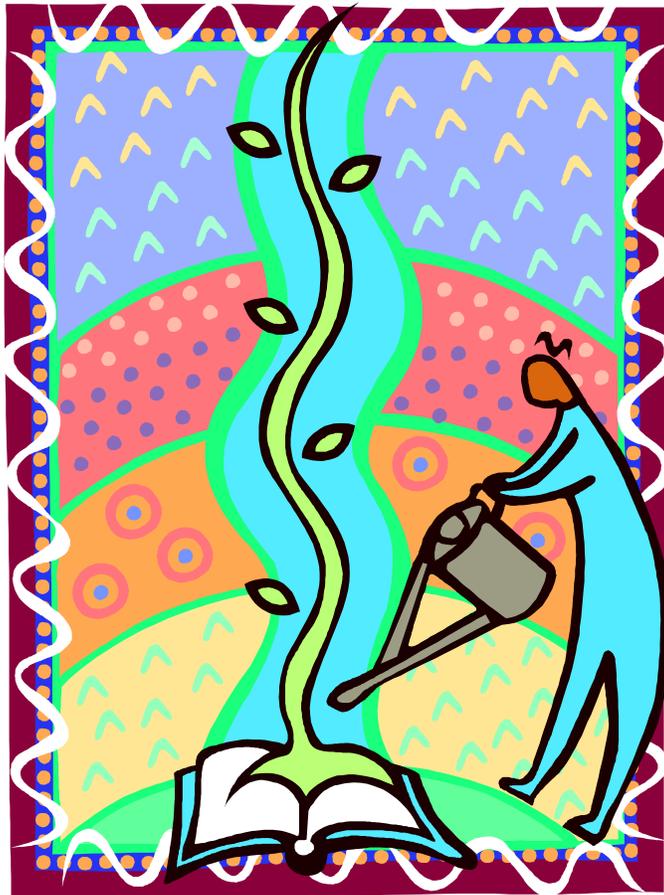


STATE COMPENSATORY EDUCATION, 2005-2006



Austin Independent School District
Department of Program Evaluation

March 2007

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-at-risk students were evidenced by TAKS passing rates in mathematics, science, and social studies. In addition, the most current high school completion data from the Texas Education Agency shows an increased disparity between the 2004 and 2005 cohorts' at-risk and all-students groups in the grade 9 longitudinal graduation rates, as well as an increased disparity between the cohorts in the longitudinal dropout rate between at-risk students and all students. Finally, at-risk students from the Class of 2005 continued school at a higher rate than did the all-students group, suggesting that at-risk students who do not drop out are taking longer to graduate.

This report includes program descriptions, findings regarding the students served, and general recommendations for SCE-funded services. 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

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 limitations that prevent identification of students who are beneficiaries of SCE services must first be overcome. To that end, a system needs to be put in place to track the participation of at-risk students in SCE programs.

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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 who are 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 6 months' enrollment of students who qualified for the federal free or reduced-price school lunch program during the preceding school year¹. 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.

During the 2005-2006 school year, the district expended \$32,378,710 for SCE, which supported a variety of programs and 480.46 full-time equivalent (FTE) staff positions. In comparison, \$27,900,000 was budgeted and 433.96 FTE positions were funded in the 2004-2005 school year. The district's expenditures for SCE programs in 2005-2006 amounted to an approximate cost of \$771 per student identified as at-risk, up from \$681 per student in 2004-2005. Table 1.1 lists the programs and services the district implemented that were partially or fully supported through SCE funds in 2005-2006.

¹ According to the AISD Office of Budget Services, for the 2005-2006 school year, this amount was equal to \$26,187,443, based on the following formula: (# of educationally disadvantaged students [47903.2]*FTE allotment [2717]*0.20)+(# pregnant students [23.953]*FTE allotment [2717]*2.41).

