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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, 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 2005-2006 school year, Austin Independent School District (AISD) spent a total of \$32,378,710 to support a variety of programs and services and 480.46 full-time equivalent (FTE) staff positions. This expenditure amounts to an approximate cost of \$771 per student identified as at risk.

According to the Texas Education Code §29.081, districts must evaluate the effectiveness of SCE programs by evaluating student performance on assessment instruments and on 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 2005 to 2006 in performance between students who were at risk and those who were not, as measured by passing rates in reading and language arts. However, increased disparities between at-risk and not-a

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allowed findings and specific recommendations for both of these programs to be provided. For other programs or services, progress in reducing the achievement gap between students identified as at risk and those not identified as at risk cannot be specifically measured because participants are not tracked individually.

### **RECOMMENDATIONS**

The widening of disparities between at-risk and not-at-risk students in TAKS passing rates and graduation rates that occurred between the 2004-2005 and 2005-2006 school years underscores the need for more intensive and aggressive intervention strategies for the at-risk student population. In order to better understand what is working and where improvements are needed, the following recommendations are made:

- A more proactive approach to SCE needs to be taken. District and campus staff should work together to determine areas of need and to ensure the best possible match between identified needs and services and resources available to address those needs. Programs funded with SCE money must focus on meeting the mandated criteria of reducing the disparity between at-risk and not-at-risk students. Therefore, the totality of SCE-funded programs needs to address the areas of greatest disparity and should target at-risk students.
- Monitoring at the individual program level needs to occur to ensure that each program is helping to close the achievement gap between at-risk and all other students. All individual SCE programs and services should be monitored for effectiveness in terms of student achievement and school completion outcomes. Additionally, programs should be evaluated to determine the progress of participating at-risk students in meeting the legislative goal of performing at grade level by the end of the next regular term.
- In order to accomplish the individual program evaluation recommended above, the persistent student-level data limitation

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**LIST OF TABLES AND FIGURES**

Table 1.1: AISD State Compensatory Education Expenditures, 2005-2006 .....2  
Figure 1.1: AISD Student Population by At-Risk Status, 2002-2003 through 2005-2006 .....3  
Table 1.2: Number and Percentage of Students Reported as At Risk of Dropping Out of School  
in 2005-2006, by Each At-Risk Indicator .....4  
Table 1.3 Number of Criteria by Which Students Qualified for At-Risk Status in 2005-2006 ...5  
Table 1.4: Percentage and Number of At-Risk, Not-At-Risk, and All AISD Students in Each  
Ethnic Group in 2005-2006 .....5  
Table 3.1: Changes in Disparity Between At-Risk and Not-At-Risk Students Based on  
Percentages of Students Who Met the Passing Standard in Each Content Area of the  
TAKS from 2004-2005 to 2005-2006 .....16  
Table 3.2: LondacTf0.0009 Tsoninal 0 12 214.3089 688.201 Tm601 T j12 0 0 12 220.3789 688.201 Tm601 T

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## **PART 1: INTRODUCTION**

### **STATE COMPENSATORY EDUCATION**

State Compensatory Education (SCE) is a suppleme

Table 1.1: AISD State Compensatory Education Expenditures, 2005-2006

Program/Service	Expenditures	% of Total Expenditures	FTEs
<b>DELTA (dropout recovery)</b>	\$1,799,695	5.56%	29
<b>Dropout prevention</b>	\$949,802	2.93%	15
<b>Truancy Master</b>	\$73,058	0.23%	

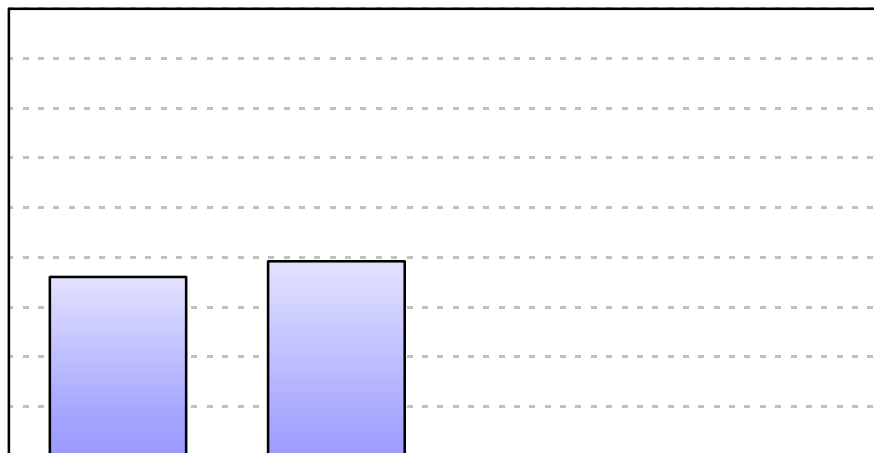
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SCE funds must be used for programs or services that are supplemental to the regular education program. They must be allocated such that the indirect costs (i.e., expenses that cannot be traced to a specific costing unit, such as a department or program) 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 there is no mechanism for tracking students served by many SCE-funded programs (i.e., Schmitt, 2003), 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 findings and specific recommendations for both of these programs to be provided. However, for the 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, 2005-2006**

