STATE COMPENSATORY EDUCATION, 2004-2005

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- Program and district staff should maintain a list of students served by each specific program or service funded by SCE, including local student ID numbers.
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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 at risk of dropping out of school, as defined by Texas Education Code §29.081, 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 state assessment instruments. Using this needs assessment, 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 six months' enrollment of students who qualified for the federal free or reduced-price school lunch program during the preceding school year. 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.

For the 2004-2005 school year, the district budgeted $ 27,918,248 for SCE, which supported a variety of programs and 433.96 full-time equivalent (FTE) staff positions. In comparison, $26,100,000 was budgeted and 385.58 FTE positions were funded in the 2003-2004005 359.76093 T,fided in the 20cetednts onaxpe5 Tc -0.0013 Tw 12 0 0 12 387.899982619.59109(ced-pr

(i.e., expenses that cannot be traced to a specific costing unit such as a department or program) does not exceed 15% and Disciplinary Alternative Education expenditures do not exceed 18%. SCE funds may be used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965, and as provi

grade level, due to the greater likelihood of meeting one of the at-risk criteria as more state assessments and courses are taken.

Table 1.2: Number and Percentage of Students Reported At-Risk in 2004-2005, by Each At-Risk Indicator

At-Risk Indicator	Number of Students	Percentage of At-Risk Students	Percentage of All AISD Students
Assessment Related (TAKS or TAAS)	20,720	51%	26%
Identified as Limited English Proficiency (LEP)	18,250	45%	23%
Failed two or more courses in the preceding school year (grades 7-12)	4,986	12%	6%
Currently failing two or more courses (grades 7-12)	4,765	12%	6%
Retained in one or more grades	3,367	8%	4%
Did not perform satisfactorily on a readiness assessment (Pre-K, K, or grades 1, 2, 3)	3,161	8%	4%
Placement in an Alternative Education program	1,537	4%	

Table 1.3: Percentage and Number of At-Risk, Not At-Risk, and All AISD Students in Each Ethnic Group in 2004-2005

Ethnicity	At-Risk		Not At-Risk		All Students	
	n	%	*n*	%	*n*	%
Native American	73	0.2%	124	0.3%	197	0.2%
Asian	1,012	2.5%	1,210	3.1%	2,222	2.8%
African American	5,224	12.7%	5,438	14.0%	10,662	13.3%
Hispanic	29,122	71.1%	4,625	37.5%	43,747	54.7%
White	5,554	13.6%	17,568	45.1%	23,122	28.9%
Total	40,985	51.3%	38,965	48.7%	79,950	100.0%

Source: PEIMS 110 and PEIMS 101 data, as of September 8, 2005, AISD Office of Accountability

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) PERFORMANCE

Under the legislative requirements of State Compensatory Education, an evaluation must measure the district's progress in decreasing any disparity in performance on achievement assessments between at-risk and all other students. Results from the 2004 and 2005 TAKS were examined and compared across these two student groups. Table 1.4 shows the percentage of at-risk and not-at-risk students who met the standard for passing each content area of the TAKS in 2003-2004 and 2004-2005.

It is important to keep in mind when interpreting the data in Table 1.4 that the number and percentage of students who met the minimum passing standards in 2004 and 2005 reflect the different passing standards established for each year. For 2004, the passing standard was established at one standard error of measurement (SEM) below the State Board of Education's panel recommendation, except at the exit level, where the passing standard remained at two SEMs below the panel recommendation. For 2005, the passing standard was at the panel recommendation for the first time for all grades tested except exit level, which was at one SEM below the panel recommended standard. Different passing standards were established to help staff and students prepare for and transition to the rigors of the TAKS, which added science and social studies as content areas and was designed to be more challenging than the TAAS.

Table 1.4 shows that despite the higher passing standard in 2004-2005, disparities in passing rates between at-risk and not at-risk students decreased slightly from the previous school year in reading and language arts, mathematics, and science. The largest decrease in

passing rate disparity between these two groups occurred in science, with a decrease from a 41-percentage point difference in 2003-2004 to a difference of 37 percentage points in 2004-2005. On the social studies TAKS, the disparity in passing rates remained the same. It should be noted, however, that the social studies content area had the smallest disparity between the at-risk and not at-risk test takers (22 percentage points). Overall, the passing rates for at-risk students in each of the content areas remained much lower than did the rates for those students not at-risk.

Table 1.4: Percentage and Number of AISD Students who Met the Passing Standard* in Each Content Area of the TAKS in 2003-2004 and 2004-2005 by At-Risk Status

TAKS Tests		2003-2004				2004-2005				
		At-Risk		Not At-Risk		At-Risk		Not At-Risk		
Subject	**Grade Levels**	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	$\Delta^{\dagger}$
Reading, Eng. Lang. Arts	**3-9 10-11**	65	11,746	95	21,584	66	12,811	95	20,534	*-1 5*

education standards regarding required lab hours in science courses, biology and chemistry were removed as course options for students unless there were extenuating circumstances and the student had already passed the appropriate state exam.

