

State Compensatory Education Update, 2011–2012 and 2012–2013

INTRODUCTION

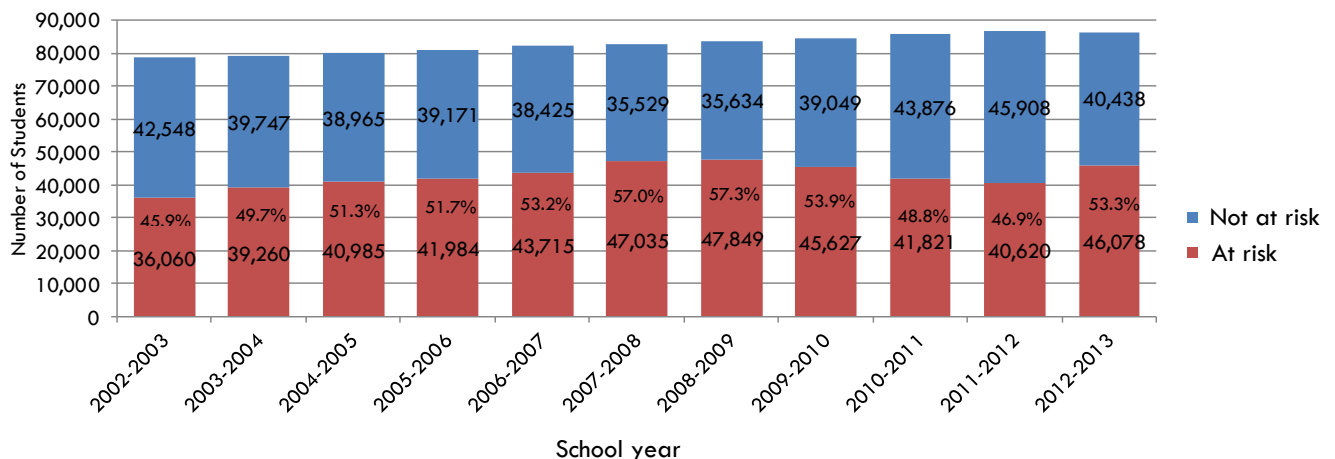
State Compensatory Education (SCE) is a supplemental program designed to eliminate disparities in (a) students' performance on assessment instruments administered under chapter 39 of the Texas Education Code (1995, amended 2007), and (b) the rates of high school completion between students who are at risk of dropping out of school, as defined by Texas Education Code 29.081 (1995, amended 2007), and all other students. SCE funds 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. 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 2012–2013, results from SCE program evaluations conducted in 2011–2012 and 2012–2013, and the longitudinal disparity between performance of at-risk and not-at-risk students. Results are presented for the graduation classes of 2008 through 2012, for all students tested on the Texas Assessment of Academic Knowledge and Skills (TAKS) in 2010 and 2011, and for all students tested on the State of Texas Assessments of Academic Readiness (STAAR) in 2012 and 2013.

AISD AT-RISK STUDENT POPULATION IN 2012–2013

In 2012–2013, 53.3% of AISD students ($n = 46,078$) 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 2012–2013, the percentage of AISD's population deemed at risk again was on the rise, after a brief period of decline that began in 2008–2009.

Figure 1. AISD Student Population, by At-Risk Status, 2002–2003 Through 2012–2013



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 (Christian, 2009), limited English proficiency and failure of state assessments were the most common reasons for which students were identified as at-risk. More than half of at-risk students were English language learners (ELLs), representing 27.4% of all AISD students. Thirty percent of all at-risk students met two or more of the 14 possible criteria (Table 2).

