

STATE COMPENSATORY EDUCATION, 2004-2005



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 at risk of dropping out of school, as defined by Texas Education Code §29.081, and all other students. Toward this end, appropriate compensatory, intensive, or accelerated instruction programs are designed and implemented to increase the achievement of at-risk students. According to the Texas Education Code §29.081, districts must evaluate the effectiveness of SCE programs by measuring student performance on assessment instruments and rates of high school completion to show the reduction of any disparity in performances between students at risk of dropping out of school and all other district students.

SCE funds must be used for programs or services that are supplemental to the regular education program. Funds also must be allocated such that the indirect cost (i.e., expenses that cannot be traced to a specific costing unit such as a department or program) allotment does not exceed 15% and Disciplinary Alternative Education expenditures do not exceed 18% of the total expenditures. SCE funds may be used to support a program eligible under Title I guidelines at campuses where at least 40% of the students are educationally disadvantaged. For the 2004-2005 school year, Austin ISD allocated a total of \$27.9 million to support a variety of programs and services and 433.96 full-time equivalent staff positions. This allocation amounts to an approximate cost of \$681 per student identified as at-risk.

The most current high school completion data from the Texas Education Agency show that the graduation rate for the grade 9 longitudinal cohort of the Class of 2004 increased by 1.3 percentage points, from 78.8% to 80.1%, over that of the Class of 2003. The graduation rate for at-risk students also increased by 0.7 percentage points, from 73.9% in 2003 to 74.6% in 2004. The disparity in longitudinal graduation rates between the at-risk and “all students” groups increased from a 4.9 percentage point difference in 2003 to a difference of 5.5 percentage points in 2004.

The longitudinal dropout rate for at-risk students decreased from 6.7% in 2003 to 6.1% in 2004 and decreased for all students, from 6.2% to 5.1%, in the same period. Consequently, the disparity in the longitudinal dropout rate between at-risk students and all students increased from 0.5 percentage points for the Class of 2003 cohort to 1.0 percentage points for the Class

of 2004 cohort. At-risk students from the Class of 2004 continued school at higher rates than all students, suggesting that at-risk students who do not drop out are taking longer to graduate.

Analyses of TAKS performance showed decreased disparities from 2004 to 2005 in performance between students who are at-risk and those who are not, as measured by passing rates in reading and language arts, mathematics, and science. Results from the TAKS in social studies, however, showed that the disparity in passing rates between at-risk and non-at-risk groups of students remained the same in 2005 as in 2004. The data also show that students not considered at-risk passed the TAKS in mathematics and science at somewhat *lower* rates in 2005 compared to 2004, whereas at-risk students' passing rates decreased slightly only in mathematics and improved for both reading/language arts and science. As in 2004, passing rates on the 2005 social studies TAKS were the same for both groups of students.

This report includes program descriptions, findings regarding the students served, and general recommendations for certain SCE-funded services. While problems remain in tracking students served by some SCE-funded programs (see, for example, Schmitt, 2003), development of one new database and improvements made to another existing database over the past year now allow for the gathering and reporting of information about students served by the School to Community Liaison (SCL) and Diversified Education through Leadership, Technology, & Academics (DELTA) programs. As a result, program findings and specific recommendations for both the DELTA and the SCL programs are 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 measured because participants are not tracked individually.

RECOMMENDATIONS

- The district and/or campus staff should review the programs that are funded with designated SCE money to ensure that all SCE programs target at-risk students only, and that the programs are helping to close the achievement gap between at-risk and all other students.
- 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.

- 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.
- The district's student records system, SASI, should be modified to include additional fields that capture the actual services provided to at-risk students so that SCE services can be tracked and effectiveness evaluated. In this way, the effectiveness of particular programs and services may be monitored in terms of student achievement and school completion outcomes. Additionally, individual programs may 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.

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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 2003-2004 school year. The district's expenditures on SCE-funded programs in 2004-2005 amounted to an approximate cost of \$681 per student identified as at-risk, up from \$666 per student in 2003-2004. Table 1.1 lists the programs and services the district implemented that were partially or fully supported through SCE in 2004-2005.

SCE funds must be used for programs or services that are supplemental to the regular education program. They must be allocated in such a manner that the indirect cost allotment

