

STATE COMPENSATORY EDUCATION, 2007-2008



Austin Independent School District
Department of Program Evaluation

August 2009

EXECUTIVE SUMMARY

PROGRAM REQUIREMENTS

State Compensatory Education (SCE) is a supplemental program designed to eliminate disparities in (a) student performance on assessment instruments administered under 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 (2005), 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, and accelerated instruction programs are designed and implemented to increase the achievement of at-risk students. For the 2007–2008 school year, Austin Independent School District (AISD) budgeted a total of \$42,939,374 to support a variety of programs and services and 537.36 full-time equivalent (FTE) staff positions.

According to Texas Education Code §29.081 (2005), districts must evaluate the effectiveness of SCE programs by measuring student performance and by comparing 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 2007 to 2008 between students who were at risk and those who were not, as measured by passing rates in reading and language arts, mathematics, science, and social studies. However, the most current data from the Texas Education Agency (TEA, 2008) showed an increased disparity between the 2006 and 2007 cohorts' at-risk and all students groups in terms of the dropout and graduation rates. This report includes findings regarding the students served and general recommendations for SCE-funded services.

RECOMMENDATIONS

Decreased disparities between at-risk and not-at-risk students with respect to the 2006–2007 and 2007–2008 TAKS passing rates are promising. However, the increased disparity from 2006 to 2007 between at-risk and all students with respect to graduation and dropout rates indicates that room for improvement remains. In order to maintain and improve progress, it is necessary to better understand what is working and where improvements are needed.

General Program Recommendations

- A more proactive approach to SCE (i.e., using funds strategically in an integrated program, rather than as a funding source) needs to be taken. District and campus staff

should work together to determine areas of greatest need and to ensure the best possible match between the identified needs and the services and resources available to address those needs. Currently, not all SCE-funded programs appear to be focused on the legislated required goals.

- Monitoring at the individual program level needs to occur to ensure that each program is helping to close the achievement gap between at-risk and not-at-risk students. All individual SCE programs and services should be monitored for effectiveness in terms of student achievement and school completion outcomes.
- In order to accomplish the recommended individual program evaluations, the persistent student-level data limitations that prevent identification of students who are beneficiaries of SCE services first must be overcome. To address this issue, AISD is requiring that responders to the request for proposals for the new student information system include the capacity to track student participation in all supplemental programs, including programs funded through state compensatory education.

Target Area Recommendations

- Students in science and mathematics: The greatest disparity in TAKS passing rates between at-risk and not-at-risk students continues to be in the areas of science and mathematics (range of 35.66 to 51.34 percentage points difference).
- Students with limited English proficiency (LEP): Half of all at-risk students were identified as being at risk due to LEP status.
- Students at risk due to assessment-related failure: Nearly a quarter of all AISD students are identified as being at risk due to assessment-related reasons (e.g., failing to pass TAKS, Texas Assessment of Academic Skills [TAAS], or end-of-course exams). Assessment of content-area proficiency by grade level should be considered to facilitate targeting of SCE-funded services.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
Program Requirements	i
Recommendations.....	i
LIST OF TABLES AND FIGURES.....	iv
PART 1: INTRODUCTION.....	1
State Compensatory Education.....	1
AISD At-Risk Population, 2007–2008	4
PART 2: EVALUATION OF THE STATE COMPENSATORY EDUCATION PROGRAM.....	7
Methodological Approach	7
Examination of Disparity Between At-Risk and All AISD Students	7
<i>TAKS Performance</i>	7
<i>School Completion</i>	8
PART 3: CONCLUSIONS AND RECOMMENDATIONS.....	10
General Program Recommendations	10
Target Area Recommendations	11
REFERENCES	12

LIST OF TABLES AND FIGURES

Table 1. AISD State Compensatory Education Budget, 2007–2008	2
Figure 1. AISD Student Population, by At-Risk Status, 2002–2003 Through 2007–2008.....	4
Table 2. Students Reported at Risk of Dropping out of School, by At-Risk Indicator, 2007–2008	5
Table 3. Criteria by Which Students Qualified for At-Risk Status, 2007–2008	6
Table 4. At-Risk, Not-At-Risk, and All AISD Students, by Ethnic Group, 2007–2008.....	6
Table 5. Changes in Disparity Between At-Risk and Not-At-Risk Students, Based on Percentage Passing TAKS, by Content Areas, 2006–2007 to 2007–2008	8
Table 6. Longitudinal Student Status Rates for At-Risk and All Students in AISD for the Classes of 2006 and 2007	9

