STATE COMPENSATORY EDUCATION

EVALUATION REPORT, 2001-2002

IMPROVING TOGETHER, DECREASING THE GAP

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF PROGRAM EVALUATION
FEBRUARY 2003

EXECUTIVE SUMMARY

State Compensatory Education (SCE) is a supplemental program designed to eliminate any disparity in student performance on assessment instruments administered under Subchapter B, Chapter 39 of the Texas Education Code, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by Texas Education Code section 29.081, and all other students. The purpose of SCE is to design and implement an appropriate compensatory, intensive, or accelerated instruction program that enables at-risk students to be performing at grade level at the conclusion of the next regular school term.

SCE funds must be used for programs or services that are supplemental to the regular education program, and must be allocated in such a way that the indirect cost allotment does not exceed 15%, and no more than 18% of the total allocation is used to fund Disciplinary Alternative Education Programs.   SCE funds may be used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965, as provided by Public Law 103-382 and its subsequent amendments, and by federal regulations implementing that Act, at campuses where at least 50% of the students are educationally disadvantaged. Austin ISD allocated a total of $23,000,000 for the 2001-02 school year, which supported a variety of programs and the equivalent of 384.71 full-time staff members. The district spent a total of $25,238,525, which represents a cost of $636 per student identified as at-risk.

Discrepancies in Texas Education Agency (TEA) guidance allow for differing interpretations regarding how SCE funds can be used. However, the intent of the law is clear. SCE legislation requires school districts to develop programs that will meet the needs of at-risk students in order to close the achievement gap between at-risk and non at-risk students. A total of 18 programs or services in 2001-02 were designated as State Compensatory Education.

 A review of TAAS scores from Spring 2001 and Spring 2002 indicates that Austin ISD has decreased the disparity in the average test scores of At-Risk and Not At-Risk students for Writing, Reading, and Math over the last school year. In addition to a decrease in the disparity, both At-Risk and Not At-Risk students improved on all three TAAS tests from 2001 to 2002.

Despite this evidence suggesting progress toward attaining the goals of SCE, it is recommended that district staff place greater emphasis on using all SCE funds for services and programs that specifically target at-risk students. District staff should also directly address the legislative intent for all at-risk students to be performing at grade level by the conclusion of the next regular school term. Although current SCE programs and services may address this intent, at this time there is no explicit district goal in place or measure of the district's progress in meeting this goal.

Several of AISD's designated SCE programs supply campuses with allocations to be used for library materials, tutorials, and transition activities that target at-risk students. Although these funds are intended for the purpose of closing the achievement gap between at-risk and non-at-risk students, progress toward this goal is unmeasureable because the students served are not tracked individually. Thus, the extent to which these funds serve at-risk students remains unclear. In addition, currently there is no method of documentation to indicate how campus allocations are used to accomplish the goals of SCE. Campuses are not required to submit a list of students served by these allocations, nor are they required to account for the appropriate expenditure of all SCE funds. Recommendations for future accountability for SCE campus allocations are listed below.

Currently, AISD maintains records in the district SASI database of students who are "at risk" as defined by TEA. However, there is no system in place to identify students who have been served by programs funded by SCE. An indicator is needed that reflects actual services provided to at-risk students so that SCE programs could be appropriately targeted. In order to accurately track students served by particular programs, SCE programs and services must be identified before the school year begins.

RECOMMENDATIONS

- The district and/or campus staff should review the programs that are funded with designated SCE money to ensure that all SCE programs target at-risk students only and that the programs work to help close the achievement gap between at-risk and all other students.

- The district and/or campus staff should review the expenditures of campus SCE allocations to ensure that campuses are using these funds for materials, staff, and/or programs related to the goals of SCE.

- The district staff should maintain a list of all at-risk students served by SCE funded programs and services, in addition to a list of students to be served. In order for this list to be accurate, SCE programs must be identified before the school year begins.

- Program and district staff should maintain a list of students served by each specific program or service funded by SCE.

- District staff should examine the progress of at-risk students toward accomplishing the legislative goal of performing at grade level by the end of the next regular term as part of the District Improvement Plan.

In addition to providing program descriptions and general recommendations for all SCE funded services, the Office of Program Evaluation (OPE) evaluated four of the nine State Compensatory Education programs that were not evaluated elsewhere during the 2001-02 school year. Evaluation results and specific recommendations for Dill School, Visiting Teachers, Pregnancy Related Teachers and Diversified Education through Leadership, Technology, & Academics (DELTA) are provided in this report, available on the AISD Website Spring 2003. Some SCE programs were not evaluated by OPE or by program staff in the 2001-02 school year; these include a variety of campus allocations that proved difficult to examine with respect to the goals and guidelines of SCE.

- The district and/or campus staff should address specific recommendations for SCE programs evaluated in this report (Dill School, Visiting Teachers, Pregnancy Related Service Teachers, and DELTA) and review/address recommendations for SCE programs evaluated elsewhere.

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STATE COMPENSATORY EDUCATION

State Compensatory Education (SCE) is a supplemental program designed to eliminate any disparity in student performance on assessment instruments administered under Subchapter B, Chapter 39 of the Texas Education Code, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by Texas Education Code section 29.081, and all other students. The purpose of SCE is to design and implement an appropriate compensatory, intensive, or accelerated instruction program that enables at-risk students to be performing at grade level at the conclusion of the next regular school term.