Table 1. Students Reported at Risk of Dropping out of School, by At-Risk Indicator, 2012–2013

At-risk indicator	Number of students	Percentage of at-risk students	Percentage of all students
Limited English proficiency	23,664	51.4%	27.4%
Prior failure of state assessment (TAKS, STAAR)	12,787	27.8%	14.8%
Two or more course failures the preceding school year (grades 7–12)	10,530	22.9%	12.2%
Unsatisfactory performance on a readiness assessment (pre-k–grade 3)	7,619	16.5%	8.8%
Grade level retention in one or more grades	6,392	13.9%	13.5%
Two or more course failures in the current school year (grades 7–12)	3,774	8.2%	4.4%
Homelessness in accordance with federal law	798	1.7%	0.9%
Placement in an alternative education program	740	1.6%	0.9%
Residence in a treatment facility	415	0.9%	0.5%
Pregnant or parenting	188	0.4%	0.2%
Previous status as a dropout	70	0.2%	0.1%
Parole, probation, or conditional release	33	0.1%	< 0.1%
Expulsion under Ch. 37 the preceding or current year	29	0.1%	< 0.1%
Custodian of Texas Department of Protective and Regulatory Services	25	< 0.1%	< 0.1%
Total student at risk for one or more reasons	46,078*	100%	53.3%

Source. PEIMS 110 records, AISD PEIMS records

* unduplicated student count

Table 2. Number of Criteria for Which Students Qualified for At-Risk Status, 2012–2013

Number of at-risk criteria met	Number of students	Percentage of at-risk students
1	32,236	70.0%
2	8,829	19.2%
3	3,333	7.2%
4	1,277	2.8%
5	357	0.8%
6-7	46	0.1%

Source. AISD PEIMS records

AISD COMPENSATORY EDUCATION EXPENDITURES IN 2012–2013

In 2012–2013, a total of 957.2 full-time staff equivalents and \$69,891,208 were dedicated to SCE programs and services in AISD (Table 3).

Table 3. State Compensatory Education Expenditures by Program or Service and Category, 2012–2013

Category	Program/service	Expenditure	% of expenditures	FTEs
Dropout prevention	Child care	\$39,073	0.1%	0.0
	DELTA	\$2,433,700	3.5%	44.4
	Dropout prevention	\$972,656	1.4%	17.0
	Garza alternative high school	\$2,449,218	3.5%	0.0*
	Truancy master	\$97,411	0.1%	0.0
	Twilight school	\$976,093	1.4%	7.0
	Subtotal	\$5,995,495	8.6%	68.4
Curriculum and academic support	AVID	\$1,450,678	2.1%	30.3
	Bilingual/English as a second language (ESL)	\$1,008	< 0.1%	0.0
	College prep/readiness	\$39,959	0.1%	0.0*
	Core curriculum	\$67,456	0.1%	0.0*
	Curriculum/solution team (differentiating instruction)	\$883,396	1.3%	5.3
	Dual language	\$48,947	0.1%	0.0
	Dyslexia/504	\$14,442	< 0.1%	0.0*
	Early college	\$32,242	< 0.1%	1.5
	Educational support services	\$236	< 0.1%	0.0*
	English	\$9,450	< 0.1%	0.0*
	Fine arts	\$23,950	< 0.1%	1.0
	Immigrant student services	\$143,248	0.2%	1.0
	Limited English proficiency	\$440,821	0.6%	7.0
	Library support	\$66,691	0.1%	1.0
	Math/reading initiative	\$687,224	1.0%	9.0
	Middle school struggling learners	\$683,758	1.0%	0.0
	Physical education	\$122,022	0.2%	2.0
	Reading/literacy initiatives	\$4,324,356	6.2%	72.3
	Response to intervention	\$189,000	0.3%	0.0*
	Science	\$2,982	< 0.1%	0.0*
	Summer school and other summer programs	\$2,105,412	3.0%	0.0*
	TAKS prep	\$87,494	0.1%	0.0
	Tutoring	\$195,027	0.3%	0.0
	Ninth grade initiative	\$37,752	0.1%	0.0
	Subtotal	\$11,657,552	16.7%	130.4

Continued

Table 3. State Compensatory Education Expenditures by Program or Service and Category, 2012–2013, continued