DELTA is available at every traditional AISD high school campus, Gonzalo Garza Independence High School, the Alternative Learning Center (ALC), and the Gardner-Betts Leadership Academy at the Travis County Juvenile Justice Center. At the La Fuente Learning Center at Cristo Rey Catholic Church, students have an additional option for earning course credits through DELTA. The DELTA program at La Fuente is open four evenings per week during the school year and days and evenings during the summer. It is facilitated by two AISD teachers who communicate with students' home campuses to help ensure that current course credit records are maintained. Since 2001-2002, the DELTA curriculum also has been used to serve a small number of students at home through the Virtual School Program (VSP).

STUDENTS SERVED

According to the district's student database and teacher records, DELTA served a total of 2,662 students during the 2004-2005 school year. The DELTA enrollment in 2004-2005 represents a slight increase from that of 2,590 students in 2003-2004. Table 2.1 shows that over the past three years, the grade level profile of AISD students served by DELTA has remained relatively stable.

Table 2.1: Number and Percentage of AISD Students Served by DELTA by Grade Level Since 2002-2003

Grade Level	School Year 2002-2003		2003-2004		2004-2005	
	n	%	*n*	%	*n*	%
9th Grade	425	6.2%	340	5.3%	424	6.4%
10th Grade	550	10.6%	473	8.9%	493	10.0%
11th Grade	663	15.1%	570	13.1%	575	12.4%
12th Grade	1,351	1.7%	1,204	29.3%	1,170	28.3%
Total 9th – 12th grade Students Served	2,989	14.5%	2,587	12.8%	2,662	13.1%

Sources: 2002-03, 2003-04, 2004-05 PEIMS enrollment records; 2001-02 SCE Evaluation (Schmitt, 2003), 2002-03 SCE Evaluation (Carrejo, 2003), and 2003-04 SCE Evaluation (Carrejo, 2004); 2004-05 DELTA student database

Note: Percentages are based on the number of DELTA students divided by the PEIMS snapshot enrollment for each grade level of each year. All students who began a DELTA course are included, regardless of whether or not any credits were completed.

Table 2.2 shows ethnicity data for DELTA students from 2002-2003 through 2004-2005. The majority of students served by the DELTA program continues to be Hispanic. This is not surprising given that the majority of the AISD population is Hispanic and 71% of Hispanic students are identified as at-risk (see Table 1.3). From 2002-2003 to 2004-2005, the percentage of DELTA students who were Hispanic grew by five percentage points to 59%, whereas the percentage of White students decreased by two percentage points to 20%. The percentages of African American and Asian students in DELTA during 2004-2005 were 20% and 1%, respectively. The number of Native American students in DELTA continued to remain relatively small (approximately 0.3%).

Table 2.2: Number and Percentage of AISD DELTA Students Served by Ethnicity, 2002-2003 through 2004-2005

	School Year

per enrolled student in 2004-2005 was .73, compared with .82 in 2003-2004 and .87 in 2002-2003. Appendix A1 shows DELTA credit information by course in more detail.

Beginning in 2002-2003, students who were in the 8th grade or below on January 1, 2001 were required to take the Texas Assessment of Knowledge and Skills (TAKS) as part of their graduation requirements. It is important to examine the performance of DELTA students on the TAKS in terms of the content area courses they took. For DELTA students who took courses in each content area, Table 2.5 shows the percentage who met the passing standard on the corresponding content area of the TAKS, compared with at-risk and all AISD students. The TAKS passing rates for DELTA students in Reading and English Language Arts, Mathematics, and Social Studies are comparable to those of all at-risk students, but are still considerably less than the passing rates of all AISD students.

Table 2.5: Percentage and Number of 2004-2005 DELTA Students, At-Risk Students, and All TAKS Takers who Met the TAKS Passing Standard, by Content Area

Content Area	Students who Met the 2005 TAKS Passing Standard					
	DELTA*		All At-Risk		All	
	n	%	*n*	%	*n*	%
Reading and English Language Arts	182	70%	12,811	66%	34,416	80%
Mathematics	106	45%	8,988	47%	29,166	68%
[redacted]					0	84%

PEIMS 101

RECOMMENDATIONS

- To get an accurate representation of DELTA students and credits earned for the summer session, a system that will accurately and consistently account for all summer DELTA students should be developed.
- Given the slightly lower TAKS passing rate in mathematics for DELTA students compared with all at-risk students, the DELTA mathematics curriculum should be reviewed to determine areas for improvement.
- Given the decrease in the number of credits earned in DELTA per enrolled student and the decrease in the total number of credits earned in mathematics in DELTA, monitoring and further investigation into the possible causes of these declines should be conducted.