Each year the district receives an allotment from the state's Foundation School Program that is based on the average of the highest six months' enrollment of students that qualify in the national school lunch program for free- or reduced-price lunches the preceding school year. Districts receive an additional allotment for students without disabilities who reside in residential placement facilities in a district in which the student's parent or guardian does not reside, and are also entitled to receive an additional allotment for each student who is in a remedial and support program because the student is pregnant or a parent. In 2001-02 the Legislative Payment Estimate to Austin ISD for SCE was $21,342,495, of which the district was required to spend at least 85% on supplemental services or programs targeting at-risk students. The district allocated $23,000,000 for SCE, which supported a variety of programs and the equivalent of 384.71 full-time staff members in the 2001-02 school year. Using local funds, Austin ISD spent a total of $25,238,525 on SCE, a cost of $636 per student identified as at-risk. Table 1.1 lists the programs and services implemented in the district that were partially or fully supported through SCE in 2001-02.

In determining the appropriate intensive accelerated instruction or state compensatory education program, districts must identify the needs of at-risk students and examine student performance data resulting from the basic skills assessment instrument and achievement tests. Using this needs assessment, district and campus staff must design appropriate strategies to help at-risk students achieve academic success and include these strategies in the campus and/or district improvement plan.

Table 1.1 Austin ISD State Compensatory Education Budget, 2001-02

Program/Service	Budgeted	FTEs
Alternative Education		
Alternative Learning Center	$ 1.92 M	71.00
Dill Alternative Center	$ .64 M	14.00
Garza Alternative High School	$ 1.97 M	44.50
Dropout Prevention		
Coordination of Dropout Intervention	$ .38 M	1.00
DELTA (dropout recovery)	$ 1.71 M	30.00
Pregnancy Related Services Teachers	$ .041 M	2.00
Reading		
Reading Recovery	$ 3.98 M	76.35
Summer Services (SOAR, S.U.C.C.E.S.S.)	$ 2.40 M	0.00
Social Services		
Visiting Teachers	$ .53 M	10.50
Communities in Schools	$ .54 M	0.00
Campus Allocations		
Account for Learning	$ 5.83 M	107.36
9th Grade Initiatives	$ .067 M	0.00
Secondary Tutorials	$ .22 M	0.00
Secondary Transition Programs	$ .50 M	0.00
Additional Library Allocation	$ .89 M	0.00
Weighted Per Pupil Allotment	$ .098 M	0.00
Delinquency Programs		
Absent Student Assistance Program (ASAP)	$ .28 M	0.00
ISS Monitors	$ .67 M	28.00
TOTAL	$ 23.0 M	384.71

Source: AISD District Improvement Plan, 2001-02

SCE funds must be used for programs or services that are supplemental to the regular education program, and must be allocated in such a way that the indirect cost allotment does not exceed 15%, and no more than 18% of the total allocation is used to

fund Disciplinary Alternative Education Programs.   SCE funds may be used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965, as provided by Public Law 103-382 and its subsequent amendments, and by federal regulations implementing that Act, at campuses where at least 50% of the students are educationally disadvantaged.

There are discrepancies between Texas Education Agency (TEA) staff guidance and TEA documents resulting in different interpretations among district staff regarding allowable expenses for SCE funds. TEA staff indicate that SCE funds may only be used for programs that are limited to the service of at-risk students, with the exception of services provided on Title I Schoolwide campuses. This would prohibit the use of SCE funds for programs or services such as ISS Monitors that are not limited to at-risk students. However, ISS programs are specifically listed in TEA's Financial Accounting and Reporting Guide as an example of allowable expenditures under the program intent code for SCE funds. Despite the discrepant interpretations, the intent of the law is clear. SCE legislation requires schools to develop programs that will meet the needs of at-risk students in order to close the achievement gap between at-risk and non at-risk students.

Several of AISD's designated programs supply campuses with allocations to be used for library materials, tutorials, and transition activities that target at-risk students. Although these funds are intended for the purpose of closing the achievement gap between at-risk and non-at-risk students, it is difficult to measure the progress toward this goal. The extent to which these funds serve at-risk students remains unclear. In addition, currently there is no method of documentation to indicate how funds are used to accomplish the goals of SCE. Campuses are not required to submit a list of students served by these allocations, nor are they required to account for the appropriate expenditure of all SCE funds.

It is recommended that district staff place greater emphasis on using all SCE funds for services and programs that specifically target at-risk students. District staff should also directly address the legislative intent for all at-risk students to be performing at grade level by the conclusion of the next regular school term. Although current SCE programs and services may address this intent, at this time there is no explicit district goal in place or measure of the district's progress in meeting this goal. It is

recommended that the District Improvement Plan include performance objectives and action plans for specifically addressing the legislative objectives for SCE.

AISD At-Risk Population, 2001-02

In 2001-02, 52% of AISD students (n =39,685) were identified as at-risk, a slight increase from 50% (n=38,924) in 2000-01. Half of those students were identified as at-risk because they had failed assessments such as end-of-course exams, ITBS, or TAAS (Table 1.2). Over one-third of identified at-risk students are limited English proficient (LEP), and 23% had been retained at one or more grade levels.

Table 1.2: Number and Percentage of Students Reported At-Risk in 2001-02,
by Each At-Risk Indicator

At Risk Indicator	Number of Students Identified[*]	Percentage of Reported At-Risk Students
Assessment Related	19,974	50.3%
LEP	14,924	37.6%
Retained 1 or more grades	9,126	23.0%
Currently failing 2 or more courses	4,735	11.9%
Failed 2 or more courses	3,599	9.1%
Other	3,095	7.8%
Removal to Alt. Ed.	1,290	3.3%
Previously reported dropout	686	1.7%
Residential Treatment Facility	258	.7%
Parole, probation, cond. Release	65	.2%
Expelled under Ch. 37	37	.1%
Total Number of Students	39,685	

Source: Fall 2001 PEIMS Submission
*Note: The sum of the number of students identified with each At-Risk indicator does not equal the number of reported At-Risk students, due to students reported in more than one category.

The percentage of Hispanic students in AISD that were identified as At-Risk (63%) exceeds the percentage of students identified as At-Risk in all other ethnic groups (Table 1.3). Anglos had the smallest percentage of students identified as At-Risk (31%). The proportion of students identified as At-Risk increased with each grade level in 2001-02, as expected due to the increased opportunities for meeting the At-Risk criteria.