Table 1.1: Austin ISD State Compensatory Education Budget, 2004-2005

Program/Service	Budgeted (millions)	Percentage of Total Budget	FTEs
<u>Dropout Prevention</u>			
DELTA (dropout recovery)	\$1.60 M	5.7%	29.00
Dropout Prevention	\$1.03 M	3.7%	17.50
Truancy Master	\$.08 M	0.3%	0.00
Child Care Program	\$.03 M	0.1%	1.00
<u>Reading</u>			
Literacy Teachers	\$3.69 M	13.2%	74.00
Summer Services	\$1.98 M	7.1%	0.00
Middle School Reading Initiative	\$1.70 M	6.1%	26.83
Bilingual Allocation for Immigrants	\$.91 M	3.3%	14.00
<u>Social Services</u>			
Elementary School Counselors	\$3.28 M	11.8%	60.00
Seton Nurse Contract	\$1.52 M	5.4%	0.00
Communities in Schools	\$.54 M	1.9%	0.00
School to Community Liaisons	\$.77 M	2.8%	9.10
PAL Program	\$.02 M	0.1%	0.00
<u>Campus Allocations</u>			
Account for Learning	\$2.34 M	8.4%	56.00
Curriculum Specialists	\$1.43 M	5.1%	30.00
9th Grade Initiatives	\$.06 M	0.2%	0.00
Secondary Transition Programs	\$.38 M	1.4%	1.00
Secondary Tutorials	\$.17 M	0.6%	0.00
Homebound	\$.05 M	0.2%	1.50
Blueprint Schools	\$.06 M	0.2%	0.00
<u>Alternative Education and Residential Facilities</u>			
Garza Alternative High School	\$1.75 M	6.3%	38.50
Phoenix Academy	\$.12 M	0.4%	3.00
Shoal Creek Hospital	\$.09 M	0.3%	2.00
<u>Disciplinary Alternative Education</u>			
Alternative Learning Center	\$1.63 M	5.8%	41.00
Alternative Center for Elementary Students	\$.38 M	1.4%	7.33
Travis County Detention Center	\$.21 M	0.8%	6.00
Leadership Academy	\$.20 M	0.7%	7.00
<u>Other Discipline Programs</u>			
Student Discipline	\$.34 M	1.2%	8.00
After School Detention	\$.22 M	0.8%	0.00
Other	\$1.30 M	4.7%	1.20
TOTAL	\$27.9 M	100%	433.96

Source: AISD Department of State and Federal Accountability

(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 provided by Public Law 107-110, at campuses where at least 40% of the students are educationally disadvantaged. (Before the 78th Legislature in 2003, the threshold for school-wide support by SCE was 50%.) 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 non-at-risk students. It is difficult, however, to measure the progress toward this goal for students served by specific SCE-funded programs. The extent to which SCE funds are able to reduce the achievement gap is more evident in those programs where it is possible to track individual students who are served. During 2004-2005 a new database was developed to track services provided by the School to Community Liaison (SCL) program and improvements were made to the database used by the Diversified Education through Leadership, Technology, & Academics (DELTA) program, thereby improving the capacity to evaluate success for these two programs. For the programs and services funded through SCE for which student participation is not tracked, evaluation of success is limited to examination of the at-risk population as a whole.

AISD AT-RISK POPULATION, 2004-2005

In 2004-2005, 51.3% of AISD students ($n = 40,985$) were identified as at-risk on the Public Education Information Management System's fall submission to the Texas Education Agency. This represents the third consecutive year that the percentage of at-risk students in the district increased, up from 49.7% in 2003-2004 and 45.9% in 2002-2003. Students may be identified as at-risk due to any one or more of the indicators listed in Table 1.2. The most frequent reasons for which students were identified as at-risk in 2004-2005 included performance on state assessments, Limited English Proficiency (LEP) status, and failing two or more courses in the preceding school year. Most students identified as at-risk meet multiple criteria. Also, the percentage of students identified as at-risk increases with each

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%	2%
Resides in a residential treatment facility	226	< 1%	<1%
Homeless in accordance with federal law	201	< 1%	<1%
Pregnant or is a parent	200	< 1%	<1%
In custody or care of DPRS/ referred to DPRS in the current school year	123	< 1%	<1%
Parole, probation, or conditional release	95	< 1%	<1%
Previously reported to have dropped out of school	71	< 1%	<1%
Expelled under Ch. 37 in preceding or current year	39	< 1%	<1%
Total Students At-Risk For One or More Reasons*	40,985	100%	51%

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

* A student may meet multiple criteria for at-risk status; therefore the total number of at-risk students does not equal the sum of students meeting each indicator.

As shown in Table 1.3, the numbers of Native American, Asian, and African American students who met criteria for being identified as at-risk are proportional to their non-at-risk counterparts. Among Hispanic and White students, however, the at-risk and not at-risk representation is not proportional. Hispanic students account for 54.7% of the district population but are over-represented in the at-risk category (71.1%), whereas White students represent 28.9% of the district population but only 13.6% of those at risk.