SCHOOL TO COMMUNITY LIAISONS

School to Community Liaisons (SCLs) are members of a team of professionals who serve all AISD schools to help students with problems related to academic, social, and emotional adjustment. Their services are intended to minimize barriers to students' academic

In 2004-2005, the SCL program

CONCLUSIONS

In 2004-2005, the 13 full-time and 5 part-time School to Community Liaisons responded to 46% more referrals than they had in 2003-2004. This large increase in the number of students served may be, in part, a result of better tracking procedures for 2004-2005. A new database was developed that allowed program managers to generate reports and to document caseloads. According to this database, 3,796 students received a total of 9,644 services, most of which included provision of information, short-term problem solving, and consultation at IMPACT team meetings. Responses by campus staff to Coordinated Survey questions showed that the majority of campus administrators and professionals believe SCLs are effective at minimizing student problems that affect school success and that SCLs respond to campus needs in a timely manner.

RECOMMENDATIONS

PART 3: ADDITIONAL AISD STATE COMPENSATORY EDUCATION PROGRAMS

A total of $27,918,248 was allocated for SCE in 2004-2005 to support a wide variety of programs and 433.96 full-time equivalent (FTE) positions. This section provides descriptive information and financial expenditure data for the SCE programs that were not evaluated for 2004-2005. These programs include alternative education and disciplinary programs, as well as district and campus-based programs for at-risk students.

ALTERNATIVE EDUCATI

DISTRICT AND CAMPUSC.te Compensatory

COMMUNITIES IN SCHOOLS

In 2004-2005, as in 2003-2004, Communities in School (CIS) received a SCE allocation of $540,000. In addition, CIS was able to garner additional resources from its own grants, contracts, and donations to enhance the services provided to AISD students. Each year the district works with CIS to develop an agreement regarding the school-based social services and related educational activities that will be provided to AISD students. The CIS program manager and AISD campus staff also work to develop program plans that describe the needs of students and services to be provided by CIS. With approval by the campus principal, this pus ppus pencedTj0e

Dropout Prevention Coordinator and Dropout Prevention Specialists and a variety of programs and services during the school year and summer to reduce the number of dropouts. Services and programs included summer reading programs, expansion of DELTA, IMPACT team support, and parent involvement resources and training.

ELEMENTARY SCHOOL COUNSELORS

A total of $3.28 million was allocated from SCE funds for 60 elementary school counselors. Counselors at the elementary level are charged with providing the following: classroom guidance in the form of lessons that teach students basic skills such as responsible behavior, conflict resolution, and goal setting; responsive services for students' personal concerns or crises; and system support, so that 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 SCE guidelines for allowable administrative costs, which are not to exceed 15% of the SCE budget.

ELEMENTARY SCHOOL LITERACY TEACHERS & MIDDLE SCHOOL READING INITIATIVE

In 2004-2005, $3.69 million in SCE funds were allocated for literacy teachers at campuses based on students' TAKS performance. The middle school reading initiative received an allocation of approximately $1.7 million. Funding for literacy teachers replaces previous allocations from SCE for the program known as Reading Recovery. The goal of these efforts is to implement the AISD literacy support model for helping at-risk students develop effective reading and writing strategies.

SECONDARY TUTORIALS

In 2004-2005, $172,241 was allocated for secondary-level tutorials, an approximate $100,000 decrease from the allocation in 2003-2004. Secondary 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.

SECONDARY TRANSITION PROGRAMS

In 2004-2005, Secondary Transition programs received a SCE allocation of $382,607, a decrease from $462,000 in 2003-2004. Secondary Transition funds were provided to each secondary campus on a per-pupil basis for use in easing the transition from elementary to

middle school or from middle to high school, when at-risk students may be particularly vulnerable to dropping out of school.

SETON NURSE CONTRACT

Austin ISD has contracted with the Seton Healthcare network to provide school nurse services at its campuses since 1996. The $1.52 million allocated for the service from SCE funds reflects only a portion of the full contracted amount. The SCE-funded portion is an estimated cost for serving at-risk stu

APPENDICES

APPENDIX A: DELTA

Table A1: DELTA Course Credits Earned, 2002-2003, 2003-2004, and 2004-2005

DELTA Courses	Credits Earned 2002-2003	Credits Earned 2003-2004	Credits Earned 2004-2005
English			
English 1	132.5	94.0	104.5
English 2	167.5	129.0	120.5
English 3	222.0	158.0	158.0
English 4	201.5	180.5	193.0
English Total	**723.5**	**561.5**	**576.0**
Mathematics			
Algebra 1	92.0	85.5	86.0
Algebra 2	21.5	21.5	34.0
Geometry	190.0	158.0	148.0
1	160.5		

Texas Education Agency (2004). Secondary school completion and dropouts in Texas public schools, 2002-03: District and campus supplement. (Document No. GE04 601 10). Austin, TX: Division of Research and Evaluation.

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