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

Program/Service		Expenditures	% of Total Expenditures	FTEs
<i>Dropout Prevention</i>	DELTA (dropout recovery)	\$1,799,695	5.56%	29
	Dropout prevention	\$949,802	2.93%	15
	Truancy Master	\$73,058	0.23%	-
	Child Care Program	\$22,050	0.07%	1
<i>Curriculum and Academic Support</i>	Elementary literacy teachers	\$3,903,340	12.06%	74
	Middle school reading initiative	\$2,047,549	6.32%	29.9
	Summer school	\$2,004,363	6.19%	-
	Read 180	\$344,737	1.06%	4
	AVID	\$339,235	1.05%	7
	Bilingual services for immigrants	\$200,141	0.62%	5
	Elementary and secondary tutorials	\$109,514	0.34%	-
	TAKS preparation	\$102,285	0.32%	-
<i>Social Services</i>	Guidance and Counseling	\$3,710,700	11.46%	61
	Seton nurse contract	\$2,425,642	7.49%	-
	School to Community Liaisons	\$793,949	2.45%	9.1
	Communities in Schools	\$540,000	1.67%	-
	Family Resource Center	\$76,654	0.24%	1.2
	PAL Program	\$12,473	0.04%	-
<i>Campus Allocations</i>	Account for Learning	\$2,130,436	6.58%	55.97
	Curriculum Specialists	\$1,829,222	5.65%	40.5
	Blueprint Schools	\$124,294	0.38%	-
	Homebound	\$85,065	0.26%	1.5
	Secondary transition programs	\$63,135	0.19%	1
	9th grade initiatives	\$18,231	0.06%	-
<i>Alternative Education</i>	Garza Alternative High School	\$2,072,985	6.40%	36
	International High School	\$1,157,342	3.57%	26.4
	Phoenix Academy	\$138,708	0.43%	3
	Shoal Creek Hospital	\$86,842	0.27%	2
<i>Disciplinary Alternative Education and Programs for Adjudicated Students</i>	Alternative Learning Center	\$1,860,613	5.75%	41
	Alternative Center for Elementary Students	\$421,339	1.30%	6.9
	Travis County Detention Center	\$229,491	0.71%	6
	Leadership Academy	\$191,880	0.59%	7
<i>Other Discipline</i>	Student discipline	\$383,928	1.19%	8
	After school detention	\$184,121	0.57%	-
<i>Other</i>	Teachers and instructional materials	\$1,172,097	3.62%	-
	Lucy Read Pre-K Center	\$387,407	1.20%	-
	Student Support Services	\$80,976	0.25%	3.6
	Positive Behavior Support/Character Ed.	\$45,974	0.14%	0.5
	Professional development	\$4,734	0.01%	-
	Other	\$254,703	0.79%	4.89
TOTAL		\$32,378,710	100%	480.46

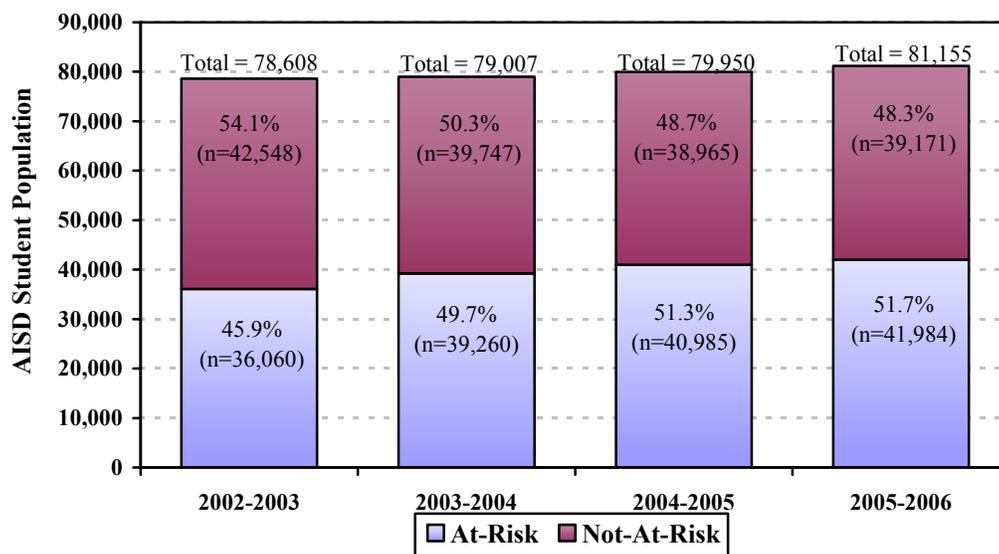
Source: AISD Department of State and Federal Accountability and financial records of expenditures

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



Source: PEIMS 110 data and AISD student records, AISD Office of Accountability

In 2005-2006, 51.7% of AISD students ($n = 41,984$) 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 (Figure 1.1). Students may be identified as at risk due to any one or more of the indicators listed in Table 1.2. As in 2004-2005, the most frequent reasons for which students were identified as at risk in 2005-2006 included performance on state assessments, Limited English Proficient (LEP) status, and failing two or more courses in the preceding school year. More than one third of the students identified as at risk met 2 or more of the 14 possible criteria (Table 1.3).

