 278.760.48 re7107

AUSTIN INDEPENDENT SCHOOL DISTRICT