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 chapter 39 of the Texas Education Code (1995, amended 2007), and (b) the rates of high school completion between students who are at risk of dropping out of school, as defined by Texas Education Code §29.081 (1995, amended 2007), and 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 administration of state assessment instruments. Using these needs, 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, 1995, amended 2007). 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 year.¹ 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 2007–2008 school year, the district allocated \$42,939,374 for SCE, which supported a variety of programs and 537.36 full-time equivalent (FTE) staff positions. In comparison, \$37,990,928 was expended and 521.34 FTE positions were funded in the 2006–2007 school year. Table 1 lists the programs and services the district implemented that were partially or fully supported through SCE funds in 2007–2008.

¹ According to the 2007–2008 *Summary of Finance* (Texas Education Agency, 2008), this amount was equal to \$34,112,518, based on the following formula: (# of educationally disadvantaged students [50467.56] x FTE allotment [\$3,358] x 0.20) + (# pregnant students [27] x FTE allotment [\$3,358] x 2.41).

Table 1. AISD State Compensatory Education Budget, 2007–2008

	Program/service	SCE allocation	Percentage of budget	Associated FTEs
<i>Dropout Prevention</i>	DELTA (dropout recovery)	\$2,131,777	4.96%	31.40
	Dropout Prevention	\$1,402,233	3.27%	15.50
	Truancy Master	\$121,764	0.28%	0.00
	Child Care Program	\$27,503	0.06%	0.00
<i>Curriculum and Academic Support</i>	Literacy Teachers	\$4,833,651	11.26%	83.00
	Summer School	\$3,425,691	7.98%	0.00
	Middle School Reading Initiative	\$1,828,437	4.26%	34.00
	Struggling Learners	\$1,136,500	2.65%	0.00
	AVID	\$848,990	1.98%	9.00
	Read 180	\$565,746	1.32%	3.29
	Bilingual Allocation for Immigrants	\$248,802	0.58%	3.00
	Elementary & Secondary Tutorials TAKS Prep	\$200,082 \$184,934	0.47% 0.43%	0.00 0.00
<i>Social Services</i>	Guidance & Counseling	\$4,255,070	9.91%	62.70
	Seton Nurse Contract	\$2,069,829	4.82%	0.00
	School to Community Liaisons	\$988,084	2.30%	9.60
	Communities in Schools	\$690,000	1.61%	0.00
	Family Resource Center	\$83,504	0.19%	1.20
	PAL Program	\$15,571	0.04%	0.00
<i>Campus Allocations</i>	Account for Learning	\$3,253,967	7.58%	65.91
	Curriculum Specialists	\$1,501,119	3.50%	24.51
	Support for “Needs Improvement” & “Academically Unacceptable”	\$404,068	0.94%	2.00
	Secondary Transition Programs	\$181,551	0.42%	0.00
	Homebound	\$134,231	0.31%	1.50
	9 th Grade Initiatives	\$78,839	0.18%	0.00
	Blueprint Schools	\$57,253	0.13%	0.00
<i>Alternative Education & Residential Facilities</i>	Garza Alternative High School	\$2,189,059	5.10%	36.50
	International High School	\$1,335,406	3.11%	24.00
	Shoal Creek Hospital	\$108,182	0.25%	2.00
	Phoenix Academy	\$104,839	0.24%	3.00
<i>Disciplinary Alternative Education</i>	Alternative Learning Center	\$2,179,888	5.08%	42.00
	Alternative Center for Elementary Students	\$418,961	0.98%	6.90
	Leadership Academy	\$344,140	0.80%	7.00
	Travis County Detention Center	\$204,547	0.48%	7.00
<i>Other Discipline</i>	Student Discipline	\$518,700	1.21%	9.00
<i>Other</i>	Lucy Read Pre-K Center	\$1,312,868	3.06%	37.00
	Response to Intervention	\$528,631	1.23%	12.80
	Quality of Life	\$262,145	0.61%	0.00
	Student Support Services	\$242,471	0.56%	3.55
	Other	\$2,520,341	5.87%	30.16
TOTAL		\$42,939,37	94%	537.36