Category	Program/service	Expenditure	% of expenditures	FTEs
Health & social services	Health services (nurses)	\$2,689,553	3.8%	0.0*
	Family resource center	\$90,285	0.1%	2.0
	Subtotal	\$2,779,838	4.0%	2.0
Campus allocations	Account for learning (AFL)	\$1,648,867	2.4%	48.8
	AYP/Academically unacceptable support	\$96,676	0.1%	1.0
	Elementary	\$109,627	0.2%	0.0
	Homebound services	\$276,366	0.4%	0.0*
	In-district charter	\$4,530,157	6.5%	4.5
	Campus basic table of organization (BTO)	\$15,523,199	22.2%	0.0*
	Subtotal	\$22,184,892	31.7%	54.3
Student discipline	After school detention	\$92,502	0.1%	0.0
	Annual academic facilities recommendation—Alt ed	\$282,680	0.4%	2.0
	Positive families	\$33,593	< 0.1%	0.0
	Positive behavior support	\$207	< 0.1%	0.0
	Student discipline coordinator and services	\$210,616	0.3%	1.0
	Subtotal	\$619,597	0.9%	3.0
Other	At-risk student support (for students with disabilities)	\$2,796,704	4.0%	61.0
	Badges/bus passes/graduation	\$1,383	< 0.1%	0.0
	Campus cost/carryover (BTO)	\$309,037	0.4%	1.9
	Mobile phone	\$32,948	< 0.1%	0.0
	National board stipends	\$15,001	< 0.1%	0.0
	Prekindergarten (for full-day)	\$16,203,054	23.2%	304.3*
	Quality of life	\$24,403	< 0.1%	0.0
	Reserve units	\$109,151	0.2%	4.3
	State student incentive grant (SSIG) tutoring	\$932,088	1.3%	0.9
	School turnaround initiative—high-dosage tutoring	\$2,797,244	4.0%	32.9*
	Student support initiative and secondary transition	\$200,884	0.3%	0.0
	Tactical compensation	\$71	< 0.1%	0.0
	Technology support—neglected/delinquent facilities	\$82,466	0.1%	1.0
	Title IX	\$127,840	0.2%	0.0*
	University of Texas tutoring	\$40,854	0.1%	0.0
Vertical team support	\$448,391	0.6%	0.0	
Subtotal	\$24,121,519	34.5%	406.3	
All	Total	\$69,891,208	100%	957.2

Source. Financial expenditures provided by the AISD Budget Office

*Full-time equivalents (FTEs) for this category were coded with subobject code 00, which appears in multiple categories; number of FTEs may be greater than that listed. Only 664.4 FTEs were accounted for with subobject codes; 292.8 FTEs remain uncategorized.

AISD COMPENSATORY EDUCATION PROGRAM EVALUATION RESULTS FOR 2011–2012 AND 2012–2013

A variety of programs and services were funded through SCE. Nearly half the funding was spent on prekindergarten (pre-K) and campus basic table of organization (BTO) allocations. Twenty-two percent of SCE funds supported the salaries of campus staff, such as teachers who instructed at-risk students, instructional specialists who worked with those teachers, social services staff, and elementary counselors. Additionally, salaries for staff who worked at the International High School, Travis County Day School, and Phoenix House were funded with compensatory monies, as were a parent support specialist (PSS) and computer technology staff at the Alternative Learning Center. Other substantial expenditures totaling 13% of SCE funds included \$4.5M for in-district charter schools, \$2.4M for the district's alternative high school, and \$2.1M for summer school and summer programs. Remaining SCE funds were used to support a variety of staff, including school nurses; Diversified Education through Leadership, Technology, and Academics (DELTA) teachers; Advancement Via Individual Determination (AVID) program teachers; reading/literacy teachers; and tutors providing high-dosage tutoring (HDT) to students in need of intervention. Campus PSSs also were provided via the Account for Learning (AFL) SCE funds. Some expenditures, such as those for employee positions, were not easily evaluated. However, several key programs were evaluated, and results are presented in this report.

The AISD pre-K program was shown to raise the district's pre-K students' average receptive vocabulary scores by approximately one standard deviation (Brunner, 2011); to reduce the need for special education placement (Brunner, 2012); and to reduce grade-level retention. Based on 2010–2011 enrollment, an estimated 190 to 481 more AISD students would require special education services and 70 to 115 more students would be retained at least one grade level with a half-day pre-K program than with a full-day pre-K program. The program served eligible 4-year-old students at 65 elementary campuses and four primary centers in 2012–2013. Nearly one quarter of SCE funds were used to extend the half-day program to a full-day program. Results indicated the program continued to achieve its goal of raising the majority of pre-K students to grade-level expectations by the end of the school year, thus preparing them for success in kindergarten (Brunner, 2013). Evidence suggested AISD's full-day pre-K had an efficient allocation of funds, compared with alternative programs and services that might be required for low-performing students if full-day pre-K were not offered (Brunner, 2012a).

