

State Compensatory Education and High School Accelerated Instruction, 2013–2014

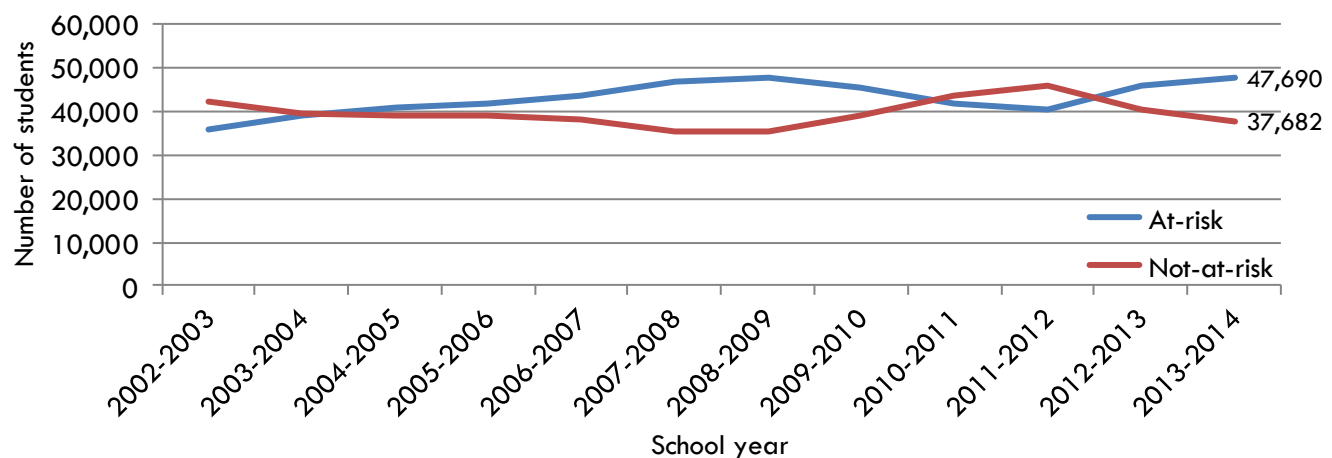
INTRODUCTION

State Compensatory Education (SCE) is a supplemental program designed to eliminate disparities in (a) student performance on assessment instruments administered under chapter 39 of the Texas Education Code (1995, amended 2013), and (b) the rates of high school completion between students who are at risk of dropping out of school, as defined by Texas Education Code 29.081 (1995, amended 2013), and all other students. SCE funds must be used for programs or services that are supplemental to the regular education program and aim to increase the performance of students identified as at risk of dropping out of school, and school districts must provide accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation. Each year, the Austin Independent School District (AISD) allocates a portion of funding for SCE programs and services. The following sections describe the AISD at-risk student population and expenditures for 2013–2014, results from SCE program evaluations conducted in 2013–2014, and longitudinal disparity between performance of at-risk and not-at-risk students. Results are presented for the graduation classes of 2008 through 2013, for all students tested on the State of Texas Assessments of Academic Readiness (STAAR) in Spring 2013 and Spring 2014.

AISD AT-RISK STUDENT POPULATION IN 2013–2014

In 2013–2014, 55.9% of AISD students ($n = 47,690$) were identified in the Public Education Information Management System's (PEIMS) fall submission to the Texas Education Agency (TEA) as at-risk (Figure 1). In 2013–2014, the percentage of AISD's population deemed at-risk again was on the rise after a brief period of decline from 2008–2009 to 2011–2012.

Figure 1. AISD Student Population, by At-Risk Status, 2002–2003 Through 2013–2014



Source. PEIMS 110 records

Students can be identified as at-risk due to any one or more of the indicators listed in Table 1. As in the past (Schmitt & Lamb, 2014; Christian, 2009), limited English proficiency and failure of state assessments were the most common reasons for which students were identified as at-risk. Almost one half of at-risk students were English language learners, representing 26.9% of all AISD students. Forty-four percent of all at-risk students met 2 or more of the 14 possible criteria (Table 2), up from thirty percent in 2012–2013 (Schmitt & Lamb, 2014).