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

At-Risk Indicator	Number of Students	Percentage of At-Risk Students	Percentage of All AISD Students
Assessment related (TAKS, TAAS, or EOC)	20,111	47.9%	24.8%
Limited English Proficient (LEP)	19,356	46.1%	23.9%
Currently failing two or more courses (grades 7-12)	6,496	15.5%	8.0%
Retained in one or more grades	4,920	11.7%	6.1%
Failed two or more courses in the preceding school year (grades 7-12)	4,713	11.2%	5.8%
Did not perform satisfactorily on a readiness assessment (Pre-K, K, or grades 1, 2, 3)	3,533	8.4%	4.4%
Resides in a residential treatment facility	844	2.0%	1.0%
Placement in an alternative education program	624	1.5%	<1.0%
Homeless in accordance with federal law	180	<1.0%	<1.0%
Pregnant or is a parent	124	<1.0%	<1.0%
Parole, probation, or conditional release	118	<1.0%	<1.0%
Expelled under Ch. 37 in preceding or current year	55	<1.0%	<1.0%
Previously reported to have dropped out of school	52	<1.0%	<1.0%
In custody or care of DPRS/referred to DPRS in the current school year	40	<1.0%	<1.0%
Total Students At Risk for One or More Reasons*	41,984	100%	51.7%

Source: PEIMS 110 data as of November 1, 2006, 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.

Table 1.3 Number of Criteria by Which Students Qualified for At-Risk Status in 2005-2006

Number of At-Risk Criteria Met	Number of Students	Percentage of At-Risk Students
1	26,351	62.8%
2	7,819	18.6%
3	3,092	7.4%
4	4,033	9.6%
5	609	1.5%
6-8	80	<1%
Total	41,984	100.0

Source: PEIMS 110 data as of November 1, 2006, and AISD student records, AISD Office of Accountability

As shown in Table 1.4, the numbers of Native American, Asian, and African American students who met criteria for being identified as at risk were proportional to their not-at-risk counterparts. Given their representation in the total AISD student population, however, Hispanic students were disproportionately categorized as at risk, while White students were underrepresented within the at-risk group. Although Hispanic students accounted for 55.43% of the district population, they were overrepresented in the at-risk category (72.53%). Conversely, White students represented 27.90% of the district population, but only 11.92% were identified as at risk.

Table 1.4: Percentage and Number of At-Risk, Not-At-Risk, and All AISD Students in Each Ethnic Group in 2005-2006

Ethnicity	At-Risk		Not-At-Risk		All-Students		Disparity
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Native American	73	0.17%	117	0.30%	190	0.23%	-0.06%
Asian	1,045	2.49%	1,330	3.40%	2,375	2.93%	-0.44%
African American	5,411	12.89%	5,550	14.17%	10,961	13.51%	-0.62%
Hispanic*	30,450	72.53%	14,538	37.11%	44,988	55.43%	17.10%
White	5,005	11.92%	17,636	45.02%	22,641	27.90%	-15.98%
Total	41,984	51.73%	39,171	48.27%	81,155	100.0%	NA

Source: PEIMS 110 and PEIMS 101 data, as of November 7, 2006, AISD Office of Accountability. The "disparity" column represents the difference between ethnicity as a percentage of the total at-risk population and the total AISD student population. Positive values indicate overrepresentation of at-risk students within the ethnic group.

* Hispanic overrepresentation within the at-risk category is due in part to a lack of proficiency in the English language. Among Hispanic students identified as at risk, approximately one-third (36%) were categorized as at risk solely because of their limited English proficient (LEP).

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 SCHOOL LITERACY TEACHERS AND MIDDLE SCHOOL READING INITIATIVE

In 2005-2006, \$3,903,340 of SCE funds was expended for literacy teachers. Allocations to campuses were based on students' TAKS performance. The middle school reading initiative received \$2,047,549 in SCE funds. Funding for literacy teachers replaced previous allocations from SCE for the program known as Reading Recovery. The goal of these efforts was to implement the AISD literacy support model for helping at-risk students develop effective reading and writing strategies.