Figure 1.1: AISD Student Population by At-Risk Status, 2002-2003 through 2005-2006



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In 2005-2006, 51.7% of AISD students ( = 41,984) were identified as at risk on the Public Education Information Management System's fall submission to the Texas Education Agency. Although the rate of increase declined, this marked the fourth consecutive year that the percentage of at-risk students in the district increased

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Table 1.3 Number of Criteria by W

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## **PART 2: STATE COMPENSATORY EDUCATION PROGRAM COMPONENTS**

A total of \$32,378,710 was expended for SCE in 2005-2006 to support a wide variety of programs and 480.46 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 2005-2006, the Annual Performance Objectives in the District Improvement Plan (DIP) included a goal of reducing the annual dropout rate among all students to 0.2% or less. Approximately \$2.84 million in SCE funds was expended for dropout prevention efforts in 2005-2006. 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. (For more information regarding DELTA, see p. 17.)

### **CURRICULUM AND ACADEMIC SUPPORT**

#### **ELEMENTARY**

Allocations to cam

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**READ 180**

In 2005-2006, \$344,737 was expended for the Read 180 initiative. Read 180 is an intensive, nationally recognized reading intervention program designed to boost reading proficiency and language skills for struggling middle-school-level students. Within AISD, the Read 180 program also served the English language learner population to accelerate language acquisition and to improve reading ability.

**ADVANCEMENT VIA INDIVIDUAL DETERMINATION**

The Advancement via Individual Determination (AVID) program, a nationwide college preparatory initiative, received \$339,235 in SCE funds in 2005-2006. 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 \$200,141 from SCE funds was expended in 2005-2006 to assist new immigrant students who have limited English proficiency, or who are English language learners. Funds were used for professional development 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 curriculum for these students and the purchase of books and testing materials.

**ELEMENTARY AND SECONDARY TUTORIALS**

In 2005-2006, \$109,514 was expended for elementary- and secondary-level tutorials; a decline from the 2004-2005 allocation of \$170,000 for secondary tutorials alone. Tutorial funds were distributed to all middle schools and high schools. NNTne.ywas esp12 29



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## **SOCIAL SERVICES**

### **GUIDANCE AND COUNSELING**

A total of \$3,710,700 was expended from SCE funds in 2005-2006 for 61 elementary school counselors and district leadership for the Office of Guidance and Counseling.

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 crion5ntsC 0 12 14

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year. At the end of each school year, CIS provides campus- and district-level reports about services provided. Specifically, these reports indicate the number of students receiving services at each campus and contain information about the academic, behavioral, and attendance improvements made by the students served. Graduation and dropout rates also are monitored by CIS.

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 not m

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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.

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among three levels of rigor in the curriculum. Within these levels, students can choose between, for example, taking a final exam and creating a portfolio of their work.

#### **INTERNATIONAL HIGH SCHOOL**

The International High School, located on the Johnston High campus, received \$1,157,342 and 26.4 FTEs in SCE monies for its inaugural year of operation during the 2005-2006 school year. The International High School is designed to ease the transition of the English language learner student population. To qualify, students must have arrived in this country within the past 3 years, and their English reading skills must be at or below a 4<sup>th</sup> grade level. By immersing them in intensive English as a Second Language courses, the program aims to reintegrate them into their home high schools by the 11<sup>th</sup> grade. Of the 280 students enrolled at International High School during 2005-2006, 276 (98.6%) were enrolled and identified as having met the state at-risk criteria by the October PEIMS snapshot date.

#### **RESIDENTIAL FACILITIES: PHOENIX ACADEMY AND SHOAL CREEK HOSPITAL**

In 2005-2006, funds to provide academic support for students in an alternative education setting comprised \$138,708, including 3.0 FTEs, expended by the Phoenix Academy, and \$86,842, including 2.0 FTEs, expended by the Shoal Creek Hospital. The Phoenix Academy is a residential high school that provides comprehensive drug and alcohol abuse treatment to adolescents while helping them catch up academically. Shoal Creek Hospital provides inpatient crisis stabilization for youth ranging in age from 3 years through 17 years. Children and adolescents who are in need of hospitalization exhibit emotional and

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process hearing, students are sent to complete a regular program, a special program, or a program that lasts for a specific extended period of time.

The ALC focuses on teaching students appropriate behaviors and on providing opportunities to practice these behaviors in a group setting while engaging in cooperative

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## **PART 3: EVALUATION OF THE STATE COMPENSATORY EDUCATION PROGRAM**

### **METHODOLOGICAL APPROACH**

According to the Texas Education Code §29.08, legislative requirements mandate the analysis of student performance on assessment instruments to appraise the efficacy of the SCE programs. In compliance with this requirement, this report assesses the performance of students categorized as at risk relative to their not-at-risk peers, using comparative descriptive statistics. The central purpose of the SCE program is the alleviation of performance disparities between students at risk of dropping out and all other students. As such, this report presents the change in disparity between at-risk and not-at-risk students on the T43.7804 TmNot-at8 7.9401 525.7804 Tm(

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Table 3.1: Changes in Disparity Between



passing rates between at-risk and not-at-risk students (4 percentage points). From 2004-2005 to 2005-2006, the disparity between passing rates for at-risk and not-at-risk students decreased only in the subjects of reading and English language arts.