Table 1. Students Reported At-Risk of Dropping out of School by At-Risk Indicator, 2013–2014

At-risk indicator	Number of students	Percentage of at-risk students	Percentage of all students
Limited English proficiency	22,976	48.2%	26.9%
Prior failure of state assessment (TAKS, STAAR)	21,902	45.9%	25.7%
Unsatisfactory performance on a readiness assessment (grades pre-k—3)	12,483	26.2%	14.6%
Two or more course failures the preceding school year (grades 7—12)	6,500	13.6%	7.6%
Grade level retention in one or more grades	6,271	13.1%	7.3%
Two or more course failures in the current school year (grades 7—12)	3,699	7.8%	4.3%
Homelessness in accordance with federal law	853	1.8%	1.0%
Placement in an alternative education program	690	1.4%	0.8%
Residence in a treatment facility	358	0.8%	0.4%
Pregnant or parenting	199	0.4%	0.2%
Custodian of Texas Department of Protective and Regulatory Services	86	0.2%	0.1%
Previous status as a dropout	53	0.1%	0.1%
Expulsion under Ch. 37 the preceding or current year	38	0.1%	<0.1%
Parole, probation, or conditional release	33	0.1%	<0.1%
Total students at risk for 1 or more reasons	47,690*	100%	55.9%

Source. PEIMS 110 records, AISD PEIMS records

*unduplicated student count

Table 2. Number of Criteria for Which Students Qualified for At-Risk Status, 2013–2014

Number of at-risk criteria met	Number of students	Percentage of at-risk students
1	26,609	55.8%
2	15,727	33.0%
3	3,800	8.0%
4	1,151	2.4%
5	353	0.7%
6-8	50	0.1%

Source. AISD PEIMS records

AISD COMPENSATORY EDUCATION EXPENDITURES IN 2013–2014

In 2013–2014, 948.3 full-time staff equivalents and \$79,039,635 were dedicated to SCE programs and services in AISD (Table 3). The largest single program expenditure was ~18.8M for pre-kindergarten.

Table 3. State Compensatory Education Expenditures by Program or Service and Category, 2013–2014

Category	Program	Expenditures	% of SCE Expenditures	FTEs
Campus Allocations	Adequate Yearly Progress/Needs Improvement support	\$4,554,824	6%	9.1
	Account for Learning—parent support specialists	\$2,690,815	3%	53.1
	BTO funds, salary, stipends	\$1,159,688	1%	3.2
	Elementary campuses	\$41,909	<1%	0.0
	In district charter	\$1,321,636	2%	0.0
	<i>Subtotal</i>	<i>\$9,768,872</i>	<i>12%</i>	<i>65.4</i>
Curriculum and Academic Support	9th grade initiative	\$87,597	<1%	0.0
	Advancement Via Individual Determination (AVID)	\$2,223,663	3%	17.5
	Bilingual/English as a second language (ESL)	\$1,288,766	2%	4.0
	Counselors	\$3,767,513	5%	72.5
	Dual language	\$67,852	<1%	0.0
	Early college	\$79,719	<1%	1.5
	Fine arts	\$4,721	<1%	0.0
	Homebound	\$241,303	<1%	5.0
	Immigrant student services	\$953,381	1%	17.5
	Learning support services	\$894,320	1%	18.6
	Library support	\$68,200	<1%	1.0
	Limited English proficiency	\$500,000	1%	9.0
	Math/reading initiative	\$1,751,968	2%	18.5
	Physical education	\$122,744	<1%	2.0
	Reading/literacy initiatives	\$4,354,783	6%	70.1
	School turnaround	\$111,573	<1%	2.0
	Science	\$3,428	<1%	0.0
	Solution team	\$1,230,682	2%	10.5
	Summer school and other summer programs	\$1,336,625	2%	0.0
	Support for middle school struggling learners	\$906,236	1%	0.0
TAKS prep	\$187,791	<1%	0.0	
Tutoring	\$3,605,694	5%	0.0	
<i>Subtotal</i>	<i>\$23,788,568</i>	<i>30%</i>	<i>249.7</i>	