SUMMER SCHOOL

A total of \$2,004,363 in SCE funds was used in 2005-2006 to support summer programs, nearly equal to the amount dedicated to the initiatives in 2004-2005. Summer school programs largely targeted pre-kindergarten and kindergarten students who were eligible for bilingual/ESL instructional services. These students received 4 weeks of summer school instruction in English and native language improvement, literacy, and math skills.

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. Money was spent on a variety of strategies including one-on-one tutoring, study groups, TAAS/TAKS workshops, study skills, and parent activities. In addition, students at a selected group of elementary schools were supported through the University of Texas part-time tutoring program.

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 counseling program and its services. Funding for the elementary school counselors' work falls under the SCE guidelines for allowable administrative costs, which are not to exceed 15% of the SCE budget.

SETON NURSE CONTRACT

AISD has contracted with the Seton Healthcare network since 1996 to provide school nurse services at its campuses. The \$2,425,642 expended for the service from SCE funds in 2005-2006 reflected only a portion of the full contracted amount. The SCE-funded portion was an estimated cost for serving at-risk students, such as those who were pregnant and needed referral services.

SCHOOL TO COMMUNITY LIAISONS

In 2005-2006, the SCL program expended \$793,949 of SCE funds. This amount reflected an increase from the 2004-2005 allocation of approximately \$779,151 from the SCE budget. Of the 13 full-time and 5 part-time SCLs, SCE funds supported 9.10 FTEs. Title I, Title V-Part A, and Special Education funds supported the remaining FTEs. (For more information regarding the SCL Program, see p. 21.)

COMMUNITIES IN SCHOOLS

In 2005-2006, as in 2004-2005, Communities in School (CIS) received \$540,000 in SCE funds. 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 the 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-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 students on the free or reduced-price lunch program, or student discipline rates. CIS provides each campus with a social worker who serves as a case manager and may provide additional staff, including AmeriCorps workers, caseworkers, interns, or volunteers who help with tutoring or mentoring or who serve as class aides.

OTHER SOCIAL SERVICE PROGRAMS

The Family Resource Center (FRC) received \$76,654 of SCE funds in 2005-2006 to encourage the involvement of parents and family members in their children's academic settings. The Peer Assistance Leadership (PAL) program utilized \$12,473 of SCE funds to support student peer mentoring, which allowed middle and high school students to be mentors to younger students.

CAMPUS ALLOCATIONS

ACCOUNT FOR LEARNING

Account for Learning (AFL), initially 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. The primary goal of AFL 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 2005-2006, AFL received a SCE allocation of \$2,130,436, down slightly from \$2,346,534 in 2004-2005. AFL's supplemental funding is provided to elementary, middle, and

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.

CURRICULUM SPECIALISTS

SCE funds in the amount of \$1,829,222 were expended in 2005-2006 for the salaries of 40.50 full-time curriculum specialists. Principals had the option of trading a teaching position for that of a curriculum specialist at their campuses. Similar to instructional coaches, curriculum specialists serve students who are struggling in specific content areas both directly by providing classroom instruction, and indirectly by serving as a resource for other teachers on campus.

SECONDARY TRANSITION PROGRAMS

In 2005-2006, secondary transition programs received \$63,135 of SCE funds. This represented a dramatic decrease from \$382,607 in 2004-2005. 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, times during which at-risk students may be particularly vulnerable to dropping out of school.

OTHER CAMPUS ALLOCATIONS

The Blueprint Schools received \$124,294 in 2005-2006, more than doubling their 2004-2005 allotment of \$60,668. The Homebound program expended \$85,065 in SCE funds, including 1.5 FTEs, for academic support for AISD students with special needs. Lastly, the Ninth Grade Initiatives program received \$18,231 in campus funds for supplemental academic support activities aimed at 9th grade students.

ALTERNATIVE EDUCATION

GONZALO GARZA INDEPENDENCE HIGH SCHOOL

In 2005-2006, Gonzalo Garza Independence High School (Garza) was funded through SCE in the amount of \$2,072,985. Garza is the district's sole nondisciplinary alternative high school and has been in operation since Spring 1997. A total of 232 students at Garza (76% of its enrolled students in 2005-2006) met the at-risk criteria. Garza's nontraditional approach to learning is characterized by an integrated, interdisciplinary curriculum that is problem- and project-based and is 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 4-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 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 4th 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 11th 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 behavioral problems that place them at risk of hurting themselves or someone else if they remain at home or are placed in a less restrictive treatment setting. The programs are designed to help patients together with their families identify and learn to manage the issues that have compromised their ability to function safely at home and in their community.