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

Subject	TAKS Tests Grade Levels	2003-2004				2004-2005				Δ^{\dagger}
		At-Risk	Not At-Risk	At-Risk	Not At-Risk					
		%	n	%	n	%	n	%	n	
Reading, Eng. Lang. Arts	3-9 10-11	65	11,746	95	21,584	66	12,811	95	20,534	-1
Mathematics	3-11	48	8,634	91	20,680	47	8,988	89	19,362	-1
Science	5, 10, 11	47	2,921	88	5,505	49	3,488	86	4,904	-4
Social Studies	8, 10, 11	76	4,949	98	5,662	76	5,606	98	4,892	0

Source: AISD TAKS student records; 2003-2004 and 2004-2005 PEIMS data as of October 6, 2005, Department of Program Evaluation

* Results for each school year reflect the passing standard established for each year. For the 2003-2004 school year, the passing standard was one SEM (Standard Error of Measurement) below the state's panel recommendation, except at the exit level, which was at two SEMs below the panel recommendation. For the 2004-2005 school year, the passing standard was at panel recommendation for all grades except at the exit level, which was at one SEM below the panel recommendation.

[†]The symbol Δ refers to the change in percentage point difference (disparity) between at-risk and not at-risk student passing rates from 2003-2004 to 2004-2005. This value is shown for each content area of the TAKS. Negative values represent a decrease in disparity.

SCHOOL COMPLETION

Another major legislative requirement under State Compensatory Education is for an evaluator to 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, *Secondary School Completion and Dropouts in Texas Public Schools: Supplemental District Data* from 2002-2003, and 2003-2004 were used to make this assessment of progress. Data from 2004-2005 will not be available until Summer, 2006. At-risk students' graduation, dropout, and school continuation

rates in the grade 9 longitudinal cohorts of the Classes of 2003 and 2004 are shown in Table 1.5 and are compared with the group, “all students,” in each cohort.¹

Table 1.5: Longitudinal Completion/Student Status Rates for At-Risk and All Students in AISD for the Classes of 2003 and 2004

		Percentages of Students who:			
Class of:		Graduated	Dropped Out	Continued High School	Received GED
2003	At-Risk	73.9	6.7	16.0	3.4
	All Students	78.8	6.2	11.9	3.1
	Disparity	-4.9	0.5	4.1	0.3
2004	At-Risk	74.6	6.1	14.9	4.4
	All Students	80.1	5.1	10.8	4.0
	Disparity	-5.5	1.0	4.1	0.4

Source: Texas Education Agency: Secondary School Completion and Dropouts in Texas Public Schools, 2002-2003 and 2003-2004

From 2003 to 2004, graduation rates for all students and for at-risk students increased slightly. The disparity in graduation rates between at-risk and all students increased from 2003 (4.9 percentage point difference) to 2004 (5.5 percentage point difference). Dropout rates improved more for all students (from 6.2% for the Class of 2003 to 5.1% for the Class of 2004) than did rates for at-risk students. Nevertheless, at-risk students in the Class of 2004 dropped out less often (6.1%) than did their peers in the Class of 2003 (6.7%). The disparity in dropout rates for the two groups increased between the two cohorts, however, from a percentage point difference of 0.5 in 2003 to a percentage point difference of 1.0 in 2004. Thus, despite improvements from the previous year in graduation and dropout rates for both groups, the disparity between the two groups on these measures has increased. As in 2003, a greater percentage of at-risk students in 2004 continued in high school for a fifth year than did all students.

¹ Due to student mobility, only the Texas Education Agency (TEA) is able to provide accurate longitudinal dropout data. However, the TEA does not provide disaggregated data for the not-at-risk longitudinal cohort. Therefore, “all students” is the best available comparison group.

PART 2: EVALUATION OF SELECTED STATE COMPENSATORY 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 two State Compensatory Education programs that were not examined by other departments in AISD during the 2004-2005 school year. Evaluation results and specific recommendations for the DELTA program and services provided by the School to Community Liaisons are reported here.

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

DELTA is a dropout prevention and course credit recovery program that has been implemented in AISD high schools since 1995. 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 TAKS-aligned curriculum. Targeted at 14 to 21-year-old students who have already dropped out or are at risk of dropping out of high school, DELTA assists students in earning credits and graduating. Through computer-based coursework supplemented by a variety of assignments and projects, students may complete high school courses and earn credits, thereby allowing 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. The program also affords students the option of accelerating course completion and earning multiple credits in a short amount of time. DELTA has served an increasing number of students over the years and has helped nearly 6,000 students earn high school diplomas. In 2004-2005, DELTA received a State Compensatory Education allocation of \$1,600,496, a slight decrease from the 2003-2004 allocation of \$1,624,053.