Table 1.3: Number and Percentage of AISD Students in Each Ethnic Group Identified as
At-Risk in 2001-02

	Native American	Asian	African American	Hispanic	Anglo
Percentage (n) of Students in Each Ethnic Group Identified as At-Risk	37% (70)	46% (946)	49% (5,676)	63% (24,344)	31% (7,707)

Source: Fall 2001 AISD At-Risk Data File

Currently, AISD maintains records of students "served" by SCE programs. However, these records actually indicate the students who are to be served rather than the actual receipt of specific services. Additional indicators should be used to reflect actual services provided (or not provided) to at-risk students so that SCE services could be appropriately tracked. Thus, designated SCE programs and services must be identified before the school year begins.

DECREASING THE TAAS DISPARITY

In order to assess the district's progress toward meeting the legislative requirement to decrease the disparity in student performance on achievement assessments, the disparity in TAAS scores of At-Risk and Not At-Risk students was calculated and compared for 2001 and 2002. A review of TAAS scores from Spring 2001 and Spring 2002 indicates that Austin ISD has decreased the disparity in the average test score of At-Risk and Not At-Risk students for Writing, Reading, and Math over the last school year (Table 1.4).   In addition to a decrease in the disparity, both At-Risk and Not At-Risk students improved on all three TAAS tests from 2001 to 2002.

However, the sample used for this comparison includes less than 40% of all AISD At-Risk students and less than 45% of all AISD students not identified as At-Risk. Because the TAAS test is only administered to students in grades 3-8 and 10, this comparison of TAAS scores does not reflect the disparity in achievement for the entire district, nor does it reflect scores on the Spanish language version of TAAS.

Table 1.4: Disparity Between Average English Language TAAS Scores for At-Risk and Not At-Risk Students, Spring 2001 and Spring 2002

	Spring 2001 Average English Language TAAS TLI or Scale Scores			Spring 2002 Average English Language TAAS TLI or Scale Scores		
	Reading	Math	Writing	Reading	Math	Writing
At Risk Avg.	77.2	75.0	1580.1	79.4	77.1	1595.1
Not At-Risk Avg.	88.8	84.3	1704.0	89.6	85.0	1709.7
TLI or Scale Score Disparity	-11.6	-9.3	-123.9	-10.2	-8.0	-114.6

Source: AISD Student Records, 2002

STATE COMPENSATORY EDUCATION PROGRAM EVALUATION, 2001-02

In addition to providing program descriptions and general recommendations for all SCE funded services, the Office of Program Evaluation (OPE) evaluated four of the nine State Compensatory Education programs that were not evaluated elsewhere during the 2001-02 school year. Evaluation results and specific recommendations for Dill School, Visiting Teachers, Pregnancy Related Teachers and Diversified Education through Leadership, Technology, & Academics (DELTA) are provided in this report, available on the AISD Website Spring 2003. Some SCE programs were not evaluated by OPE or by program staff in the 2001-02 school year; these include a variety of campus allocations that proved difficult to examine with respect to the goals and guidelines of SCE.

PART 2: PROGRAMS EVALUATED BY THE AISD OFFICE OF PROGRAM EVALUATION

DILL SCHOOL

Dill School is an alternative elementary school that was organized during the summer of 1982 after the Texas Legislature passed a bill requiring that school districts provide alternative placements for elementary children who have been suspended from their school. The school provides placements for short-term suspensions (fewer than 4 days) and long-term removals (more than 4 days), a special education program, and classroom consultations with regular campus teachers by two behavior specialists before students come to Dill. The school's philosophy centers around the theory of behavior modification, and once students are referred to Dill they experience a strict program that provides very consistent positive and negative consequences for their behavior.

In keeping with the behavior modification philosophy, the staff at Dill School attempt to modify the environment so that students come to realize that appropriate behavior results in achievement of goals. Daily point sheets for long-term students keep families informed of children's progress. Parents are asked to sign the point sheets but are not expected to discipline the children for behavior that occurred at school. The Dill staff believe that they are responsible for students' behavior at school, and hope that this procedure will alleviate family stress that is often associated with poor school behavior.

Dill can maintain a maximum of 70 students enrolled at one time. However, the administration tries to keep classes at fewer than 12 students each. Dill staff attend workshops and training offered by AISD, the Texas Education Agency (TEA), and the University of Texas including: Institute for Learning, Professional Development Appraisal System (PDAS), TEA's Comprehensive Analysis Process (CAP), and Region IX ESC's Texas Behavior Support Initiative (TBSI Training). Dill received a State Compensatory Education budget allocation of $640,000 in 2001-02.

DILL SHORT TERM PROGRAM

Each short-term suspension classroom is designed to be a 1 to 3 day classic "time-out" environment. Students are expected to sit in their seats at cubicles and make no noise. Dill teachers communicate with students only to give instructions such as "sit in your seat." Students are assigned work by their home school's classroom teacher, and

are neither encouraged to do the work nor punished for not completing assignments. Instead, Dill teachers rely on the natural consequences associated with completing or failing to complete assignments. Students in the short-term classrooms are left alone for the most part, and choose whether or not to complete their work, which may or may not result in a grade of zero from the referring home school's classroom teacher.

During 2001-02, Dill served 1197 students with a total of 2132 short-term assignments for reasons such as physical aggression toward others, disruptive/defiant behavior, and non-physical aggression. Students from all elementary grade levels and schools throughout the district attended Dill. Although the majority of students did not return to Dill, 37% of students (n=444) returned at least once during the school year, and 17% (n=204) returned more than once, some serving as many as 15 short-term assignments (Table 2.1). However, the Dill staff do not expect every child to learn appropriate behavior after only one short-term assignment, and children are considered successful if they return no more than once during the same year. During the 2001-02 school year, a total of 83% of short-term students either did not return or returned only once to Dill for short-term assignments during the same year. Only 4% of students who served short-term assignments later returned to the long-term program at Dill during the same school year.