**SCHOOL COMPLETION**

Another major legislative requirement under State Compensatory Education mandates that an evaluator measure the district’s progress in reducing any disparity in the rates of high school completion between students at risk of dropping out of school and all other district students. Data from the Texas Education Agency’s publication

for 2003-2004 and for

2004-2005 were used to make this assessment of progress. Data from 2005-2006 will not be available until summer, 2007. At-risk students’ graduation, dropout, and school continuation rates in the grade 9 longitudinal cohorts of the classes of 2004 and 2005 are shown in Table 3.2 and are compared with the group “all students” in each cohort.<sup>2</sup>

Table 3.2: Longitudinal Completion/Student Status Rates for At-Risk and All Students in AISD for the Classes of 2004 and 2005

		Percentages of Students			
Class of:		Graduated	Dropped Out	Continued High School	Received GED
2004	At-risk	74.6	6.1	14.9	4.4

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increased slightly (0.6 percentage point), resulting in an increased disparity between at-risk and all students (i.e., a 5.5 percentage point difference in 2004 and a 6.1 percentage point difference in 2005). The mechanism for the unfavorable change in disparity was slightly different for those who dropped out and for those who received a GED. For both the at-risk and the all-students groups, the percentages of those who dropped out increased and the percentages of those who received a GED decreased. However, these changes occurred at a slightly sharper rate for the at-risk group. As in 2004, a greater percentage of at-risk students in 2005 continued in high school for a fifth year, compared with all students. However, across both cohorts, the total percentages of students within this category declined (i.e., from 14.9% to 14.3% for at-risk students, and from 10.8% to 10.3% for not-at-risk students).

### **ADDITIONAL EVALUATION OF SELECTED SCE PROGRAMS**

In addition to providing program descriptions and general recommendations for all SCE-funded services, the Department of Program Evaluation (DPE) focused evaluation efforts on State Compensatory Education programs that had student level data available and that were not examined by other departments in AISD during the 2005-2006 school year. Evaluation results and specific recommendations for the DELTA and School to Community Liaison programs are reported here.

### **DIVERSIFIED EDUCATION THROUGHOUT D**



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percentages of African American and Asian students in DELTA during 2005-2006 were 18% and 1%, respectively. The number of Native American students in DELTA continued to remain relatively small (approximately 0.1%).

Table 3.3: Number and Percentage of AISD



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in each content area, Table 3.6 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. Between the groups, the greatest increase in the percentage of students who met the TAKS passing standard between 2005 and 2006 occurred among the DELTA credit earners in the reading and English language arts content areas. However, the percentage of students who met the TAKS passing standard in mathematics and the percentage of students who met the TAKS passing standard in social studies

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administrators, and educational support staff at the school regarding individual student needs, including medical, emotional, economic, academic, and counseling needs (see Appendix B). They provide direct, confidential crisis counseling services for students as needed, and

at IMPACT team<sup>3</sup> meetings, short-term problem solving, and provision of information. Table 3.8 lists the number of services provided for each type of service.

Table 3.8: Services Provided by School to Community Liaisons, 2005-2009

Type of Service	N	%
Consultation at IMPACT	3,173	28.18%
Information	2,466	21.90%
Short-term problem solving	1,887	16.76%
Academic resources	3,648	33.16%







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**APPENDICES**

**APPENDIX A: DELTA**

Table A1: DELTA Course Credits Earned, 2003-2004 through 2005-2006

	Credits Earned	Credits Earned	Credits Earned
DELTA Courses	2003-2004	2004-2005	2005-2006
<b>English</b>			
English 1	94	104.5	102
English 2	129	100.5	102
English 3	158	138.5	138.5
English 4	180.5	193	167

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## APPENDIX B: SCHOOL TO COMMUNITY LIAISON PROGRAM

Table B1: Student and Family Issues Addressed by School to Community Liaisons

	Issues Addressed
<b>School problems</b>	School crises Academic adjustment School/home communication Non-attendance/truancy Delinquent student conduct Disruptive, out-of-control behavior
<b>Home problems</b>	Home/school communication Catastrophic event: illness, accident, fire, death Chronic illness Domestic violence Child abuse/neglect
<b>Personal problems</b>	Basic human needs: clothing, food, shelter, medical/dental care Drug/alcohol abuse Teen pregnancy/parenting Mental health issues Suicide, grief, loss Incarceration

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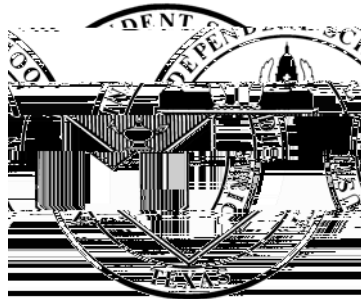
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Publication Number 05.15

March 2007