Teachers and computer lab assistants received NovaNET training and met regularly with program managers to ensure the delivery of a quality curriculum. Based on feedback from district administrators and teachers, program managers reviewed the curriculum to ensure that it met state and local requirements. Beginning in 2003-2004, program administrators reduced the number of courses available (e.g., physical education, child development, and keyboarding were eliminated) to students through DELTA to ensure the curriculum was aligned with district efforts to increase academic rigor. In addition, to comply with state

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

Ethnicity	School Year					
	2002-2003		2003-2004		2004-2005	
	n	%	n	%	n	%
African Amreican	686	23%	529	20%	522	20%
Asian	50	2%	40	2%	32	1%
Hispanic	1,600	54%	1,451	56%	1,576	59%
Native American	6	<1%	11	<1%	6	<1%
White	647	22%	556	21%	526	20%

Sources: 2002-03 and 2003-04 AISD Student Records, 2001-02 SCE Evaluation (Schmitt, 2003), 2002-03 SCE Evaluation (Carrejo, 2003), and 2003-04 SCE Evaluation (Carrejo, 2004); 2004-05 DELTA student records; PEIMS 101, 2001-2004

Table 2.3 shows that, of 934 seniors who earned credit(s) through DELTA in 2004-2005, 755 (81%) graduated during the 2004-2005 school year or by October of the 2005-2006 school year. Of the seniors who earned credit(s) in DELTA during the 2003-2004 school year, 782 (86%) graduated in 2003-2004 or 2004-2005. For those seniors who did not graduate, most either failed the Exit TAAS or TAKS, or enrolled in another public school in Texas.

Table 2.3: Outcomes for Seniors who Earned Credit(s) in DELTA,
2003-2004 and 2004-2005

Outcome	School Year			
	2003-2004 (n = 907 seniors)		2004-2005 (n = 934 seniors)	
	n	%	n	%
Graduated	782	86%	755	81%
Enrolled Year Following DELTA	26	3%	47	5%
Other*	99	11%	130	14%

Sources: 2003-04 and 2004-05 DELTA program records, 2003-04, 2004-05, and 2005-06

AISD Student Records (ASTU), 2004-05 PEIMS 203 Records, and Preliminary (10/27/05)

PEIMS 203 Records

*Other includes students who moved to another school district, failed TAKS or TAAS, dropped out of school, completed GED, etc.

Note: Includes only students who earned at least .5 credit in DELTA

CREDITS EARNED AND PERFORMANCE ON THE TAKS

Students in traditional high schools, ALC, and La Fuente Learning Center earned a total of 1,956 credits through DELTA for 2004-2005 (see Table 2.4). The majority of credits (87%) were earned in the core subject areas of English, Mathematics, and Social Studies. The total number of credits earned in 2004-2005 was fewer than that in 2003-2004 and much less than that in 2002-2003. This is due, in part, to the gradual elimination that began in 2003-2004 of science and elective courses that previously had been offered through DELTA. 2004-2005 was the first year in which only students with extenuating circumstances were allowed to enroll in science courses. There was also a substantial decrease in the number of credits earned in mathematics between 2003-2004 and 2004-2005. The number of DELTA credits earned

Table 2.4: DELTA Credits Earned for 2002-2003 through 2004-2005

Subject Area	2002-2003		2003-2004		2004-2005	
	Number of Credits Earned	% of Total Credits	Number of Credits Earned	% of Total Credits	Number of Credits Earned	% of Total Credits
English	723.5	28%	561.5	26%	576.0	29%
Mathematics	494.0	19%	591.0	28%	405.5	21%
Social Studies	769.0	29%	658.0	31%	738.5	37%
Science/Health	307.0	12%	185.0	9%	50.0	3%
Electives	334.5	13%	136.5	6%	186.0	10%
Total Credits Earned	2,628	100%	2,132	100%	1,956	100%

Source: 2002-2003 SCE Evaluation Report (Carrejo, 2003), 2003-2004 SCE Evaluation Report

(Carrejo, 2004); 2004-2005 DELTA program database

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%
Social Studies	184	79%	5,606	76%	10,850	84%

*Only DELTA students who took courses in the relevant content area are included.

Source: 2004-05 DELTA program database, 2005 AISD TAKS Records, and 2004-05 PEIMS 101 records

DATA QUALITY IMPROVEMENTS

A new data system implemented for the 2004-2005 school year not only has improved data management, but also has helped DELTA teachers to track students' progress in courses and credits earned and has provided information about TAKS or TAAS requirements and the passing status for content area assessments. Although the new database has improved data quality, some problems remain. For example, data may not be complete for DELTA students who take courses in the summer. This is because some students may take a DELTA course while not registered for summer school and, as a result, will not be pulled into the database through the district's system, SASI.

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 success and well-being. SCLs are licensed social workers or professional counselors with master's degrees in counseling, social work, psychology, or education; many hold both an advanced degree and a professional license. They facilitate improved communication and relationships between families and schools and provide referrals to a variety of services for families with children who are having a difficulty at school or at home. As the liaison between school, home, and community resources, SCLs address a range of issues in a variety of ways. They consult with teachers, administrators, and educational support staff at the school regarding individual student needs, including medical, emotional, economic, academic, and counseling needs (see Appendix B for more information). They provide direct, confidential, crisis counseling services for students as needed and routinely make home visits to counsel families. Occasionally, SCLs serve as facilitators or consultants at various parent, student, or other discussion groups and serve on community boards and in professional groups. SCLs receive student referrals from a variety of sources, including students, parents, school staff, and community agencies. They are assigned to schools according to district feeder patterns to maintain consistency with students throughout their school progression.