Table 2.1: Recidivism During the Same Year for Dill Students Serving Short-Term Assignments, 2001-02

	Number Enrolled	% Returning Once to Short Term in the same year	% Returning Twice to Short Term in the same year	% Returning >2 Times to Short Term in the same year	% Not Returning to Short Term in the same year
Pre-K	7	14%	0%	14%	71%
Kindergarten	56	32%	9%	7%	52%
1st Grade	105	23%	7%	9%	62%
2nd Grade	163	17%	10%	12%	61%
3rd Grade	204	21%	5%	13%	61%
4th Grade	247	19%	8%	9%	65%
5th Grade	321	19%	9%	8%	64%
6th Grade	94	21%	7%	5%	66%
Total	1197	20%	8%	9%	63%

Source: Dill attendance records, 2001-02

DILL LONG TERM PROGRAM

Long-term students at Dill have either been removed at their home school's discretion due to reasons such as continuous classroom disruption, or have been mandatorily removed from their home schools for doing something illegal. Students who have been placed at Dill for illegal behavior stay for a minimum of 4 days and a maximum of 120 days. Those who have been removed at their school's request will stay at Dill for a maximum of 120 days, or until they complete the program described below.

The long-term program consists of a series of levels with increasing amounts of personal responsibility, freedom, and privileges. Students are rewarded for good behavior and punished for bad behavior, and progress to higher levels after 10 consecutive days of good behavior, based on Dill's point system. Completion of the program requires 10 successful days at Level 3 of the program. The curriculum for the long-term program is designed specifically for use by Dill students to include both academic lessons and social skills training. While classes operate more like regular school classrooms with computers and recess, they still adhere to the behavior modification philosophy. For example, reinforcers are not available to students until after they have finished their work. Although students serving mandatory assignments in the long-term program are not required to complete the program before leaving Dill, it is to their advantage to participate in order to receive privileges that are afforded to students based on good behavior.

Table 2.2: Type of Removal for Dill Students Serving Long-Term Assignments, 2001-02

	Mandatory Removals	Discretionary Removals
Pre-K	n/a	n/a
Kindergarten	n/a	1
1st Grade	2	3
2nd Grade	4	5
3rd Grade	1	9
4th Grade	4	4
5th Grade	11	13
6th Grade	2	12
Total	24 (34%)	47 (66%)

Source: Dill attendance records, 2001-02

Dill served 71 students in the long-term program during 2001-02. One third of those were mandatory removals (Table 2.2). Over 60% of students in the long-term program had previously served from 1 to 7 short-term assignments at Dill during the same year (2001-02). The percentage of those former short-term students that returned to Dill for another short-term assignment after serving their long-term assignment was 25%. Of the students who had *not* served previous short-term assignments during the 2001-02 school year, only 4% returned to Dill for short-term assignments after completing their long-term assignment, despite the fact that twice as many were released from the long-term program in the Fall semester, allowing these students more time in which to potentially return to Dill during the remainder of the school year.

Overall, 14% of students who were released from the long-term program returned to Dill for short-term assignments during the same school year. However, no students returned to the long-term program during the same year. See Table 2.3.

Table 2.3: Recidivism of Dill Long-Term Students, 2001-02

2001-02 Dill Long Term Students (N=71)	Number (percent)
Recidivism (to Short Term program) of Long Term students that served prior Short Term assignments at Dill during the same year*	5 (26%)
Recidivism (to Short Term program) of Long Term students that did not serve prior Short Term assignments at Dill during the same year*	1 (4%)
Overall Recidivism (to Short Term program) of Long Term Dill students, 2001-02*	6 (14%)
Overall Recidivism to Long Term program	0 (0%)

*Note: Recidivism is calculated based only on students who were released from the program with at least one month time period in which to potentially be reassigned to Dill.
Source: Dill attendance records, 2001-02

DILL SPECIAL EDUCATION PROGRAM

Nineteen percent of those who attended Dill during 2001-02 were Special Education students, primarily students with an Emotional Disturbance or Learning Disability. The two Special Education classes at Dill are comprised almost entirely of severely emotionally disturbed students who have been referred by their home school or residential facility. Dill served 10 self-contained students through the Long Term Special Education program during the 2001-02 school year. Although they were not placed in the Special Education self-contained classrooms at Dill, 75 students in the Short Term program came from self-contained special education classes at their home schools. See Appendix A.

DILL PARENT AND TEACHER SURVEYS, SHORT TERM PROGRAM

During the Fall of 2001, a survey was sent to 553 parents of students who attended Dill for short-term assignments. One hundred forty-one parents of children from 52 elementary schools across the district returned questionnaires, yielding a response rate of 26%. While the majority of parents (58%) who responded reported feeling mostly or completely satisfied with the services provided by Dill, some reported feeling not very or not at all satisfied (10%) (Appendix A, Figures A1 to A5).

Of those who responded, 36% reported that their child had served 2 or more assignments to Dill during the Fall of 2001, and 44% reported that their child had attended Dill in previous school years. The majority of parents (64%) felt that their child's behavior at home was somewhat or much better than before, and almost as many (58%) felt that Dill assisted their children in making improvements that would help them at the home school. Although only a few parents (2%) reported that their child's behavior was somewhat worse than before attending Dill, 17% of parents did not feel that the Dill short-term program helped their child make improvements that will help at the home school.

Similar to parent survey results, responses to a survey administered to a sample of teachers who referred students to the Dill short-term program during the 2001-02 school year (n=27) reveal that over two-thirds of teachers surveyed reported that the typical student's behavior upon returning from Dill is better than before. The remaining 30% of teachers felt that the typical student's behavior is about the same after serving a short-term assignment at Dill.