SCE services provided to ELLs included bilingual, English as a second language (ESL), and dual language (DL) programs in AISD. Although the achievement gap between ELLs and other students persisted in 2011–2012 in terms of TAKS passing rates, the district generally showed improvement for ELLs in most content areas for most grades. Patterns in the 2011–2012 attendance rates and Texas English Language Proficiency Assessment System (TELPAS) scores for ELLs were mostly consistent with patterns from the previous years, but attendance rates as a whole increased (Brunner, 2012b). In 2012–2013, 81% of all ELLs in pre-K through 2nd grade were enrolled in the DL program (Ibanez, 2013). Data suggested mixed findings regarding the benefits of one-way versus two-way DL programs (Ibanez, 2013; Ibanez & Doolittle, 2013).

To improve students' achievement across 10 campuses in the Travis and Eastside Memorial vertical teams, AISD's Office of Turnaround Schools developed and implemented a HDT program in the 2011–2012 school year. The HDT initiative targeted all 3rd graders in reading, 6th graders in math, and

students taking Algebra I in high school. The initiative provided regularly scheduled tutoring assistance to all students in targeted grade levels, based on each student's needs (Smith, 2012). Tutors worked with small groups of students during the school day to provide guided instruction that reinforced classroom lesson plans (Stelling & Looby, 2014). The HDT initiative was popular with many teachers and campus administrators, as well as with students; however, the effects of the program on academic achievement were less clear (Smith, 2012; Stelling & Looby, 2014).

AISD employed PSSs at 64 schools, some of whom were funded with SCE through the AFL. In 2011–2012, PSSs conducted 6,549 activities (99 per PSS, on average) that linked or referred families to service providers. These activities served nearly 45,000 students and family members. PSSs also conducted 5,209 home visits in 2011–2012 (Doolittle, 2012). Even more home visits were conducted in 2012–2013 (6,263), and more students and family members were served by the activities that linked or referred them to service providers (~48,000). Details regarding these activities and the professional development needs of PSSs were summarized and reported (Doolittle, 2012, 2013).

PERFORMANCE OF AT-RISK AND NOT-AT-RISK STUDENTS, SPRING 2010 THROUGH SPRING 2013

From Spring 2010 to Spring 2011, the disparity between at-risk and not-at-risk students in passing rates on the TAKS decreased in eight of 27 (30%) instances but increased in 15 of 27 (56%) instances (Table 4).

Table 4. Passing Rates for At-Risk and Not-At-Risk Students, by Subject and Grade, Spring 2010 and 2011

Subject	Grade	Spring 2010			Spring 2011			Change in disparity
		At-risk	Not-at-risk	Disparity	At-risk	Not-at-risk	Disparity	
Reading	3	88%	95%	-7	85%	95%	-11	+3
	4	73%	94%	-21	75%	94%	-19	-2
	5	84%	98%	-15	86%	98%	-12	-3
	6	61%	96%	-34	57%	91%	-34	0
	7	63%	95%	-32	63%	96%	-33	+1
	8	88%	98%	-10	86%	99%	-13	+2
	9	81%	97%	-16	76%	97%	-21	+4
	10	78%	96%	-18	76%	97%	-20	+3
	11	87%	98%	-11	87%	99%	-12	+1
	Mathematics	3	79%	90%	-11	81%	93%	-12
4		76%	95%	-19	83%	95%	-12	-7
5		81%	98%	-17	85%	98%	-13	-4
6		63%	93%	-31	61%	90%	-30	-1
7		60%	93%	-33	57%	94%	-37	+3
8		74%	96%	-22	72%	97%	-24	+2
9		49%	89%	-40	48%	88%	-40	0
10		56%	93%	-38	56%	92%	-37	-1
Science	5	67%	95%	-28	66%	93%	-27	-1
	8	49%	91%	-43	47%	90%	-43	+1
	10	53%	94%	-41	51%	94%	-44	+2
	11	83%	98%	-14	82%	98%	-16	+2
Social studies	8	83%	98%	-14	82%	98%	-16	+1
	10	85%	99%	-13	84%	99%	-15	+1
	11	94%	99%	-5	94%	99%	-6	+1
Writing	4	86%	96%	-10	88%	96%	-8	-2
	7	80%	97%	-18	80%	98%	-18	0