Source: AISD Department of State and Federal Accountability

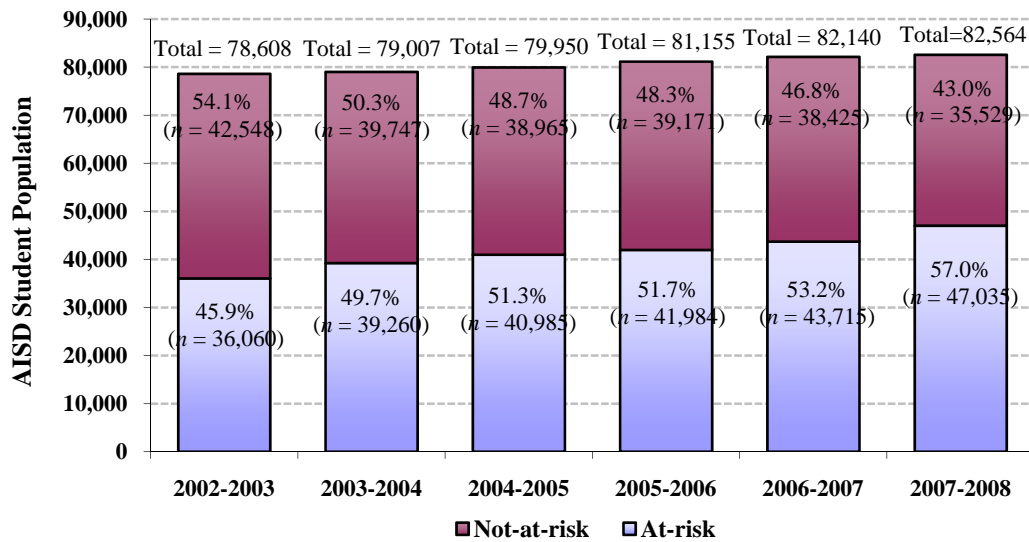
SCE funds must be used for programs or services that are supplemental to the regular education program. They must be allocated so the indirect costs (i.e., expenses that cannot be traced to a specific costing unit, such as a department or program) do not exceed 15% and Disciplinary Alternative Education 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 no mechanism exists for tracking students served by most of the AISD SCE-funded programs (Schmitt, 2003), the 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 for the reporting of findings and development of specific recommendations for both of these programs. However, in the case of programs and services funded through SCE for which individual student participation is not tracked, evaluation of success is limited to examination of the at-risk population as a whole. This tracking issue is being addressed in AISD's search for a new student information system.

AISD AT-RISK POPULATION, 2007–2008

In 2007–2008, 57% of AISD students ($n = 47,035$) were identified as at risk on the Public Education Information Management System’s fall submission to the Texas Education Agency (TEA). This marked the fifth consecutive year that the percentage of at-risk students in the district increased (Figure 1). Students can be identified as at risk due to any one or more of the indicators listed in Table 2. As in the previous 2 school years, the most frequent reasons for which students were identified as at risk were limited English proficient (LEP) status and performance on state assessments. This year, however, having been retained in one or more grades moved up to the third most frequent reason for being identified as at risk, and failing two or more courses in the preceding school year moved from third position to fourth. One-third of the students identified as at risk met 2 or more of the 14 possible criteria (Table 3).

Figure 1. AISD Student Population, by At-Risk Status, 2002–2003 Through 2007–2008



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

As shown in Table 4, the numbers of Native American, Asian, and African American students who met criteria for being identified as at risk were proportionally similar to the numbers of their not-at-risk counterparts. However, Hispanic students were disproportionately over categorized as at risk, and White students were underrepresented within the at-risk group. Hispanic students accounted for 58.12% of the district population, but 74.26% were identified as at risk; White students represented 26.32% of the district population, but only 10.79% were identified as at risk.

Hispanic overrepresentation within the at-risk category was due in part to a lack of proficiency in the English language. Among Hispanic students identified as at risk, 62% ($n = 21,840$) had LEP status, and 41% ($n = 14,345$) were categorized as at risk *solely* because of LEP status. Clearly, one area where SCE funds should be focused is on building English proficiency.