Slightly more than half of the 141 parents who returned the parent survey gave responses to open-ended questions (n=82). When asked what they liked best about the services provided by Dill, parents most commonly mentioned the discipline and strict environment at Dill. Another common response indicates that parents liked Dill because the children did not like going, suggesting that parents think Dill is a good punishment for misbehavior. Many parents mentioned their appreciation for the bus service to Dill. However, several parents reported that the bus service was "inexcusably" late and problematic due to a variety of discipline incidents on the bus. Of parents responding to open-ended items, 13% stated that they liked nothing about the services provided by Dill, and 20% indicated that they knew little about Dill and would like more information (Appendix A, Table A2).

Although 11% of parents responding to open-ended items state that they would not change anything about Dill, others found some areas in need of improvement. Parents most commonly suggested that students be required to do schoolwork while there. Almost one quarter of the teachers surveyed reported that the typical student completes less than 60% of his/her assigned work while at Dill. Only 30% of teachers reported that the typical student completes 81-100% of assigned coursework.

In addition, many parents suggest that both Dill and home school staff should take more time to discuss misbehaviors and consequences with children. The combination of parent suggestions, recidivism rates, student interview results (described below), and teacher reports that 30% of students do not improve their behavior after serving short-term assignments at Dill indicates that many students do not experience a change in behavior due to Dill's "time-out" technique alone.

INTERVIEWS WITH DILL SHORT TERM STUDENTS

In the Spring of 2002, a small sample of students (n=24) in 3rd – 6th grade who attended the Short Term program at Dill during Fall 2001 participated in a brief one-on-one interview about their experience (Appendix A).   All students interviewed indicated they did not want to go to Dill. When asked how they felt after finding out they would be going to Dill, students commonly reported negative feelings (Table 2.4). Students unmistakably felt that attending Dill was an undesirable punishment.

Table 2.4: Percent of Students Stating Specific Feelings About Attending Dill

How did you feel when you found out you were going to Dill? (n=24)	
Bad	31%
Nervous/Scared	21%
Sad	17%
Mad	17%
Other (e.g., Disappointed, Embarrassed, etc.)	14%

*Note: 29 responses are represented because 4 students stated more than
one feeling.
Source: Dill Student Interviews, Spring 2002

Although students were generally aware that Dill is not a fun place, their
understanding of Dill was limited, at best. Students were unprepared for the Dill
experience. Similar to parents' reported lack of knowledge about Dill, students often had
misguided expectations based on faulty assumptions and rumors. When asked about their
expectations of Dill, only 8% of the students said Dill was what they expected. Some
students explained that they thought Dill was another room on their home school campus
and were not aware they would be traveling to another location. Others did not expect to
be sitting in cubicles. One student even described his fear that a "fat man was going to
sit on [him]."   Home school teachers and Dill staff should increase efforts to prepare
students for the environment at Dill in order to promote better understanding about Dill
and its purpose. This preparation would not interfere with the short-term program's
"time out" approach if conducted before the student reaches Dill School.

Due to the "time-out" design of the Short Term Dill program, students do not
receive direct instruction and are not required to complete their assignments; parents
would like to see this changed. However, although almost half of the teachers surveyed
reported that typical students they refer to Dill complete less than 80% of their
assignments while at Dill, almost all of the students surveyed reported that they
completed all or most of their assignments because "they don't let you do anything but
work and work." In fact, one third of the students interviewed reported that they did not
have enough work to keep busy during their stay at Dill.

Teachers did not report that students typically perform worse academically after
returning from an assignment to Dill. However, 41% of students felt behind when they

got back to their regular classroom. Unfortunately, it is unclear the extent to which the students interviewed may generally feel behind in their regular classes, regardless of their Dill assignment. It is clear, however, as expected in the "time-out" model, that students did not feel supported academically during their stay at Dill. When asked if the teachers at Dill were helpful when students had questions about their work, over half reported that teachers were not helpful. The remaining students were divided evenly between responses of "Yes" and "Sometimes" teachers are helpful (Table 2.5).

Table 2.5: Dill Student Interview Responses to Academic Questions, 2001-02

	Yes	Some/Sometimes	No
Did you have enough work to keep yourself busy?	67%	0%	33%
Did you finish all of your assignments?	78%	13%	9%
Were the teachers helpful when you had questions about your work?	22%	22%	57%
When you got back to your class did you feel "behind"?	33%	8%	58%

Source: Dill Student Interviews, Spring 2002

When asked if Dill is a good place for kids who misbehave, half of the students indicated that Dill is a good place for students who misbehave because they will be punished and/or "learn a lesson." Another 38% of students indicated that Dill is *not* a good place for students who misbehave because it is a very unpleasant place. These responses suggest that about half of the students view Dill as a good tool for altering behavior, and that most of the remaining portion feel Dill is an unpleasant consequence for misbehavior but may need assistance to make the cognitive connection between the punishment and its intended outcome.

Based on interview responses, there is no doubt that short-term students view Dill as an unpleasant place. Additionally, parents appreciate the strict discipline of Dill and the fact that students do not enjoy attending Dill. However, although most students could state the reason for their assignment to Dill, fewer than half felt that their trip to Dill would make them less likely to misbehave in the future. This suggests that the current

Dill short-term experience may not deter a large portion of students from misbehavior in the future. Although interview responses reflect stated beliefs and predictions rather than actual behaviors, the children's stated beliefs raise a concern regarding potential misbehavior that is supported by the recidivism of 37% of all short-term Dill students within the same year. Evidence suggests that the short-term program at Dill is not serving the purpose of reform for many students who attend.