Source. 2010 and 2011 Texas Assessment of Knowledge and Skills records

Note. Percentages are rounded but disparities are not; disparities may not equal the difference between rounded percentages.

In 2012, the STAAR was implemented for the first time in Texas for grades 3 through 9, while students in grades 10 and 11 in 2012 took the TAKS. Due to the change in assessments, disparity comparisons were not made between Spring 2011 and Spring 2012. However, the disparity in passing rates of at-risk and not-at-risk students was computed for STAAR results in Spring 2012 and Spring 2013 (Table 5). From 2012 to 2013, the disparity decreased in 20 of 23 (87%) instances on the STAAR.

Table 5. Passing Rates for At-Risk and Not-At-Risk Students, by Subject and Grade, Spring 2012 and 2013

Subject	Grade	Spring 2012			Spring 2013			Change in disparity
		At-risk	Not-at-risk	Disparity	At-risk	Not-at-risk	Disparity	
Reading	3	69%	88%	-19	70%	89%	-19	0
	4	64%	90%	-26	59%	84%	-25	-1
	5	57%	92%	-35	81%	97%	-16	-19
	6	41%	85%	-45	38%	86%	-48	+3
	7	45%	92%	-46	46%	89%	-43	-3
	8	52%	95%	-42	77%	98%	-21	-21
English I	9	70%	95%	-24	48%	92%	-44	+20
English language arts	11	84%	99%	-15	89%	99%	-10	-5
Mathematics	3	64%	81%	-17	64%	80%	-16	-1
	4	63%	84%	-22	64%	80%	-17	-5
	5	64%	90%	-26	82%	96%	-14	-12
	6	52%	88%	-36	51%	86%	-35	-1
	7	43%	88%	-45	44%	85%	-41	-4
	8	47%	89%	-41	73%	96%	-23	-18
Algebra I	8–9	80%	94%	-14	74%	87%	-13	-1
Mathematics	11	79%	98%	-19	80%	98%	-18	-1
Science	5	50%	87%	-50	53%	86%	-33	-17
	8	39%	89%	-39	55%	92%	-37	-2
Biology	9	83%	97%	-15	80%	91%	-12	-3
Science	11	84%	99%	-14	88%	99%	-11	-3
Social studies	8	28%	80%	-52	37%	82%	-44	-8
Writing	4	54%	85%	-30	56%	82%	-26	-4
	7	38%	87%	-50	37%	84%	-47	-3

Source. 2012 and 2013 State of Texas Assessment of Academic Readiness and Texas Assessment of Knowledge and Skills records

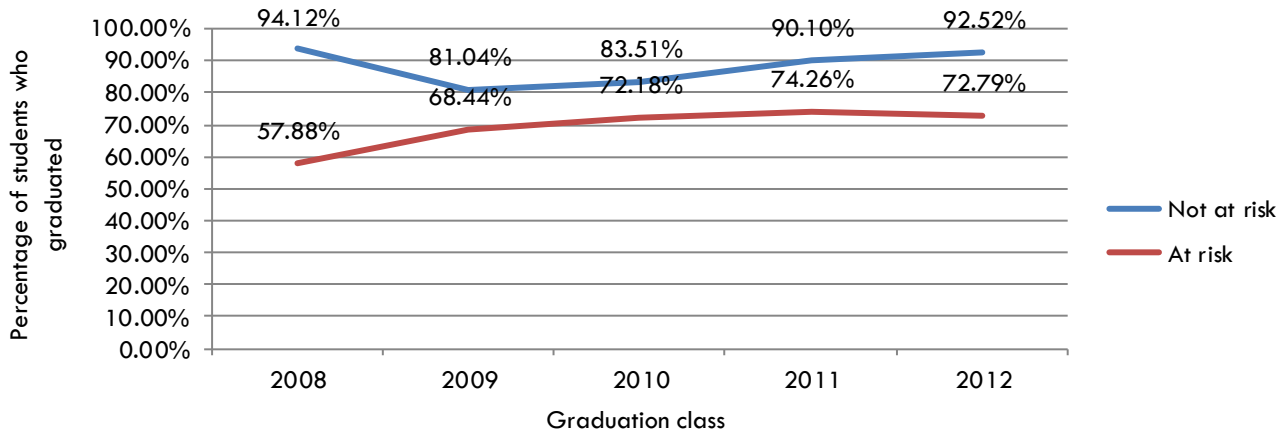
Note. Performance for grade 10 was not reported above due to changes in the assessment taken at grade 10.