Continued

Table 3. State Compensatory Education Expenditures by Program or Service and Category, 2013–2014, continued

Category	Program	Expenditures	% of SCE Expenditures	FTEs
Dropout prevention	Child care program—after school	\$23,876	<1%	0.0
	Child study systems	\$1,233,942	2%	18.8
	DELTA	\$2,736,729	3%	41.1
	Dropout initiative	\$1,407,588	2%	19.0
	Garza high school	\$1,904,285	2%	37.6
	Truancy master pilot program	\$97,411	0%	0.0
	Twilight school	\$1,090,889	1%	8.0
	<i>Subtotal</i>	<i>\$8,494,719</i>	<i>11%</i>	<i>124.5</i>
Health and social services	Family resource center	\$118,584	<1%	2.0
	Pregnancy related services	\$280,399	<1%	4.0
	Social services	\$1,378,114	2%	25.0
	<i>Subtotal</i>	<i>\$1,777,097</i>	<i>2%</i>	<i>31.0</i>
Pre-kindergarten	Pre-kindergarten	\$18,758,496	23%	344.5
Student discipline	Annual Academic Facilities Recommendation (AAFR) alternative education	\$2,016,676	3%	39.0
	After school detention	\$176,268	<1%	0.0
	Leadership Academy	\$310,947	<1%	7.0
	Phoenix House	\$155,122	<1%	3.5
	Student discipline	\$361,966	<1%	3.0
	Travis County Day School	\$91,981	<1%	2.0
	Travis County Detention Center	\$254,425	<1%	7.0
<i>Subtotal</i>	<i>\$3,367,384</i>	<i>4%</i>	<i>61.5</i>	
Other	At risk special education/dyslexia/504 support	\$4,524,628	6%	59.9
	Campus equity	\$500	<1%	0.0
	Curriculum support to purchase badges	\$659	<1%	0.0
	General purpose	\$7,649,796	10%	9.4
	Quality of Life initiative	\$64,473	<1%	0.0
	Single gender campus	\$15,000	<1%	0.0
	Title I, Part D technology support	\$193,614	<1%	1.0
	Vertical team support	\$635,827	1%	1.5
<i>Subtotal</i>	<i>\$13,084,497</i>	<i>17%</i>	<i>71.8</i>	
Total		\$79,039,635		948.3

Source. Financial expenditures provided by the AISD Budget Office

Note. FTEs with subobject code "00" for General Purpose were recoded into relevant program categories for reporting purposes.

PERFORMANCE OF AT-RISK AND NOT-AT-RISK STUDENTS, SPRING 2013 TO SPRING 2014

The disparity in passing rates of at-risk and not at-risk students was computed for STAAR results in Spring 2013 and Spring 2014 (Table 5). From 2013 to 2014, the disparity decreased in 7 of 17 instances (41%) and increased in 8 of 17 instances (47%) of the STAAR assessments for grades 3 through 8. The disparity decreased for both end of course exams offered in 2013 and 2014 (Table 4).

Table 4. Passing Rates for At-risk and Not-at-risk Students, by Subject and Grade, Spring 2013 and 2014