DISCIPLINARY ALTERNATIVE EDUCATION AND PROGRAMS FOR ADJUDICATED STUDENTS

ALTERNATIVE LEARNING CENTER

In 2005-2006, the Alternative Learning Center (ALC) expended \$1,860,613 of SCE funds, an increase from the 2004-2005 allocation of \$1.64 million. The purpose of the ALC is to provide a disciplinary alternative educational placement (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. After a due

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 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 their academic goals.

ALTERNATIVE CENTER FOR ELEMENTARY STUDENTS

The Alternative Center for Elementary Students (ACES) expended \$421,339 from SCE funds in 2005-2006. ACES is a DAEP school for elementary students who have been suspended from their home campuses. Placements may be short-term (less than 4 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.

TRAVIS COUNTY JUVENILE DETENTION CENTER AND THE LEADERSHIP ACADEMY

Travis County Juvenile Detention Center, funded through SCE in 2005-2006 for the amount of \$229,491, is a county facility that serves students aged 10 through 17 who have been arrested and detained for an average of 5 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.

Funded through SCE in the amount of \$191,880, the Leadership Academy is a long-term incarceration facility operated by the county. Students must be remanded by a judge to the facility, and are typically present for an entire school year and earn credits in core subjects only.

OTHER DISCIPLINARY PROGRAMS

A total of \$383,928 was expended from SCE funds in 2005-2006 for a Discipline Coordinator and for Dropout Specialists at various campuses. An additional \$184,121 was expended 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.

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 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 (i.e., Schmitt, 2003). A comprehensive system of identifying and tracking students receiving services funded by SCE monies is currently unavailable, hampering efforts to accurately evaluate the effectiveness of specific SCE program interventions among students receiving SCE services or to track utilization of available services by students at risk of dropping out. Where program-specific, student-level data were available (i.e., for both the SCL and DELTA programs), findings are presented.

EXAMINATION OF DISPARITY BETWEEN AT-RISK AND ALL AISD STUDENTS TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS PERFORMANCE

According to the Texas Education Code §29.081, districts must evaluate the effectiveness of SCE programs by examining student performance on assessment instruments and on 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. Results from the 2005 and 2006 TAKS were examined and compared across these two student groups. Table 3.1 shows the percentage of at-risk and not-at-risk students who met the standard for passing each content area of the English TAKS in 2005 (2004-2005 school year) and 2006 (2005-2006 school year).

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

TAKS Tests	2004-2005				2005-2006				Δ^\dagger
	At-Risk		Not-At-Risk		At-Risk		Not-At-Risk		
Content area and grade levels tested	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
Reading, English language arts (3-9, 10-11)	65.67	12,811	94.60	20,534	69.72	13,954	95.56	20,750	-3
Mathematics (3-11)	46.74	8,988	88.93	19,362	47.92	9,555	90.88	19,734	1
Science (5, 10, 11)	49.09	3,488	86.20	4,904	46.37	3,062	90.07	5,670	7
Science (8)	NA	NA	NA	NA	42.88	987	92.64	1,888	NA
Social studies (8, 10, 11)	76.09	5,606	97.61	4,892	71.50	4,760	97.04	5,239	4

Source: AISD TAKS student records; 2004-2005 and 2005-2006 PEIMS data as of November 1, 2006, Department of Program Evaluation

Note: The science portion of the TAKS test was not administered to 8th grade students during the 2004-2005 school year; therefore 2005-2006 results for 8th science is reported separately to ensure comparable comparison groups across school years.

* Results for each school year reflect the panel recommended passing standard, with the exception of the exit level test during the 2004-2005 school year, which was set 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 2004-2005 to 2005-2006, rounded to the nearest whole percentage point. This value is shown for each content area of the TAKS. Negative values represent a decrease in disparity, which is the desired outcome of SCE-funded programs.