In 2004-2005, the SCL program received an allocation of \$779,151 from the State Compensatory Education (SCE) budget. This amount reflects an increase from the 2003-2004 allocation of approximately \$550,000 from the SCE budget. In addition, \$98,980 from Title V-Part A-Innovative Programs was spent on the SCL program. Of the 13 full-time and 5 part-time SCLs, State Compensatory Education funds supported 9.10 FTEs. Title I, Title V-Part A, and Special Education funds supported the remaining FTEs.

CLIENTS SERVED

In 2004-2005, a total of 3,796 students were referred to SCLs for assistance. This is a substantial increase from the reported 2,046 students referred in 2003-2004. Development of a new database for the SCL program provides the means to track detailed information regarding student participation and the services provided by SCLs that was not previously available. For example, Table 2.6 lists the number of referrals for each major reason during 2004-2005. In the future, referral reasons can now be monitored for shifts in student needs.

Table 2.6: Number of Students Referred to a School to Community Liaison by Referral Reason, 2004-2005

Referral Reason	Frequency	Percentage
Attendance	1,088	29%
Academic	1,384	36%
Behavior	1,028	27%
Other	721	19%
Total Number Of Students Referred	3,796	N/A

Source: SCL Program Records, 2004-2005

Note: A student could be referred for multiple reasons. Thus, referral reason counts include duplicate students, and percentages do not sum to 100%.

Of the 3,796 students referred, 2,225 were from elementary schools, 579 were from middle schools, 945 were from high schools, and 47 were from the ALC. These students received a total of 9,644 services, most of which included consultation at IMPACT team² meetings, short-term problem solving, and provision of information. Table 2.7 lists the number of services provided for each type of service.

² IMPACT teams are multidisciplinary teams (including the assistant principal, counselor, nurse, SCL, and other professionals) at every AISD campus who develop individualized plans for students at risk of dropping out of school based on review of academic and discipline records.

**Table 2.7: Services Provided by School to Community Liaisons,
2004-2005**

Service Type	Frequency	Percentage
Consultation at IMPACT	2,930	30%
Short-term problem solving	2,074	22%
Information	1,516	16%
Academic resource connections	729	8%
ARD support/Special education	555	6%
Social service connections	549	6%
Mental health service connections	432	4%
Health/medical service connections	337	3%
Crisis intervention	159	2%
Consultation at LST	67	1%
Systems of Care connections	49	1%
Consultation at Disciplinary Hearing	31	< 1%
Consultation at Bilingual Meeting	2	< 1%
Code N/A	176	2%

Source: SCL Program Records, 2004-05

Of the 3,796 students served in 2004-2005, 70 graduated from high school, 19 dropped out, and an additional 342 left AISD for other reasons (e.g., enrolled in another Texas public school or school outside Texas, began home schooling, began an alternative program working toward diploma). The remaining 3,345 continue to be enrolled, working toward their diplomas.

STAFF SURVEY

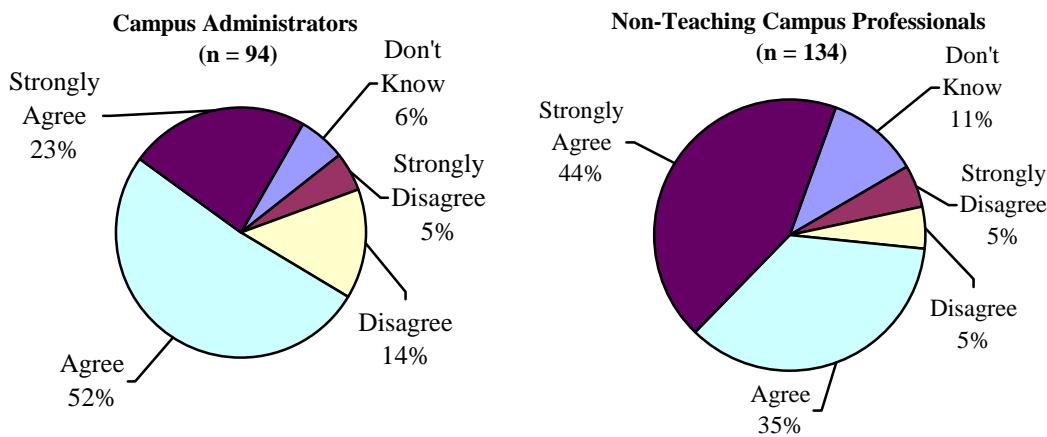
In Winter 2005, 228 campus professionals and administrators responded to survey questions on the district's Employee Coordinated Survey about the effectiveness of services provided by SCLs and the timeliness of SCLs' response to the campus' needs. Figures 2.1 and 2.2 depict the results for these survey items.