Table 2. Students Reported at Risk of Dropping out of School,
by At-Risk Indicator, 2007–2008

At-risk indicator	Number of students	Percentage of at-risk students	Percentage of all AISD students
LEP status	23,724	50.44%	28.73%
Assessment related (TAKS, TAAS, end-of-course exam)	20,257	43.07%	24.53%
Retained in one or more grades	6,291	13.38%	7.62%
Failed two or more courses in the preceding school year (grades 7–12)	5,986	12.73%	7.25%
Did not perform satisfactorily on a readiness assessment (pre-K; K; or grades 1, 2, 3)	5,589	11.88%	6.77%
Currently failing two or more courses (grades 7–12)	4,153	8.83%	5.03%
Placement in an alternative education program	849	1.81%	1.03%
Resides in a residential treatment facility	668	1.42%	<1.00%
Pregnant or is a parent	294	<1.00%	<1.00%
In custody or care of the Texas Department of Family and Protective Services(DFPS)/referred to DFPS in the current school year	88	<1.00%	<1.00%
Previously reported to have dropped out of school	73	<1.00%	<1.00%
Expelled under Ch. 37 in preceding or current year	64	<1.00%	<1.00%
Parole, probation, or conditional release	40	<1.00%	<1.00%
Homeless in accordance with federal law	28	<1.00%	<1.00%
Total students at risk for 1 or more reasons*	47,035*	100%	53.0%

Source. PEIMS 110 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 3. Criteria by Which Students Qualified for At-Risk Status, 2007–2008

Number of at-risk criteria met	Number of students	Percentage of at-risk students
1	31181	66.29%
2	10081	21.43%
3	3837	8.16%
4	1387	2.95%
5	481	1.02%
6-8	68	0.14%
Total	47035	100%

Source. PEIMS 110 and AISD student records, AISD Office of Accountability

Table 4. At-Risk, Not-At-Risk, and All AISD Students, by Ethnic Group, 2007–2008

Ethnicity	At-risk		Not-at-risk		All students		Disparity*
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Native American	83	<1.0%	103	<1.0%	186	<1.0%	-0.05%
Asian	1,226	2.61%	1,461	4.11%	2,687	3.25%	-0.64%
African American	5,724	12.17%	4,251	11.96%	9,975	12.08%	0.09%
Hispanic	34,926	74.26%	13,063	36.77%	47,989	58.12%	16.14%
White	5,076	10.79%	16,651	46.87%	21,727	26.32%	-15.53%
Total	47,035	56.97%	35,529	43.03%	82,564	100%	NA

Source. PEIMS 110 and PEIMS 101 records, AISD Office of Accountability.

* The disparity column represents the difference between ethnicity as a percentage of the at-risk population and percentage of the total AISD student population. Positive values indicate overrepresentation of at-risk students within the ethnic group.

PART 2: EVALUATION OF THE STATE COMPENSATORY EDUCATION PROGRAM

METHODOLOGICAL APPROACH

According to the Texas Education Code §29.08 (2005), legislative requirements mandate the analysis of student performance on 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 (Christian & Schmitt, 2008; Schmitt, 2003). A comprehensive system for 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 use of available services by students at risk of dropping out. This tracking issue is being addressed in AISD's search for a new student information system.

EXAMINATION OF DISPARITY BETWEEN AT-RISK AND ALL AISD STUDENTS

TAKS Performance

Results from the 2007 and 2008 TAKS were examined and compared between students at risk of dropping out of school and all other district students. Table 5 shows the percentage of at-risk and not-at-risk students who met the standard for passing each content area of the TAKS in 2007 (2006–2007 school year) and 2008 (2007–2008 school year).

From 2006–2007 to 2007–2008, the passing rates of at-risk students increased by a minimum of 4 percentage points across all subjects (excluding 8th-grade science). The largest increase in passing rate for at-risk students was in mathematics (7.44 percentage points). In contrast, although the passing rates of not-at-risk students also increased across all subjects (excluding 8th-grade science), this increase was by a much smaller magnitude (range = .32 to 2.45 percentage points). Therefore, although the passing rates for at-risk students remained considerably lower than passing rates for not-at-risk students, significant progress was made in

reducing the disparity between at-risk and not-at-risk students in all content areas. Note that caution should be used in interpreting results regarding the 8th-grade science tests because the passing standard was not the same on this test in both years. Although decreased, the greatest disparities in passing rates between at-risk and not-at-risk students continue to be in the areas of science and mathematics (range of 35.66 to 51.34 percentage points difference).