Of the students who did believe their Dill experience would make them less likely to misbehave in the future, a large majority (73%) were the same students who indicated that Dill is a good place for students who misbehave _because it provides punishment and/or teaches discipline_. Only one third of the students who described Dill as simply an unpleasant place believed they would be less likely to misbehave in the future as a result of their trip to Dill. These results indicate that students are more likely to report a change in behavior when they understand that the purpose of Dill is behavior modification. Efforts should be enhanced at Dill and in the home schools to discuss students' specific misbehaviors and the purpose for attending Dill.

Although none of the students said they would like to return to Dill for reasons including the strict rules, "mean" teachers, "boring" atmosphere, and inability to do anything but schoolwork, recidivism appears more likely for those who do not understand Dill as a place for promoting reform. According to behavior modification theory, in order for the students' behavior to change, the relationship between the negative behavior and its consequence must be recognized. However, interview responses suggest that many students do not recognize the purpose of Dill, and over one third of students who attended Dill during the 2001-02 school year returned at least once for another assignment. These data suggests that the current program does not adequately emphasize the relationship between students' misbehaviors and the consequence.

When asked what they liked least about Dill, short-term students most commonly mentioned the teachers. Students felt that teachers were harsh, yelled a lot, and would not answer their questions. Students also did not like that there were curse words written on the bathroom and cubicle walls. In addition, several students (25%) mentioned at some point during the interview that teachers at Dill "sit on people", and many were afraid of attending Dill for fear of being "sat on."   This suggests that children find it unpleasant to witness or hear about other children being restrained.

Almost one third of students felt that the best thing about Dill was lunch. Others felt that the books, the computer room, and no homework were the best things about Dill. Twenty percent of students responded that there was nothing they liked about Dill. Words of advice from students about Dill include statements indicating Dill is not a fun place (21%), you should not want to go there (17%), and you should not misbehave or you will have to go there (17%).

Although all advice contained information that Dill is a bad place, only a minority of students said they would tell others not to misbehave. This again supports the concern that many students are not making a connection between the punishment and the misdeed, also reflected in parents' desire for the staff at Dill to help students understand the consequences for their misbehavior. Both students and parents of students assigned to Dill would benefit from an orientation program that describes the purpose of Dill, explains the rules and expectations, and emphasizes the specific reason students have been assigned to Dill.

Over half of the short-term students at Dill during 2001-02 were referred for physical aggression or disruptive/defiant behavior. Many of the remaining students were assigned to Dill for other types of non-physical aggression. In addition to placing greater emphasis on the relationship between students' misbehaviors and consequences, perhaps Dill can supplement the "time-out" model with additional efforts to target these specific aggressive and disruptive behaviors and help students realize that appropriate behavior results in achievement of goals.

RECOMMENDATIONS

- Provide written and verbal orientation to both parents and students about Dill and what to expect.

- Increase efforts both in home schools and at Dill to discuss specific misbehaviors, reasons for referral, and consequences with students.

- Alter the "time out" environment to include more instruction and increase student learning.

- Supplement the "time out" model with additional efforts to target aggressive and disruptive/defiant behaviors.

- Further investigate reasons for recidivism (>2 times) to find ways to be more effective in altering the negative behaviors of those children.

- Improve the bus system by both increasing efficiency and maintaining discipline on the bus.

- Debrief students who witness restraints.

- Ensure that bathroom and cubicle walls do not display inappropriate words.

VISITING TEACHERS

The Visiting Teachers program provides a team of Mental Health Professionals to all AISD schools for the purpose of helping students with problems related to academic, social, and emotional adjustment in order to create better opportunities for learning. Visiting Teachers (VTs) serve in a social worker/counselor capacity to maintain and improve communications and relationships between families and schools and to provide a variety of services to families with children who are having difficulty at school or at home. VTs are Licensed Social Workers, Professional Counselors, or Psychological Associates or hold Masters degrees in counseling, social work, psychology, or education; many hold both an advanced degree and professional license. As the liaison between the school, the home, and community resources, the VT addresses a range of issues in a variety of ways. VTs consult with both school and support staff regarding individual student needs such as medical, emotional, economic, academic, and counseling needs. They provide direct crisis counseling services for children as needed and routinely make home visits to counsel families regarding their child and school concerns. They serve as facilitators, speakers, or consultants at various parent, student, or other discussion groups and serve on community boards and in professional groups.

VTs receive referrals from a variety of sources including students, parents, school staff, community agencies, and physicians. They are assigned to schools according to district feeder patterns in order to maintain consistency with students throughout their school progression. They often work "behind-the-scenes," and all cases remain confidential.   In 2001-02, the Visiting Teachers program received an allocation of $530,000 from the State Compensatory Education budget. See Appendix B for some of the areas Visiting Teachers commonly address.

CLIENTS SERVED

  Records indicate that VTs served a total of 2787 students during the 2001-02 school year (Figure 2.1). Over half of these students were served during the months of October (34%), November (11%), and April (22%), mainly for reasons related to the service categories of Academic Adjustment, School Home Communication, Emotional Problems, Non-Attendance, and Contacting Leavers/Documented Leavers. Special efforts were made in October and April to contact students who had left their schools during the school year.

