

State Compensatory Education and High School Accelerated Instruction

2014–2015

Overview

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 2014–2015, and longitudinal disparity between performance of at-risk and not-at-risk students. State of Texas Assessments of Academic Readiness (STAAR) results are presented for the graduation classes of 2014 and 2015, for all students tested in Spring 2014 and Spring 2015. Graduation rates of at-risk and not-at-risk students are compared for the class of 2013 through 2015.

AISD At-Risk Student Population in 2014–2015

In 2014–2015, 52.6% of AISD students ($n = 44,246$) were identified in the Public Education Information Management System's (PEIMS) fall submission to the Texas Education Agency (TEA) as at-risk (Figure 1).

Students can be identified as at-risk due to any one or more of the indicators listed in Figure 1. As in the past (Schmitt & Lamb, 2014), limited English proficiency and failure of state assessments were the most common reasons for which students were identified as at-risk. Over half of at-risk students were English language learners, representing 27.7% of all AISD students. Fifty-three percent of all at-risk students met 2 or more of the 14 possible criteria (Table 2), up from 44% in 2013–2014 (Schmitt & Lamb, 2014).

Figure 1
Students Reported At-Risk of Dropping out of School by At-Risk Indicator, 2014–2015

	Number of students	Percentage of at-risk students
LEP	23,340	52.6%
Prior failure of state assessment	17,259	38.9%
Unsatisfactory performance on a readiness assessment (grades pre-k–3)	11,584	26.1%
Grade level retention in one or more grades	5,866	13.2%
Two or more course failures the preceding school year (grades 7–12)	4,803	10.8%
Two or more course failures in the current school year (grades 7–12)	3,151	7.1%
Homelessness in accordance with federal law	1,026	2.3%
Placement in an alternative education program	750	1.7%
Residence in a treatment facility	429	1.0%
Pregnant or parenting	152	0.3%
Custodian of Texas Department of Protective and Regulatory Services	126	0.3%
Previous status as a dropout	64	0.1%
Parole, probation, or conditional release	47	0.1%
Expulsion under Ch. 37 the preceding or current year	27	0.1%
Total students at risk for 1 or more reasons	44,246	100%

Figure 2
Number of Criteria for Which Students Qualified for At-Risk Status, 2014–2015

Number of at-risk criteria met	Number of students	Percentage of at-risk students
1	20865	47.0%
2	13230	29.8%
3	8770	19.8%
4	1252	2.8%
5	228	0.5%
6	40	0.1%
7	4	<0.1%
8	2	<0.1%

Source. PEIMS 110 records, AISD PEIMS records

State Compensatory Education Expenditures, 2014-2015

Figure 3

State Compensatory Education Expenditures by Program or Service and Category, 2014–2015

Program	Total	Program	Total
Support	66,920	Music Lab	532
9th grade Initiative	50,686	N. Central Overcrowding	931
AAFR Alternative Education	272,647	National Board	11,671
Account For Learning	1,702,333	Needs Improvement Support	1,989,867
After-School Detention	85,703	PAL	433
Art	5,230	Physical Education	118,744
At Risk Student Support	2,672,756	Positive Families	12,722
AVID supplement	1,321,189	Pregnancy Related Services	223,411
AYP-Elementary	3,607	Pre-K	14,181,954
AYP-Secondary	528,571	Pre-K Tuition	514,601
BTO funds	201,376	Quality of Life Initiative	17,042
Child Care Program-After School	22,614	Read 180 Program	6,733
Choral Music	30,945	Reading	2,198
Communication & Community Engagement	25,609	Reading Literacy	4,455,391
Creative Learning	1,870	Reserve Unit (Salary)	74,380
DELTA	2,374,827	Science	3,129
Distributed from departments	2,550	Solution Team	15,024
Drop Out Initiative	790,274	SSIG	2,074
Dual Language	15,907	Start Up Funding for New School	7,106
Dual Phase	60,571	Strategic Compensation Initiative	327,583
Early College	47,954	Student Discipline Programs	82,545
Elementary Campuses	223	Summer Initiative	167,630
English as Second Language	284	Summer School	40,254
Family Resource Center	232,487	Summer School	1,645,963
General Purpose	22,740,076	Support MS Struggler Learners	50,817
Graduation	689	TAKS Prep	60,923
High Dosage Tutoring	1,659,016	Teacher of The Year	60,923
In District Charter School	896,718	Teacher of The Year	1,379
Library Support	1,446	Truancy Master Pilot Program	97,411
Limited English Proficiency	203,632	Tutoring	150,256
Math/Reading Initiative	1,401,214	Twilight School	1,245,728
Mentor Advisory Counseling	5,462	University of Texas	47,240
Mobile Phone	29,675	Vertical Team Support	341,152
		Grand Total	\$63,351,749