Although passing rates for at-risk students increased in both reading and English language arts and in mathematics the passing rate for at-risk students remained considerably lower than that of not-at-risk students, a trend that continued from the previous year. Table 3.1 indicates that in all content areas, with the exception of reading and English language arts, disparities in passing rates between at-risk and not-at-risk students increased from the preceding school year. The increased disparity is a result of across-the-board increases in the passing rates for not-at-risk students paired with: 1) declined passing rates for at-risk students in science and social studies, and 2) increased passing rates for at-risk students that failed to keep pace with the passing rate increase of not-at-risk students in mathematics. The sharpest increase in passing rate disparity was in science, where the gap between the two groups increased by 7 percentage points. Although the greatest percentage of at-risk students met the passing standard in social studies, this subject had the next largest increase in disparity in

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 *Secondary School Completion and Dropouts in Texas Public Schools: Supplemental District Data* 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.²

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

Class of:		Percentages of Students			
		Graduated	Dropped Out	Continued High School	Received GED
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
2005	At-risk	74.6	7.0	14.3	4.1
	All students	80.7	5.6	10.3	3.4
	Disparity	-6.1	1.4	4	0.7
Δ Change in disparity		0.6	0.4	-0.1	0.3

Source: Texas Education Agency: *Secondary School Completion and Dropouts in Texas Public Schools, 2003-2004 and 2004-2005*

Note: The symbol Δ refers to the change in percentage point difference (disparity) between at-risk and not-at-risk student passing rates from 2004-2005 to 2005-2006. Negative values represent a decrease in disparity.

From 2004 to 2005, the disparity increased between the percentages of at-risk students and all students who graduated, dropped out, and received a GED. Although the percentage of at-risk students who graduated was unchanged, the percentage of all students who graduated

² 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.

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 THROUGH LEADERSHIP, TECHNOLOGY, AND ACADEMICS

DELTA is a dropout prevention and course credit recovery program that has been in effect 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 TEKS-aligned curriculum. Targeted to 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 can 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 can 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 many reach their goal of earning a high school diploma. In 2005-2006, DELTA expended \$1,799,695 in State Compensatory Education funds.

Teachers and computer laboratory 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 laboratory 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 ALC, and the Leadership Academy. At the La Fuente Learning Center at Cristo Rey Catholic Church, students are offered an additional option for earning course credits through DELTA. The center was open 2 evenings per week during the Fall semester, 4 days per week during the Spring semester, and 5 days per week during the summer. Two certified AISD teachers facilitate the center and 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 2,503 students during the 2005-2006 school year, a decrease from 2,662 students in 2004-2005. Over the past 3 years, the grade level profile of AISD students served by DELTA has remained relatively stable (Table 3.3). Of the students served, a total of 1,475 earned .5 or greater course credits. Seventy-eight percent of all DELTA students served (80% of those who earned .5 or greater course credits) met the at-risk criteria.

Ethnicity data for DELTA students from 2003-2004 through 2005-2006 is displayed in Table 3.4. In line with previous years, the majority of students served by DELTA were Hispanic. This is not surprising given that the majority of the AISD population was Hispanic and given that 73% of Hispanic students were identified as at risk (Table 1.4). From 2003-2004 to 2005-2006, the percentage of DELTA students who were Hispanic remained at 59%, whereas the percentage of White students increased by one percentage point to 21%. The

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 Students Served by DELTA by Grade Level

Grade Level	School Year					
	2003-2004		2004-2005		2005-2006	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
9th grade	340	5.3%	424	6.4%	319	4.9%
10th grade	473	8.9%	493	10.0%	420	8.1%
11th grade	570	13.1%	575	12.4%	597	13.7%
12th grade	1,204	29.3%	1,170	28.3%	1167	26.7%
Total Students Served	2,587	12.80%	2,662	13.10%	2,503	12.3%

Sources: 2003-2004, 2004-2005, 2005-2006 PEIMS enrollment records; 2004-2005 SCE evaluation (De La Ronde & Christian, 2006); and 2005-2006 DELTA student database

Note: Percentages are based on the number of DELTA students, divided by the number of students in the respective grade level from the PEIMS Fall snapshot date. All students who began a DELTA course are included, regardless of whether or not any credits were completed.