Effectiveness of School to Community Liaison Services

Figure 2.1 shows that, among administrators who responded ($n = 94$), 75% agreed or strongly agreed that the services provided by the school's SCL helped to reduce student problems that affect students' school success. This result is somewhat lower than the 86% of

campus administrators who indicated they agreed or strongly agreed with this statement in 2004. The less positive response among administrators in 2005 was not a large enough difference to be statistically significant and may be a result of sampling. However, it is possible that the slight differences in administrators' perceptions may reflect the substantial increase in the number of students served by SCLs, which may have compromised the perceived quality of the services provided.

Figure 2.1: Ratings of School to Community Liaisons' Ability to Reduce Student Problems that Affect School Success, 2004-2005



Source: 2005 AISD Employee Coordinated Survey

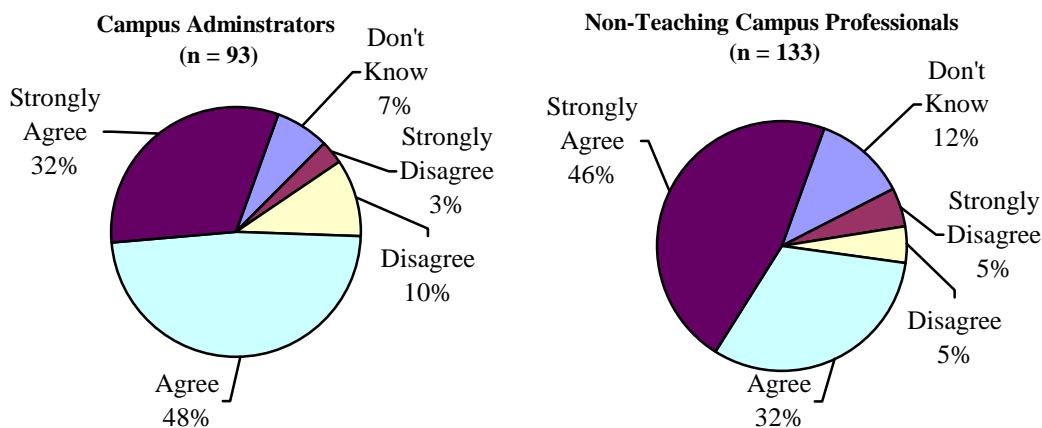
Note. Campus Administrators and Non-Teaching Campus Professionals provided ratings to the following statement: "Services provided by the School to Community Liaison assigned to my school help reduce student problems that affect their school success."

Among other campus non-teaching professionals ($n=134$), 78% agreed or strongly agreed with this statement about the SCL's effectiveness, an increase from 62% of surveyed campus professionals who agreed or strongly agreed in 2004. The more positive response among campus professionals in 2005 likely reflects the different group of campus professionals sampled compared to those sampled in 2004. In addition to counselors and social workers, the 2004 sample of campus professionals included librarians, athletic trainers, and technology specialists, many of whom might not have been familiar with the SCL program and the services the SCLs provide. Indeed, 32% of non-teaching campus professionals reported "*don't know*" to this statement on the 2004 Coordinated Survey, suggesting that many were uncertain about the SCLs' effectiveness or about the services that the SCLs can provide, or both. The 2005 sample of campus professionals was limited to counselors only, a group of individuals who should be familiar with the SCL program.

Timeliness of Response by School to Community Liaisons

Figure 2.2 shows ratings given by campus professionals and administrators to a statement about whether or not SCLs respond in a timely manner to campus needs. Of the 93 campus administrators who responded, 80% agreed or strongly agreed with the statement about SCLs' timely response to campus needs. In 2004, 91% of campus administrators agreed or strongly agreed with this statement. Like the response to the effectiveness of SCL services, the less positive response regarding timeliness of SCL services in 2005 was not a large enough change to be statistically significant and may be a function of sampling. However, the slight differences in administrators' perceptions may reflect the requisite increased workloads and potential delayed responses of SCLs that may have occurred due to the increased number of students who were served by SCLs. Among the 133 non-teaching campus professionals, 78% ($n = 104$) responded that they agreed or strongly agreed, compared with only 58% in 2004. As with the question about SCL effectiveness, 37% reported, "don't know" in 2004. The 2005 results for the non-teaching campus professionals suggest more familiarity with the SCL program. As noted above, this is likely due to the sample's limitation to counselors who should be more familiar with the SCL program.

Figure 2.2: Ratings of School to Community Liaisons' Timeliness of Response, 2004-2005



Source: 2005 AISD Employee Coordinated Survey

Note. Campus Administrators and Non-Teaching Campus Professionals provided ratings to the following statement: "The School to Community Liaison responds to campus needs in a timely manner."