Source. Financial expenditures provided by the AISD Budget Office

Performance of At-Risk and Not At-Risk Students, Spring 2014 to Spring 2015

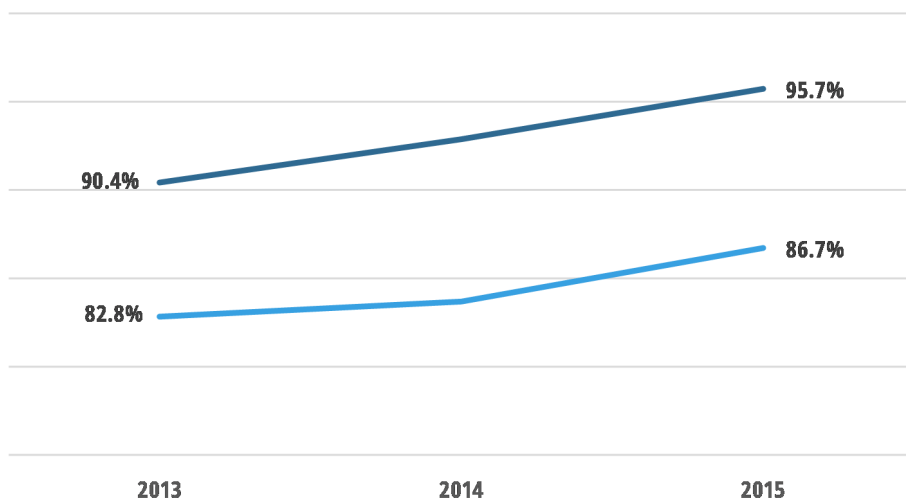
The disparity in passing rates of at-risk and not at-risk students was computed for STAAR results in Spring 2014 and Spring 2015 (Table 5). The disparity has increased across all tests and in all subjects.

Figure 4
 Passing Rates for At-risk and Not-at-risk Students by Subject, Spring 2014 and 2015

Subject	Spring 2014			Spring 2015			Change in Disparity
	At Risk	Not at-risk	Disparity	At Risk	Not at-risk	Disparity	
STAAR Reading	64%	93%	-30	58%	91%	-33	+3
STAAR Writing	48%	90%	-42	41%	86%	-45	+3
STAAR Math	63%	90%	-27	52%	88%	-37	+10
STAAR Science	52%	94%	-41	46%	92%	-46	+5
STAAR Social Studies	32%	85%	-54	32%	89%	-56	+2
EOC Algebra 1	69%	90%	-21	65%	88%	-23	+2
EOC Biology	83%	96%	-12	82%	97%	-15	+3
EOC English 1	58%	85%	-27	43%	83%	-40	+13
EOC English 2	64%	86%	-22	47%	87%	-39	+17
EOC US History	87%	94%	-7	84%	97%	-13	+6

Graduation Rate of At-Risk and Not-At-Risk Students, Class of 2013—2015

Figure 5
 While graduation rates increased for **at-risk** and **not-at-risk** students from the class of 2013 to the classes of 2014 and 2015, the disparity in graduation rates increased as well.



Source : Texas Education Agency annual Completion Graduation and Dropout Rate Report

Conclusion

From Spring 2014 to Spring 2015, the disparity in passing rates of at-risk and not at-risk students increased for all STAAR tested subjects. Disparity in graduation rates has increased over time.

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.

References

Schmitt, L. and Lamb, L. (2014). *State Compensatory Education Update, 2011-2012 and 2012-2013* (DRE Publication No. 12.84 RB). Austin, TX: Austin Independent School District.

Texas Education Code. (1995, amended 2013). Texas statutes. Public Education. Austin, TX. Retrieved from <http://www.statutes.legis.state.tx.us>



Holly Williams, Ph.D.
Cinda Christian, Ph.D.

Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338
512.414.1724 | fax: 512.414.1707
www.austinisd.org/dre | Twitter: @AISD_DRE

September 2016
Publication 14.152 RB