Subject	Grade	Spring 2013			Spring 2014			Change in disparity
		at-risk	not-at-risk	disparity	at-risk	not-at-risk	disparity	
Reading	3	70%	89%	-19	69%	87%	-18	-1
	4	59%	84%	-25	58%	93%	-35	+10
	5	81%	97%	-16	83%	99%	-16	0
	6	38%	86%	-48	51%	94%	-42	-6
	7	46%	89%	-43	43%	94%	-51	+8
	8	77%	98%	-21	77%	99%	-22	+1
English I		n/a	n/a	n/a	53%	97%	-43	n/a
English II		n/a	n/a	n/a	61%	97%	-36	n/a
Mathematics	3	64%	80%	-16	68%	80%	-13	-3
	4	64%	80%	-17	57%	90%	-33	+16
	5	82%	96%	-14	85%	99%	-13	-1
	6	51%	86%	-35	55%	94%	-39	+4
	7	44%	85%	-41	38%	90%	-48	+7
	8	73%	96%	-23	74%	97%	-23	0
Algebra I	8-9	61%	96%	-34	68%	98%	-30	-4
Science	5	53%	86%	-33	80%	97%	-17	-16
	8	55%	92%	-37	73%	97%	-24	-13
Biology	9	71%	97%	-27	84%	99%	-15	-12
Social Studies	8	37%	82%	-44	18%	59%	-40	-4
US History		n/a	n/a	n/a	89%	99%	-9	n/a
Writing	4	56%	82%	-26	58%	92%	-34	+8
	7	37%	84%	-47	36%	90%	-54	+7

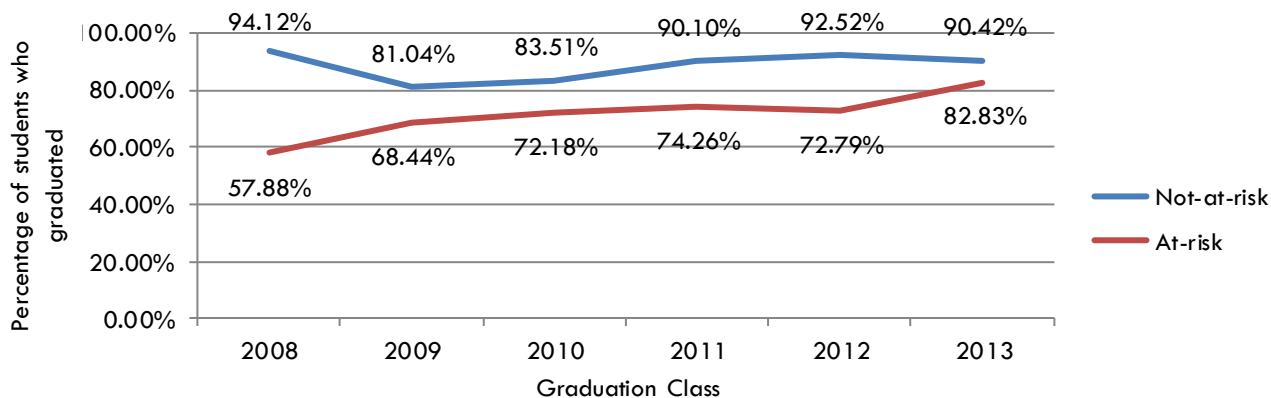
Source. 2013 and 2014 STAAR records

Note. Percentages are rounded but disparities are not; disparities may not equal the difference between rounded percentages. Data include Spring and Summer administrations.

GRADUATION AND DROPOUT STATUS OF AT-RISK AND NOT-AT-RISK STUDENTS, CLASS OF 2008—2013

The disparity in four-year graduation rates decreased from 2008 to 2010, but had widened slightly from 2009 to 2012 to reach a difference of nearly 20 percentage points between at-risk and not-at-risk students (Figure 2). The gap narrowed substantially to a difference of less than 8 percentage points for the graduating class of 2013.

Figure 2. Four-year Graduation Rates for At-risk and Not-at-risk Students in the Classes of 2008 through 2013

