

# STATE COMPENSATORY EDUCATION , 2008-2009



Austin Independent School District  
Department of Program Evaluation

November 2009



## EXECUTIVE SUMMARY

### PROGRAM REQUIREMENTS

State Compensatory Education (SCE) is a supplemental program designed to eliminate disparities in (a) student performance on assessment instruments administered under chapter 39 of the Texas Education Code (1995, amended 2007), 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 (1995, amended 2007), and 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,

### General Program Recommendations

A more proactive approach to SCE (i.e., funds strategically in an integrated program, rather than as a funding source) needs to be taken. AISD needs to undergo a cultural shift in the way SCE funds are viewed, planned for, and utilized. District and campus staff should work together to determine areas of greatest need and to ensure the best possible match between the identified needs and the services and resources available to address those needs. Currently all SCE-funded programs appear to be focused on the legislated required goals.

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 not-at-risk students. All individual SCE programs and services should be monitored for effectiveness in terms of student achievement and school completion outcomes.

In order to accomplish the recommended individual program evaluations, the persistent student-level data limitations that prevent identification of students who are beneficiaries of SCE services must be overcome. To address this issue, AISD leadership must ensure that a process is in place, and that there is adequate support, training, and staffing, to track student participation in the new student information system once it comes on line in 2010-2011.

### Target Area Recommendations

Students in science and mathematics: The largest disparity in TAKS passing rates between at-risk and not-at-risk students occurs to be in the areas of science and mathematics (41.27 and 32.91 percentage points, respectively).

Students with limited English proficiency (LEP): Half of all at-risk students were identified as being at risk due to LEP status.

Students at risk due to assessment-related reasons: More than a quarter of all AISD students were identified as being at risk due to assessment-related reasons (e.g., failing to pass TAKS, TAAS, or end-of-course exams). This accounts for nearly half (47.8%) of the AISD at-risk population. Assessment content-area proficiency by grade level should be considered to facilitate targeting of SCE-funded services.

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PART 1: I

are educationally disadvantaged. For schools or programs funded by SCE, a comprehensive description must be provided in each relevant campus improvement plan.

During the 2008–2009 school year, the district allocated \$40,587,117 for SCE, which supported a variety of programs and 540.11 full-time equivalent (FTE) staff positions (Table 1). In comparison, \$42,939,374 was expended and 537.36 FTE positions were funded in the 2007–2008 school year. Table 1 lists the programs and services the district implemented that were partially or fully supported through SCE funds in 2008–2009.

Although the Texas Education Agency (TEA) requires evaluation of the effectiveness of SCE programs, no mechanism exists for tracking students served by most of the AISD SCE-funded programs (Christian & Schmitt, 2008; Christian, 2009). Systematic gathering and reporting of information about students served is uniquely conducted by the School to Community Liaison (SCL) and Diversified Education through Leadership, Technology, and Academics (DELTA) programs, which allows for the reporting of findings and development of specific recommendations for both of these programs. However, in the case of the majority 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. This tracking issue may be addressed, in part, by AISD's new student information system that will be implemented in the 2010-2011 school year.



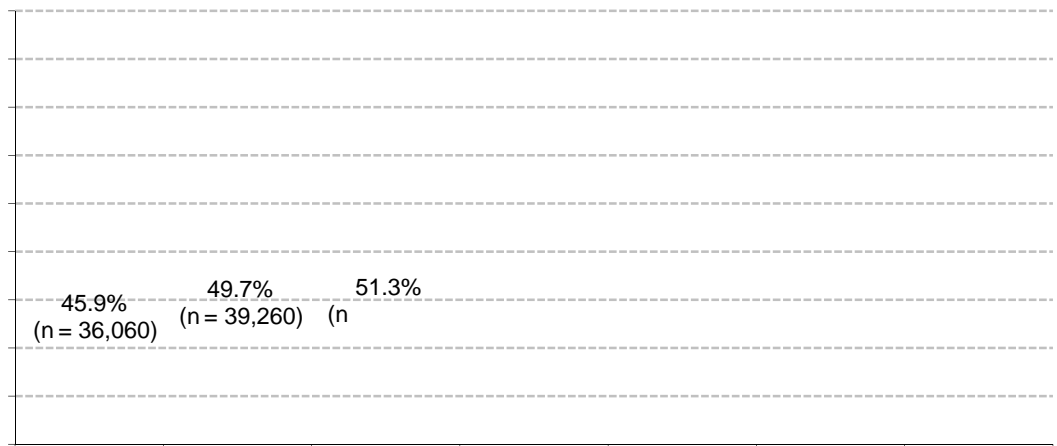
Table 1. AISD State Compensatory Education Budget, 2008–2009

	Program/Service	Budget	Percentage of Budget	FTEs
Dropout Prevention	DELTA (dropout recovery)	\$ 2,208,842	5.44%	31.40
	Dropout Prevention	\$ 1,329,875	3.28%	15.50
	Truancy Master	\$ 97,411	0.24%	-
	Child Care Program	\$ 24,500	0.06%	-
Curriculum and Academic Support	Reading Literacy Teachers	\$ 4,849,640	11.95%	7.00
	Summer School	\$ 3,307,926	8.15%	-
	Middle School Reading Initiative	\$ 1,720,000	4.24%	1.27
	Struggling Learners	\$ 1,133,500	2.79%	-
	AVID	\$ 935,264	2.30%	2.00
	Read 180	\$ 500,000	1.23%	3.29
	Bilingual Allocation for Immigrants	\$ 214,149	0.53%	3.00
	Elementary & Secondary Tutorials TAKS Prep	\$ 198,489 \$ 176,716	0.49% 0.44%	- -
Social Services	Guidance & Counseling	\$ 3,884,143	9.57%	4.25
	Seton Nurse Contract	\$ 2,788,111	6.87%	-
	School to Community Liaisons	\$ 982,652	2.42%	9.60
	Communities in Schools	\$ 690,000	1.70%	-
	Family Resource Center	\$ 81,549	0.20%	1.20
	PAL Program	\$ 15,588	0.04%	-
Campus Allocations	Account for Learning	\$ 3,323,612	8.19%	69.00
	Curriculum Specialists	\$ 1,216,743	3.00%	24.75
	Secondary Transition Programs	\$ 75,000	0.68%	-
	Support for "Needs Improvement" & "Academicall12.66 52 eedA"			-