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

- As recommended in 2003-2004, campus administrators and SCLs should make all campus professionals, including teachers, aware of the School to Community Liaison's services as another resource available to their student body.
- Although the database allows tracking of students served and the services they received, it does not provide information about the outcomes of those services. Program staff should consider conducting follow-up contact to determine if and how the referrals that SCLs made were utilized and if families followed through with the recommended services.
- Given the state requirements for programs supported by compensatory education funds to be evaluated in terms of their effect on student achievement and school completion, district staff should link services provided to student outcomes to determine if SCL services helped students perform better on standardized tests and prevented students from dropping out of school.

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 EDUCATION AND DISCIPLINARY PROGRAMS

The district operates two disciplinary alternative education placement schools, a high school level alternative education program, and several other alternative education facilities and disciplinary programs that receive SCE funds. Each is described below.

ALTERNATIVE CENTER FOR ELEMENTARY STUDENTS

The Alternative Center for Elementary Students (ACES) was allocated \$382,926 from SCE monies. ACES is a disciplinary alternative educational placement (DAEP) school for elementary students who have been suspended from their home campuses. Placements may be short-term (less than four days) or longer. According to the district's Student Code of Conduct handbook, the duration of a student's placement is determined on a case-by-case basis. Instruction in core content areas and counseling are provided to students at ACES.

ALTERNATIVE LEARNING CENTER

In 2004-2005, the Alternative Learning Center (ALC) received a SCE allocation of \$1.64 million, a decrease from the 2003-2004 allocation of \$1.71 million. The purpose of the ALC is to provide a DAEP for middle and high school students assigned as a consequence of inappropriate behavior, as defined by the district's Student Code of Conduct, campus rules, or the Texas Education Code §37.006. Students are sent, after a due process hearing, to complete a regular program, a special program, or for a specific extended period of time.

The ALC program focuses on teaching students appropriate behavior and providing opportunities to practice this behavior in a group setting while engaging in cooperative activities. Strengthening academic skills to bring students to grade-level proficiency is another major goal of the program. Student success is defined as the reintegration of students into their home schools with the behaviors, knowledge, and skills necessary to achieve.

LEADERSHIP ACADEMY & TRAVIS COUNTY JUVENILE DETENTION CENTER

The Leadership Academy, allocated \$204,497 in SCE funds, is a long-term incarceration facility operated by the county. Remanded by a judge to the facility, students are typically present for an entire school year and earn credits in core subjects only.

Travis County Juvenile Detention Center (\$214,037 SCE allocation) is a county facility that serves students (ages 10-17) who have been arrested and detained for an average of five days. Students are instructed in core subjects, following the AISD curriculum. No credits are offered, but grades are given and are provided to students' home schools.

STUDENT DISCIPLINE & AFTER SCHOOL DETENTION

A total of \$343,784 was allocated from SCE funds for a Discipline Coordinator and for Dropout Specialists at various campuses. An additional \$227,665 was allocated for after school detention costs to pay teachers and support staff who worked extra hours to supervise students who stayed after school or attended Saturday detention.

GONZALO GARZA INDEPENDENCE HIGH SCHOOL (GARZA)

In 2004-2005, Gonzalo Garza Independence High School (Garza) received a SCE allocation of \$1.75 million, an increase from \$671,000 in 2003-2004. Garza is the district's sole non-disciplinary alternative high school and has been in operation since Spring, 1997. According to the Fall 2004 PEIMS submission data, 92% of Garza students ($n = 280$) met at-risk criteria determined by the state. Garza's non-traditional approach to learning is characterized by an integrated, interdisciplinary curriculum that is problem- and project-based and enhanced by access to technology. Students at Garza complete all their coursework independently and at their own pace. The school has an attendance waiver from the state that allows flexibility in scheduling. Students may attend school in four-hour blocks of time in the morning, afternoon, or evening and are given the opportunity to choose from among three levels of rigor in the curriculum. Within these levels students can choose, for example, between taking a final exam or creating a portfolio of their work.

PHOENIX ACADEMY AND SHOAL CREEK HOSPITAL

A total of \$125,276 and 3.0 FTEs were allocated to the Phoenix Academy and \$91,852 and 2.0 FTEs were allocated to the Shoal Creek Hospital to provide academic support for students in an alternative education setting.

DISTRICT AND CAMPUS-BASED PROGRAMS FOR AT-RISK STUDENTS

Several programs that are coordinated by the district to address a particular goal, such as improved reading instruction, dropout prevention and reduction, or decreased student absenteeism, are supported by SCE funds. In some cases, these programs are administered in conjunction with outside agencies, such as Communities in Schools or the Travis County Constables. Each is described below.