Figure 2.1: Number of Students Served Each Month by Visiting Teachers, 2001-02
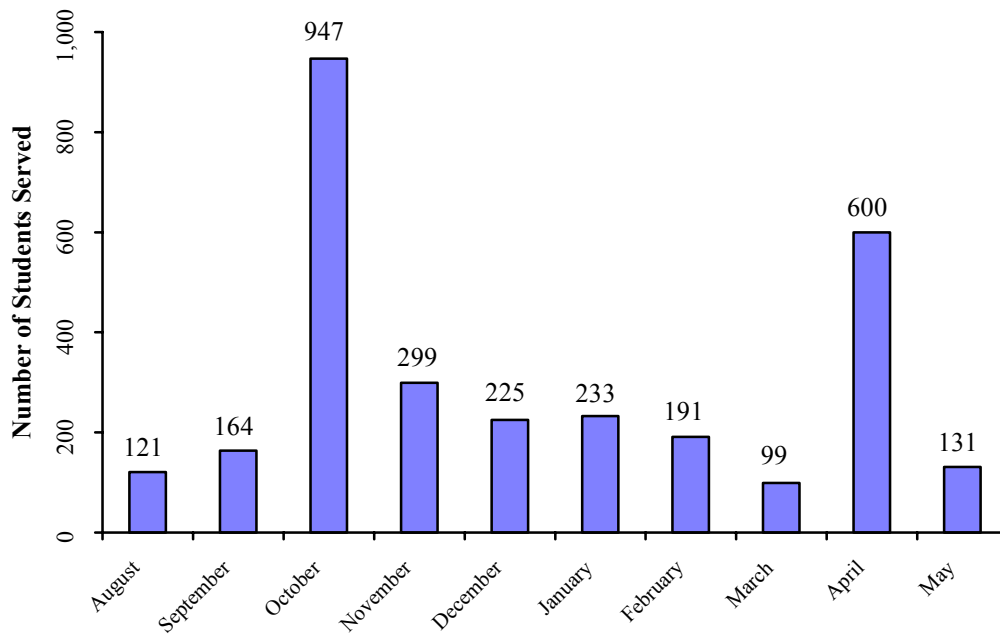
Source: Visiting Teacher Service Log, 2002

  Throughout the school year, a total of 5,175 services were provided to clients, for an average of approximately 1.9 services per student. The majority of VT services (72%) were provided in the categories mentioned above; however, 9% of the VT services addressed medical/dental and basic student needs. In addition, VTs attended 196 Impact Team meetings throughout the year. Table 2.6 indicates the proportion of services provided in each category.

Table 2.6: Proportion of Visiting Teacher Services Provided by Category, 2001-02

Service Category	Number of VT Service Calls	Proportion of VT Services Provided
School/Home Communication	1401	27.1 %
Academic Adjustment	1078	20.8 %
Leavers/Documented Leavers	568	11.0 %
Basic Student Needs/Medical-Dental	484	9.4 %
Non-Attendance	348	6.7 %
Emotional Problems	324	6.3 %
Student Conduct/Delinquent/Disciplinary Hearing/Court Appearance	283	5.5 %
Impact Team Meetings	196	3.8 %
Family Crisis	178	3.4 %
Child Abuse/Neglect/Domestic Violence	81	1.6 %
Contracts/Social Histories	100	1.9%
School Related Crisis	60	1.2%
Teen Pregnancy	38	.7%
Drug & Alcohol Abuse	26	.5%
Total	5175	99.9%

Source: Visiting Teacher Service Log, 2002

CLIENT SURVEY

  VTs delivered addressed, stamped survey cards to parents of elementary students and to secondary students or their parents in either English or Spanish. Parents (or secondary students) were asked to complete the survey and return it through the mail to the Office of Program of Evaluation. Clients of 11 of the 17 Visiting Teachers (VTs) returned survey cards, for a total of 52 surveys representing 31 schools. Seventy-nine percent of responses came from first-time clients.

  The majority of parents and students report feeling "completely satisfied" with the services provided by their VT. Remaining responses are divided between "mostly satisfied" and "neutral" (Figure 2.2). All responses to the elementary survey indicate that children have been doing better in school since receiving the VT's assistance, and almost 85% of responses to the secondary survey indicate that the VT helped a student to stay in school. All but one client said they would recommend the VT service to a friend. See Appendix B for a detailed description of survey results.

Figure 2.2: Satisfaction of Visiting Teacher Clients, Visiting Teacher Survey 2001-02
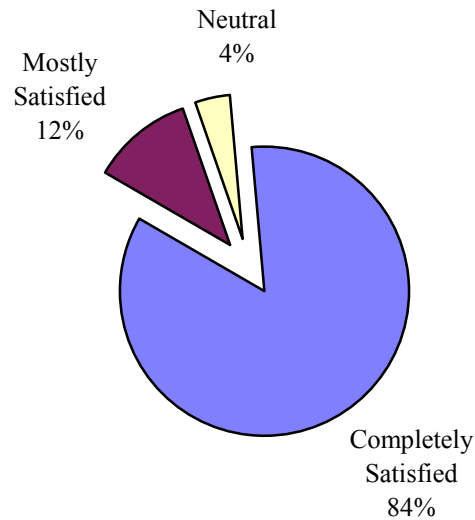
Source: Visiting Teacher Survey, 2001-02

Although a variety of schools and VTs were represented among the surveys returned, only a small number of survey cards were returned. The low response could be partially due to the post card format of the survey, which may have deterred some clients from responding due to privacy concerns. Also, despite the pre-printed address to the Office of Program Evaluation on the survey cards, responses may have been positively biased because surveys were delivered to clients by the VTs, themselves. It is possible that those with more negative feelings were hesitant to return the cards. It is also possible that VTs did not select a representative sample of clients when delivering survey cards. According to the program manager, no records were kept regarding the distribution method of survey cards.

ADMINISTRATOR SURVEY

A total of 43 Administrators were surveyed regarding perceived effectiveness of the services provided by VTs. Eighty-four percent of administrators either agreed or strongly agreed that the VT services provided help to minimize student problems that interfere with school success. Only 9% of administrators disagreed or strongly disagreed with the statement. This suggests that school administrators are largely satisfied with the

services provided by their assigned Visiting Teacher. The remaining administrators were unsure or neutral in their beliefs about the effectiveness of the VTs.