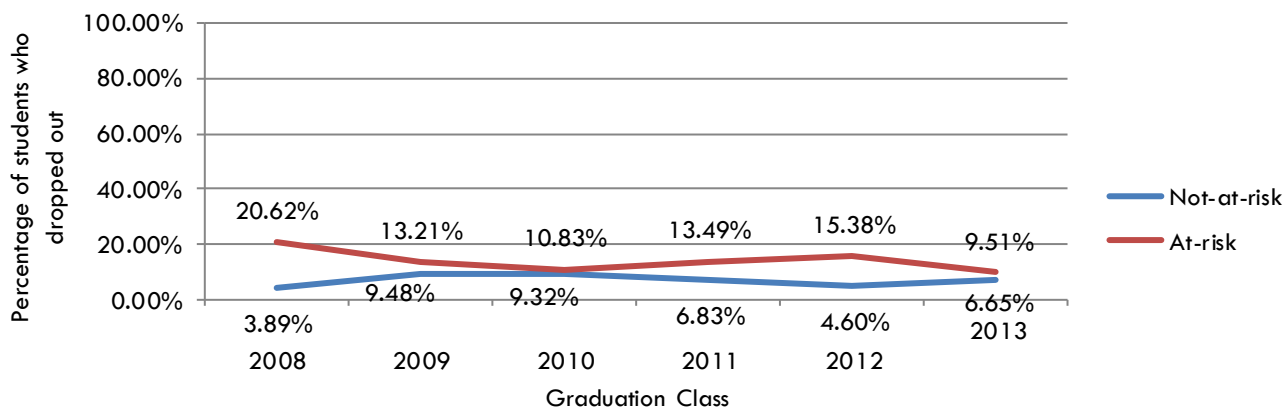


Source. Classes of 2008-2013 Final Student Status records

Note. Rates may differ slightly from those reported by the Texas Education Agency.

Similarly, the disparity in the percentage of at-risk versus not-at-risk students who dropped out of school declined between 2008 and 2010 but increased between 2010 and 2012 (Figure 3). While 4.6% of the not-at-risk students in the Class of 2012 dropped out of school, 15.38% of at-risk students did so. The gap between at-risk and not at-risk students narrowed substantially for the Class of 2013, however.

Figure 3. Four-year Dropout Rates for At-risk and Not-at-risk Students in the Classes of 2008 through 2013



Source. Classes of 2008-2013 Final Student Status records

Note. Rates may differ slightly from those reported by the Texas Education Agency.

END OF COURSE PERFORMANCE OF PRIOR YEAR END OF COURSE EXAM FAILERS, 2013–2014

Accelerated instruction was provided for students who had failed end of course exams in 2013. Nearly half of the students tested in 2014 who had not passed the 2013 Algebra I exam passed the 2014 Algebra I exam, and nearly two-thirds of the students tested in 2014 who had not passed the 2013 Biology exam passed the 2014 Biology exam (Table 5). Of the students tested in 2014, approximately one quarter of the students who had not passed the Reading I or Reading II exam in 2013 passed the combined 2014 Reading/Writing exam.

Table 5. End of Course Exam Performance in 2014 for Students Not Passing in 2013

Subject	Subject not passed in 2013	Number of students not passing in 2013	Number tested in same subject in 2014	Percentage of students passing in 2014
Math	Algebra I	1,293	604	45.5%
Science	Biology	965	410	62.2%
English language arts	English I	17	0	—
	Reading I	1,850	907	28.3%
	Writing I	3,276	1,647	45.2%
	English II	10	0	—
	Reading II	984	517	24.6%
	Writing II	1,719	787	39.8%
Social studies	US History	22	5	100.0%

Source. 2013 and 2014 STAAR records

Note. English language arts tests for reading and writing were combined into one English assessment per level in 2014. Results for 2014 include two administrations; results for 2013 include three administrations.

CONCLUSION

From Spring 2013 to Spring 2014, the disparity in passing rates of at-risk and not at-risk students decreased for nearly half of STAAR tested subjects and grades, but increased in nearly as many cases. However, the gap narrowed substantially for graduation and dropout rates, reflecting the smallest disparity measured in six years of graduation rates.

Of the students who had failed an end of course Algebra I, English language arts, or US History exam in 2013, fewer than half passed the exam in 2014. Passing rates in 2014 were somewhat higher for those who had failed the Biology exam in 2013. The SCE programs and services provided to secondary students (e.g., HDT, campus allocations) were less easily evaluated than were some of those provided to elementary students (e.g., pre-K, bilingual, dual-language). However, results for some SCE programs may be found on the AISD Department of Research and Evaluation website, as they become available, at <http://www.austinisd.org/dre/programs>.

To more effectively evaluate the influence of SCE programs, all funding should be linked to specific programs that serve identified students.

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