ACCOUNT FOR LEARNING

Account for Learning (AFL), 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. AFL's primary goal 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 2004-2005, AFL received a SCE allocation of \$2,346,534, up slightly from \$2,326,000 in 2003-2004. AFL's supplemental funding is provided to campuses where a large percentage of the student population qualifies for the federal free or reduced-price lunch program. Elementary schools with 70% or more students who meet these criteria qualify for AFL, as do middle schools with at least 65% of students, and high schools with at least 50% of students who meet the criteria for economic disadvantage.

CURRICULUM SPECIALISTS

Over \$1.4 million from SCE funds was allocated for the salaries of 30 full-time curriculum specialists. Principals had the option of trading a teaching position for a curriculum specialist at their campus. Similar to instructional coaches, curriculum specialists serve students who are struggling in specific content areas.

BILINGUAL SERVICES FOR IMMIGRANTS

A total of \$913,886 from SCE funds was allocated to assist new immigrant students who have limited English proficiency, or are English language learners (ELLs). 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.

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 program plan becomes part of the Campus Improvement Plan and is updated throughout the year. At the end of each school year, CIS provides campus and district-wide 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 among 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 to 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 passing TAAS or TAKS, low attendance rates, high percentage of students on the free or reduced-price lunch program, or high student discipline rates. CIS provides each campus with a social worker who serves as a case manager and may provide additional staff, including Americorp workers, caseworkers, interns, or volunteers who help with tutoring or mentoring or who serve as class aides.

DROPOUT PREVENTION AND INTERVENTION

In 2004-2005, the Annual Performance Objectives in the District Improvement Plan (DIP) included a goal of reducing the annual dropout rate among all students to .2% or less. This target compares to a 2002-2003 goal of reducing the annual dropout rate to .3% or less for all students.

Approximately \$1.03 million in SCE funds was allocated specifically to dropout prevention efforts in 2004-2005. SCE resources for dropout intervention were used to fund a

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 students such as those who are pregnant and need referral services.

SUMMER PROGRAMS

A total of \$1.98 million in State Compensatory Education funds was used in 2004-2005 to support summer programs, about the same amount as in 2003-2004. Summer school programs largely targeted pre-kindergarten and kindergarten students who were eligible for bilingual/ESL instructional services. These students received four weeks of summer school instruction in English and native language improvement, literacy, and math skills.

OTHER PROGRAMS

In 2004-2005, \$87,400 in State Compensatory Education funds was allocated to Truancy Master, a dedicated on-campus Truancy Court at Fulmore and Mendez Middle Schools and Travis High School. The Ninth Grade Initiatives program received a campus allocation of \$66,495 for supplemental academic support activities aimed at ninth grade students. The Homebound program was allocated \$53,967 and 1.5 FTEs for academic support for AISD students with special needs. The Peer Assistance Leadership (PAL) program, a student peer-mentoring program that allows middle and high school students to be mentors to younger students, was allocated \$22,702. In addition, a total of \$47,887 was allocated for part-time tutoring supported by the University of Texas. Finally, the Child Care program received \$32,012 and 1.0 FTE and the Blueprint Schools received \$60,668.

RECOMMENDATIONS

- The district and/or campus staff should review the programs that are funded with designated SCE money to ensure that all SCE programs target at-risk students only, and

that the programs are helping to close the achievement gap between at-risk and all other students.

- 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.
- 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.
- The district's student records system, SASI, should be modified to include additional fields that capture the actual services provided to at-risk students so that SCE services can be tracked and effectiveness evaluated. In this way, the effectiveness of particular programs and services may be monitored in terms of student achievement and school completion outcomes. Additionally, individual programs may 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.

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
Math Modeling 1	160.5	228.0	75.0
Math Modeling 2	30.0	98.0	62.5
Mathematics Total	494.0	591.0	405.5
Social Studies			
Government	116.0	110.5	109.5
US History	165.5	142.5	184.5
World History	152.5	152.0	155.0
World Geography	213.5	158.0	178.5
Economics	121.5	95.0	111.0
Social Studies Total	769.0	658.0	738.5
Science/Health			
Integrated Physics/Chemistry	127.0	74.5	5.5
Biology	120.0	76.5	2.5
Health	60.0	34.0	42.0
Science/Health Total	307.0	185.0	50.0
Electives			
Electives Total	334.5	136.5	186.0
Total Credits Earned	2,628.0	2,132.0	1,956.0

Sources: 2002-03 and 2003-04 teacher reports from traditional campuses, ALC, and La Fuente Learning Center at Cristo Rey Church; 2004-05 DELTA database; 2002-03 State Compensatory Education Evaluation Report (Schmitt, 2003); 2003-04 State Compensatory Education Evaluation Report (Carrejo, 2004)

APPENDIX B: SCHOOL TO COMMUNITY LIAISON PROGRAM

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

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

Source: AISD Website, Student Support Services SCL Information

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