Percentages are rounded but disparities are not; disparities may not equal the difference between rounded percentages.

GRADUATION AND DROPOUT STATUS OF AT-RISK AND NOT-AT-RISK STUDENTS, CLASS OF 2008–2012

The disparity in 4-year graduation rates decreased from 2008 to 2010, but 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).

Figure 2. Four-Year Graduation Rates for At-Risk and Not-At-Risk Students, Classes of 2008 Through 2012

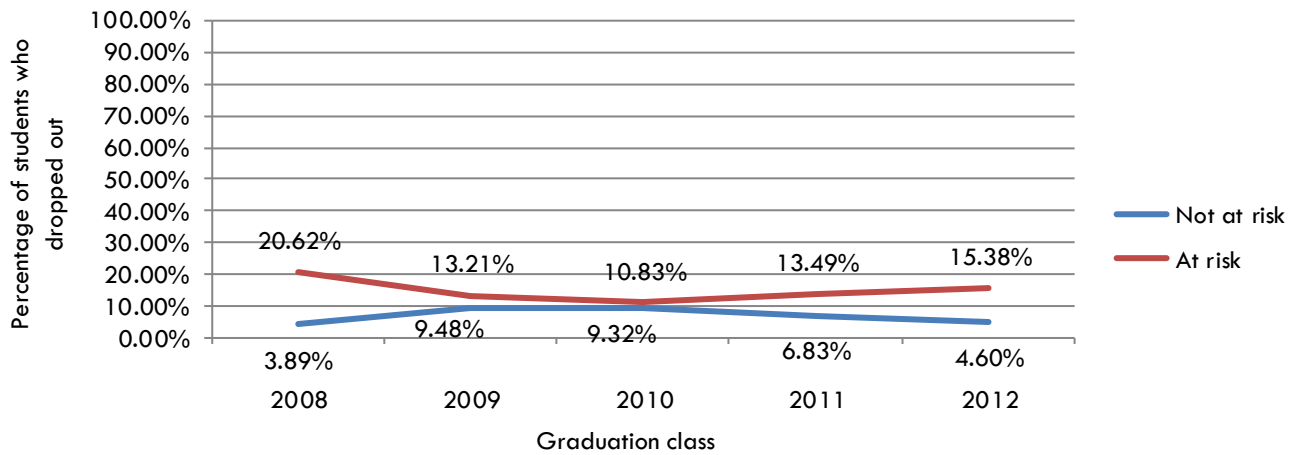


Source. Classes of 2008–2012 final student status records

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. 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.

Figure 3. Four-Year Dropout Rates for At-risk and Not-At-Risk Students, Classes of 2008 Through 2012



Source. Classes of 2008–2012 final student status records

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

CONCLUSION

Although the disparity between the TAKS passing rates for at-risk and not-at-risk students increased in more than half of instances from Spring 2010 to Spring 2011, the majority of performance gaps narrowed for STAAR passing rates between Spring 2012 and Spring 2013. However, the gap continued to widen for graduation and dropout rates. The SCE programs and services provided to secondary students (e.g., HDT and campus allocations) were less easily evaluated than were some of those provided to elementary students (e.g., pre-K, bilingual, and DL). 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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