Table 5. Changes in Disparity Between At-Risk and Not-At-Risk Students, Based on Percentage Passing TAKS, by Content Areas, 2006–2007 to 2007–2008

TAKS test Content area and grade levels tested	2006–2007				2007–2008				Δ^*
	At-risk		Not-at-risk		At-risk		Not-at-risk		
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
Reading, English language arts (3–9, 10–11)	71.49	15,448	96.25	21,481	75.54	18,328	96.57	21,005	-3.73
Mathematics (3–11)	50.35	10,791	91.00	20,375	57.79	14,003	93.45	20,296	-4.99
Science (5, 10, 11)	44.91	2,852	90.74	6,135	52.32	4,020	92.63	5,866	-5.52
Science (8)**	38.66	978	92.12	1,859	38.75	997	90.09	2,008	-2.12
Social studies (8, 10, 11)	74.29	5,010	98.06	5,608	78.35	5,404	98.91	5,512	-3.21

Source. AISD TAKS student records; 2006–2007 and 2007–2008 PEIMS data, Department of Program Evaluation

* Δ refers to the change in percentage point difference (disparity) between at-risk and not-at-risk student passing rates from 2006–2007 to 2007–2008. 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.

** The passing standard for 8th-grade science was not the same as for other grade levels in 2006–2007. Therefore, results for 8th-grade science are reported separately to allow comparable comparison groups across school years for grade levels with common passing standards. The standard for science at 8th grade was 1 SEM below panel recommended passing standard in 2006–2007 and was at the panel recommended passing standard in 2007–2008. Changes in the disparity between at-risk and not-at-risk students should be interpreted with particular caution for the 8th-grade science group.

School Completion

Another legislative requirement under SCE 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 TEA's publication *Secondary School Completion and Dropouts in Texas Public Schools: Supplemental District Data* (2007, 2008) for the school years 2005–2006 and for 2006–2007 were used to make this assessment of progress. Data from 2007–2008 will not be available until summer 2009. At-risk students' graduation, dropout, and school continuation rates in the 9th-grade

longitudinal cohorts of the classes of 2006 and 2007 are shown in Table 6 and are compared with the group “all students” in each cohort. Due to student mobility, only the 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” was the best available comparison group.

Table 6. Longitudinal Student Status Rates for At-Risk and All Students in AISD for the Classes of 2006 and 2007

Class of:		Percentages of students			
		Graduated	Dropped out	Continued high school	Received GED
2006	At-risk	64.9	15.2	17.7	2.2
	All students	77.3	10.2	10.9	1.6
	Disparity	-12.4	5.0	6.8	0.6
2007	At-risk	61.2	17.7	19.2	1.9
	All students	75.3	11.5	11.8	1.4
	Disparity	-14.1	6.2	7.4	0.5
Δ* Change in disparity		1.7	1.2	0.6	-0.1

Source. TEA (2007, 2008)

* Δ refers to the change in percentage point difference (disparity) between at-risk and not-at-risk student passing rates from 2005–2006 to 2006–2007. Negative values represent a decrease in disparity; positive values represent an increase in disparity.

In contrast with the goal of the SCE program, from 2005–2006 to 2006–2007, the disparity increased between the percentages of at-risk students and all students who graduated, dropped out, or continued high school for a fifth year. The greatest disparity between at-risk students and all students was in the percentage who graduated (14.1 percentage points). Although both groups experienced a decrease in the percentage of students who graduated (3.7 percentage points for at-risk students, and 2 percentage points for all students), and both groups experienced an increase in the percentage of students who dropped out (2.5 percentage points and 1.3 percentage points, respectively), the magnitude of the changes were smaller for the all students group than for the at-risk group, resulting in increased disparity on both elements. There was an increase in disparity for the percentage of those who continued in high school for a fifth year. The disparity decreased slightly between at-risk students and all students who received a GED, with small decreases in the percentages of students who received a GED, regardless of risk status.

PART 3: CONCLUSIONS AND RECOMMENDATIONS

Decreased disparities between at-risk and not-at-risk students with respect to the 2006–2007 and 2007–2008 TAKS passing rates are promising. However, the increased disparity from 2006 to 2007 between at-risk and all students with respect to graduation and dropout rates indicates that room for improvement remains. It is possible that declines in disparity will be apparent for the graduation and dropout indicators, as well, when data for the most recent graduating classes become available from TEA. In the meantime, in order to maintain and improve progress, it is necessary to better understand what is working and where improvements are needed. In order to achieve this goal, the following recommendations are made.