Table 3.4: Number and Percentage of AISD DELTA Students Served by Ethnicity

Ethnicity	School Year					
	2003-2004		2004-2005		2005-2006	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
African American	529	20%	522	20%	462	18%
Asian	40	2%	32	1%	34	1%
Hispanic	1,451	56%	1,576	59%	1,491	59%
Native American	11	<1%	6	<1%	3	<1%
White	556	21%	526	20%	516	21%

Sources: 2003-2004 through 2005-2006 DELTA program database, 2003-2005 PEIMS 101 records

Credits Earned and Performance on the TAKS

Students in traditional high schools, ALC, and La Fuente Learning Center earned a total of 1,633.5 credits through DELTA for 2005-2006 (Table 3.5). The majority of credits (90%) were earned in the core subject areas of English, mathematics, and social studies. The total number of credits earned in 2005-2006 was less than that in 2004-2005 and much less than that in 2003-2004. This trend was due, in part, to the gradual elimination that began in 2003-2004 of science and elective courses that previously had been offered through DELTA.

The 2004-2005 school year was the first year in which only students with extenuating circumstances were allowed to enroll in science courses. The number of DELTA credits earned per enrolled student in 2005-2006 was .65, compared with .73 in 2004-2005 and .82 in 2003-2004. Appendix A1 shows DELTA credit information by course in greater detail.

Table 3.5: DELTA Credits Earned for 2003-2004 through 2005-2006

Subject Area	2003-2004		2004-2005		2005-2006	
	Credits Earned	% of Credits	Credits Earned	% of Credits	Credits Earned	% of Credits
English	561.5	26%	576.0	29%	611.0	37%
Mathematics	591.0	28%	405.5	21%	287.0	18%
Social studies	658.0	31%	738.5	37%	577.0	35%
Science/health	185.0	9%	50.0	3%	35.5	2%
Electives	136.5	6%	186.0	10%	123.0	8%
Total Credits Earned	2,132	100%	1,956	100%	1,633.5	100%

Source: 2003-2004 through 2004-2005 DELTA program database

Table 3.6: Percentage and Number of 2004-2005 and 2005-2006 DELTA Students, At-Risk Students, and All TAKS Takers Who Met the TAKS Passing Standard, by Content Area

Content Area		Students Who Met the TAKS Passing Standard					
		DELTA*		All At-Risk		All Students	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading and English language arts	2004-2005	182	70%	12,811	66%	34,416	80%
	2005-2006	148	76%	13,954	70%	34,704	83%
	Δ^\dagger		6%		4%		3%
Mathematics	2004-2005	106	45%	8,988	47%	29,166	68%
	2005-2006	53	41%	9,555	48%	29,289	70%
	Δ^\dagger		-4%		1%		2%
Social studies	2004-2005	184	79%	5,606	76%	10,850	84%
	2005-2006	112	75%	4,760	72%	9,999	83%
	Δ^\dagger		-4%		-4%		-1%

Source: 2005-2006 DELTA program database, 2005-2006 AISD TAKS records, and 2005-2006 PEIMS 101 records

*Only DELTA students who earned credit in the relevant content area are included.

†The symbol Δ refers to the change in percentage point difference of student passing rates from 2004-2005 to 2005-2006, grouped by student status. This value is shown for each content area of the TAKS. Positive values represent an increase in student passing rates from 2005 to 2006.

It is important to examine the performance of DELTA students on the TAKS in terms of the content area courses in which they earned credit. For DELTA students who earned credit

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 both declined between 2005 and 2006 for students who earned DELTA credit in the corresponding subject.

DELTA 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 lower TAKS passing rate in mathematics for DELTA students, compared with those of both the at-risk group and the all-students group, 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, the decrease in the total number of credits earned in mathematics and social studies in DELTA, and the corresponding reductions in TAKS passing rates in these areas among DELTA students, monitoring and further investigation into the possible causes of these declines should be conducted.

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). 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 in order to maintain consistency with students throughout their school progression.

Clients Served

In 2005-2006, a total of 3,669 students were referred to SCLs for assistance, a slight decrease from the reported 3,796 students referred in 2004-2005. Table 3.7 lists the number of referrals for each major reason during 2004-2005 and 2005-2006. Students continue to be referred for academic reasons more frequently than for any other reasons. It appears that SCLs are becoming more skilled at linking students' referrals to one of the three primary areas that influence school performance (i.e., attendance, academic, and behavior), with fewer referral reasons falling in the "other" category. Ideally, linking the students' need for services with one or more of these primary referral reasons will help to focus services and provide a measurable indicator of student progress and intervention success.