AISD AT-RISK POPULATION , 2008–2009

In 2008–2009, 57.3% of AISD students ( 47,849) were identified as at risk on the Public Education Information Management System’s (PEIMS) fall submission to the Texas Education Agency (TEA). This marked the sixth consecutive year that the percentage of at-risk students in the district increased (Figure 1). Students can be identified as at risk due to any one or more of the indicators listed in Table 2. As the previous 2 school years, the most frequent reasons for which students were identified as at risk were limited English proficient (LEP) status and performance on state assessments. This year however, having not performed satisfactorily on a readiness assessment moved to the third most frequent reason for being identified as at risk, and having been retained in one or more grades dropped from third position to fourth. Nearly one-third of the students identified as at risk met 2 or more of the 14 possible criteria (Table 3).

Figure 1. AISD Student Population by At-Risk Status, 2002–2003 Through 2008–2009



Source: Public Education Information Management System (PEIMS) 110 records and AISD student records, AISD Office of Accountability

Table 2: Students Reported Risk of Dropping out of School  
by At-Risk Indicator, 2008–2009

At-risk indicator	Number of students	Percentage of at-risk students	Percentage of all AISD students
LEP status	24,251	50.7%	29.0%
Assessment related (TAKS, TAAS, end-of-course exam)	22,849	47.8%	27.4%
Did not perform satisfactorily on a readiness assessment (pre-K; K; or grades 1, 2, 3)	6,666	13.9%	8.0%
Retained in one or more grades	6,565	13.7%	7.9%
Failed two or more courses in the preceding school year (grades 7–12)	5,845	12.2%	7.0%
Currently failing two or more courses (grades 7–12)	4,317	9.0%	5.2%
Placement in an alternative education program	643		

As shown in Table 4, the numbers of Native American, Asian, and African American students who met criteria for being identified as at-risk were proportionally similar to the numbers of their not-at-risk counterparts. However, 67.43% of Hispanic students who met criteria for being identified as at-risk were proportionally similar to the numbers of their not-at-risk counterparts. However, 67.43% of Hispanic students who met criteria for being identified as at-risk were proportionally similar to the numbers of their not-at-risk counterparts.

## PART 2: EVALUATION OF THE STATE COMPENSATORY EDUCATION PROGRAM

### METHODOLOGICAL APPROACH

According to the Texas Education Code §29.08 (2005), legislative requirements mandate the analysis of student performance on assessments, 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 students. As such, this report presents the change in disparity between at-risk and not-at-risk students on the TAKS and student dropout rates.

This report examines the progress made by at-risk students, relative to their peers, regardless of participation in any of the supported SCE program components. For the most part, the ability to link outcomes to program components was constrained by data limitations (Christian & Schmitt, 2008). A comprehensive system for identifying and tracking students receiving services funded by SC monies is currently unavailable, hampering efforts to accurately evaluate the effectiveness of specific SCE program interventions among students receiving SCE services or to track use of available services by students at risk of dropping out. This tracking issue is being partially addressed through the installation of a new student information system that will be in place at AISD in 2010-2011.

### EXAMINATION OF DISPARITY BETWEEN AT-RISK AND ALL AISD STUDENTS

#### TAKS Performance

Results from the 2008 and 2009 TAKS were examined and compared between students at risk of dropping out of school and all other district students. Table 5 shows the percentage of at-risk and not-at-risk students who met the standard for passing each content area of the TAKS in 2008 (2007–2008 school year) and 2009 (2008–2009 school year).

From 2007–2008 to 2008–2009, the passing rates for at-risk students increased across all subjects. The largest increase in passing rate for at-risk students was in science (5.55 percentage points), and the smallest increase was in reading/English language arts (2.23 percentage points). In contrast, although the passing rates of not-at-risk students also increased across all subjects, this increase was by a smaller magnitude (range 0.95 percentage points in social studies to 3.78 percentage points in science). Therefore, although the passing rates for at-risk students remained considerably lower than passing rates for not-at-risk students, progress was made in reducing the

disparity between at-risk and not-at-risk students in all content areas. However, it should be noted that there are still large disparities between the passing rates of at-risk and not-at-risk students, particularly in the areas of mathematics and science, where the differences were 32.91 and 41.27 percentage points respectively, in 2008–2009.









## REFERENCES

Christian, C., & Schmitt, L. (2008). State compensatory education, 2006-2007 (DPE Publication 06.49). Austin, TX: Austin I

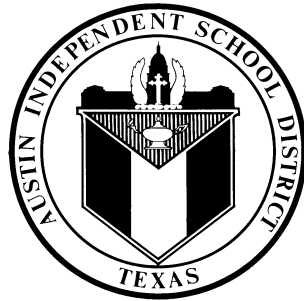
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