GENERAL PROGRAM RECOMMENDATIONS

- *A more proactive approach to SCE (i.e., using funds strategically in an integrated program, rather than as a funding source) needs to be taken.* District and campus staff should work together to determine areas of need and to ensure the best possible match between the identified needs and the services and resources available to address those needs. The programs funded with designated SCE money must meet the mandated criteria for 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. Currently, all SCE funded programs do not appear to be focused on the required goals.
- *Monitoring at the individual program level needs to occur to ensure that each program is helping to close the achievement gap between at-risk and not-at-risk students.* All individual SCE programs and services should be monitored for effectiveness in terms of student achievement and school completion outcomes. 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 recommended individual program evaluations, the persistent student-level data limitations that prevent identification of students who are beneficiaries of SCE services first must be overcome.* To address this issue, AISD is requiring that responders to the request for proposals for the new student information system include the capacity to track student participation in all supplemental programs, including programs funded through state compensatory education.

TARGET AREA RECOMMENDATIONS

- *Students in science and mathematics.* The greatest disparity in TAKS passing rates between at-risk and not-at-risk students continues to be in the areas of science and mathematics (range of 35.66 to 51.34 percentage points difference). Currently, it appears that curriculum programs funded through SCE are primarily in the reading content area. Stakeholders should carefully examine what programs and services are available to at-risk students struggling in science and mathematics and target resources accordingly.
- *Students with LEP status:* Half of all at-risk students were identified as being at risk due to LEP status. Again, careful examination of programs and services should be undertaken so that SCE resources can be appropriately directed.
- *Students at risk due to assessment-related failure:* Nearly a quarter of all AISD students are identified as being at risk due to assessment related reasons (e.g., failing to pass TAKS, TAAS, or end-of-course exams). This accounts for 43% of the AISD at-risk population. At-risk students experience the lowest passing rates for TAKS in the subjects of mathematics and science, but further investigation is needed regarding end-of-course exam passing rates and differences by grade levels. Assessment of content-area proficiency by grade level should be considered to facilitate targeting of SCE-funded services.

REFERENCES

- Christian, C., & Schmitt, L. (2008). *State compensatory education, 2007-2008* (DPE Publication 06.49). Austin, TX: Austin Independent School District.
- Schmitt, L. (2003). *State compensatory education evaluation report, 2001-2002: Improving together, decreasing the gap* (OPE Publication 01.18). Austin, TX: Austin Independent School District.
- Texas Education Agency. (2006). *Secondary school completion and dropouts in Texas public schools, 2004-05: District and campus supplement* (Document No. GE06 601 08). Austin, TX: Division of Accountability Research.
- Texas Education Agency. (2007). *Secondary school completion and dropouts in Texas public schools, 2005–06: District and campus supplement* (Document No. GE07 601 07). Austin, TX: Division of Accountability Research.
- Texas Education Agency. (2008). *Secondary school completion and dropouts in Texas public schools, 2006-07: District and campus supplement* (Document No. GE08 601 07). Austin, TX: Division of Accountability Research.
- Texas Education Agency. (2008). 2007-2008 Summary of finances. Retrieved May 19, 2008, from http://ritter.tea.state.tx.us/cgi/sas/broker?_service=marykay&_program=sfin.sof2008.sas&district=227901
- Texas Education Code. (1995, amended 2007). *Texas statutes. Title 2, Public Education*. Austin, TX. Retrieved June 21, 2009, from <http://www.statutes.legis.state.tx.us/?link=ED>

AUSTIN INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS

Meria J. Carstarphen, Ed.D.

OFFICE OF ACCOUNTABILITY

Anne Ware, Ph.D.

DEPARTMENT OF PROGRAM EVALUATION

Holly Williams, Ph.D.

AUTHOR

Cinda Christian, Ph.D.



BOARD OF TRUSTEES

Mark Williams, President

Vincent Torres, M.S., Vice President

Lori Moya, Secretary

Cheryl Bradley

Annette LoVoi, M.A.

Christine Brister

Robert Schneider

Karen Dulaney Smith

Sam Guzman

Publication Number 07.84

August 2009