Table 3.7: Number of Students Referred to a School to Community Liaison by Referral Reason, 2004-2005 and 2005-2006

Referral Reason	2004-2005		2005-2006	
	Frequency	Percentage	Frequency	Percentage
Attendance	1,008	29%	1,082	30%
Academic	1,384	36%	1,783	49%
Behavior	1,028	27%	1,327	36%
Other	721	19%	479	13%
Total Number of Students Referred	3,796	N/A	3,669	N/A

Source: SCL program records, 2005-2006

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

Of the 3,669 students referred, 2,160 were from elementary schools, 538 were from middle schools, 945 were from high schools, and 26 were from the ALC. These students received a total of 11,259 services during the school year, most of which included consultation

at IMPACT team³ 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, 2005-2006

Type of Service	N	%
Consultation at IMPACT Information	3,173	28.18%
Short-term problem solving	2,466	21.90%
Academic resource connections	1,887	16.76%
Social service connections	958	8.51%
Mental health service connections	851	7.56%
Health/medical service connections	766	6.80%
ARD support/special education	443	3.93%
Crisis intervention	302	2.68%
Systems of care connections	251	2.23%
Consultation at disciplinary hearing	63	0.56%
Consultation at 504 meeting	20	0.18%
Consultation at LST	20	0.18%
Consultation at bilingual meeting	14	0.12%
Other	2	0.02%
Total (All Services)	11,259	100%

Source: SCL Program Records, 2005-2006

In addition to the services provided to students within AISD during the 2005-2006 school year, SCLs were tasked with responding to the needs of students and families displaced by hurricanes Katrina and Rita. SCLs assisted the 1,365 displaced students with school registration, provided guidance and information for parents seeking shelter and basic necessities, and helped coordinate and respond to community donations for evacuees. Throughout the remaining school year, the rate of services provided by SCLs to displaced students remained elevated. SCLs committed more than 5.33% of nearly all types of their services to Katrina and Rita students, even though these students comprised less than 3.25% of the total AISD at-risk population (41,984). This disproportionality suggests these students required greater resources and more intensive assistance from SCLs than did other at-risk students.

³ IMPACT teams are multidisciplinary teams (including the assistant principal, counselor, nurse, SCL, and other professionals) at every AISD campus. These teams develop individualized plans, based on review of academic and discipline records, for students at risk of dropping out of school.

RECOMMENDATIONS

The widening of disparities between at-risk and not-at-risk students with respect to 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 State Compensatory Education, as an integrated program as opposed to a funding source, needs to be taken. The district and campus staff should work together to determine areas of need and ensure the best possible match between those identified needs and the services and resources available to address those needs. The programs funded with designated SCE money should be focused on meeting the mandated criteria of reducing the disparity between at-risk and not-at-risk students through the provision of supplemental compensatory, intensive, or accelerated programs. Therefore, the SCE program must focus on the areas in greatest need of attention (i.e., 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 evaluations recommended above, the persistent student-level data limitations that prevent identification of students who are beneficiaries of SCE services must first be overcome. To that end, a system needs to be put in place to track the participation of at-risk students in SCE programs. This system could take the form of any (or a combination) of the following: Program and district staff could maintain lists of student participants in specific SCE programs or services, including student ID numbers; the district's student record system, SASI, could be modified to include additional fields to capture SCE program participation and service provision; or a web-based data system could be developed to track student participation in SCE programs and services.

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
English			
English 1	94	104.5	102
English 2	129	120.5	102
English 3	158	158	138.5
English 4	180.5	193	167
<i>English Total</i>	561.5	576	509.5
Mathematics			
Algebra 1	85.5	86	57
Algebra 2	21.5	34	29.5
Geometry	158	148	99.5
Math Modeling 1	228	75	56.5
Math Modeling 2	98	62.5	44.5
<i>Mathematics Total</i>	591	405.5	287
Social Studies			
Government	110.5	109.5	96
U.S. History	142.5	184.5	124.5
World History	152	155	101.5
World Geography	158	178.5	167.5
Economics	95	111	87.5
<i>Social Studies Total</i>	658	738.5	577
Science/Health			
Integrated Physics/Chemistry	74.5	5.5	3.5
Biology	76.5	2.5	1
Health	34	42	31
<i>Science/Health Total</i>	185	50	35.5
Electives			
<i>Electives Total</i>	136.5	186	224.5
Total Credits Earned	2,132.00	1,956.00	1,633.5

Sources: 2005-06 DELTA database; 2004-05 State Compensatory Education Evaluation Report (De La Ronde & Christian, 2006)

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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