CONCLUSIONS

These brief surveys of VT clients and campus administrators represent the initial steps towards meaningful evaluation of the Visiting Teachers program. The responses received, though limited, indicate that clients and campus administrators are generally satisfied with the services provided by the Visiting Teachers and believe the VTs are instrumental in helping elementary children adjust positively to school and helping secondary students remain in school. However, these surveys fail to address both the clients' and administrators' reasons for satisfaction and their suggestions for improvement. Open-ended items were excluded from the questionnaires due to the program manager's desire to minimize survey length, therefore it remains unclear which aspects of the VT services may have been most effective in helping children to adjust and to stay in school.

The low client survey response also leaves questions regarding the generalizability of responses. The methodology of survey implementation may have prevented a representative sample from responding. While it is possible that the returned surveys do indeed depict the views of most clients, future evaluation efforts should emphasize the importance of accurately representing the experiences of all Visiting Teacher clients.

Although VTs currently document information about students and families they serve, student ID numbers are not connected systematically to the services provided. Evaluation of the program's impact on student outcomes is therefore difficult. The inability to assess the impact of VT services jeopardizes the district's documentation of the required indicators of SCE program effectiveness.

RECOMMENDATIONS

- Visiting Teachers should record ID numbers of students served in the particular service categories.

- Selection of representative samples should become an emphasis in future evaluation efforts.

PREGNANCY RELATED SERVICE TEACHERS

The Pregnancy Related Service (PRS) Teachers are responsible for providing homebound instruction to students who have given birth during the school year. Students who receive this service have disclosed their pregnancies to school officials and have been referred to PRS by school nurses. Students who enter the PRS Teachers program receive various pregnancy related services prior to receiving the homebound instruction. They remain in regular schools until after delivering their babies, then receive 4 hours of one-on-one instruction per week for 4-6 weeks. This time may be extended in the case of mother and/or child medical complications. Students typically receive instruction in core courses of English, Math, History, and Science.

This program allows students to stay in school while spending time at home with their infants and allows students the time to make child care arrangements before returning to school. Most students re-enroll in school after completion of the 4-6 week homebound program, at which time they are referred to the Parent Education Program (PEP), which provides parent education and day care services. Past surveys of the students' parents indicate that parents were generally satisfied with the PRS Teachers program. However, waiting lists for additional pregnancy related services indicate an unmet demand for services to pregnant and parenting students. Those who do not re-enroll in school are referred to the Visiting Teachers in order to maximize the possibility that students will graduate from high school.

Special Education funds are used to supplement the money used for PRS instruction. However, students who have been previously enrolled in Special Education remain in Special Education and are not served as part of the Pregnancy Related Service homebound program. Previous years have demonstrated that at times throughout the year the demand for the pregnancy related homebound instruction often exceeds the capabilities of the 2 designated PRS teachers. The PRS Teachers service received a State Compensatory Education allocation of $41,000 for the 2001-02 school year.

STUDENTS SERVED

The PRS Teachers served a total of 121 students ranging from 7th to 12th grade during the 2001-02 school year. Students from 11 high schools and 6 middle schools received homebound services from a PRS Teacher (Table 2.7).

Table 2.7: Number of Students Served by Pregnancy Related Service Teachers, 2001-02

School	Number Served	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Dobie M.S.	1	1					
Fulmore M.S.	2		2				
Kealing J.H.	2		2				
Mendez M.S.	1		1				
Pearce M.S.	2		2				
Porter M.S.	1		1				
Akins H.S.	8			3	4	1	
Anderson H.S.	5			2		2	1
Austin H.S.	5			3		1	1
Crockett H.S.	19			4	6	4	5
Garza H.S.	1						1
Johnston H.S.	19			1	8	6	4
Lanier H.S.	14			4	4	3	3
LBJ H.S.	4			1		1	2
McCallum H.S.	9			2	1	3	3
Reagan H.S.	16			4	3	3	6
Travis H.S.	12			4	2	2	4
Total (%)	121	1 (1%)	8 (7%)	28 (23%)	28 (23%)	26 (21%)	30 (25%)

Source: PRS Teacher Roster, 2001-02

A review of student leaver codes for the 2001-02 school year, which document why students have left their educational setting, indicates that at least 95% of students served by the PRS Teachers remained in school after receiving services, according to either the absence of a leaver code or the presence of a code indicating that the student moved to another educational setting or completed school. Four students withdrew from school for "academic performance" reasons, and two students withdrew for "other" reasons (Table 2.8).

Table 2.8: PRS Homebound Student Leaver Codes, 2001-02

Status of Students with Leaver Codes	Leaver Reason	Number of Students
Other Educational Setting	School Change	3
	Garza	1
	Alternative Program	6
	Virtual Schools Pilot	8
	Home School	1
	Other Texas Public School	3
	Outside Texas	3
Completed School	Graduated	1
	GED	1
Left School	Academic Performance	4
	Other	2
Total "Leavers"		33
Students Who Did Not Leave School		88
All PRS Homebound Students		121

Source: AISD Student Records

STUDENT SURVEY

During the Fall semester of 2001, school nurses delivered a brief survey to 36 students who received PRS Teacher services. Twenty-seven students completed the survey, yielding a response rate of 75%. Results show that all students are satisfied with the services they received from the PRS Teachers, specifying that they appreciated the opportunity to receive their schoolwork at home and were pleased with the teachers' patience and ability to explain the course material. All of the students said they would recommend the PRS Teachers to a friend.

When asked if the PRS Teachers helped them stay in school, over half of the students agreed. Most of the remaining students commented that although the teachers were helpful and allowed them to keep up with their schoolwork, they would not have dropped out of school, regardless (Figure 2.3). Most students had no suggestions for improvement, but two expressed a desire for teachers to be more knowledgeable in students' specific subject of study.

Figure 2.3: Student Agreement or Disagreement That the Pregnancy Related Service
Teachers Helped Them Stay in School, 2001-02
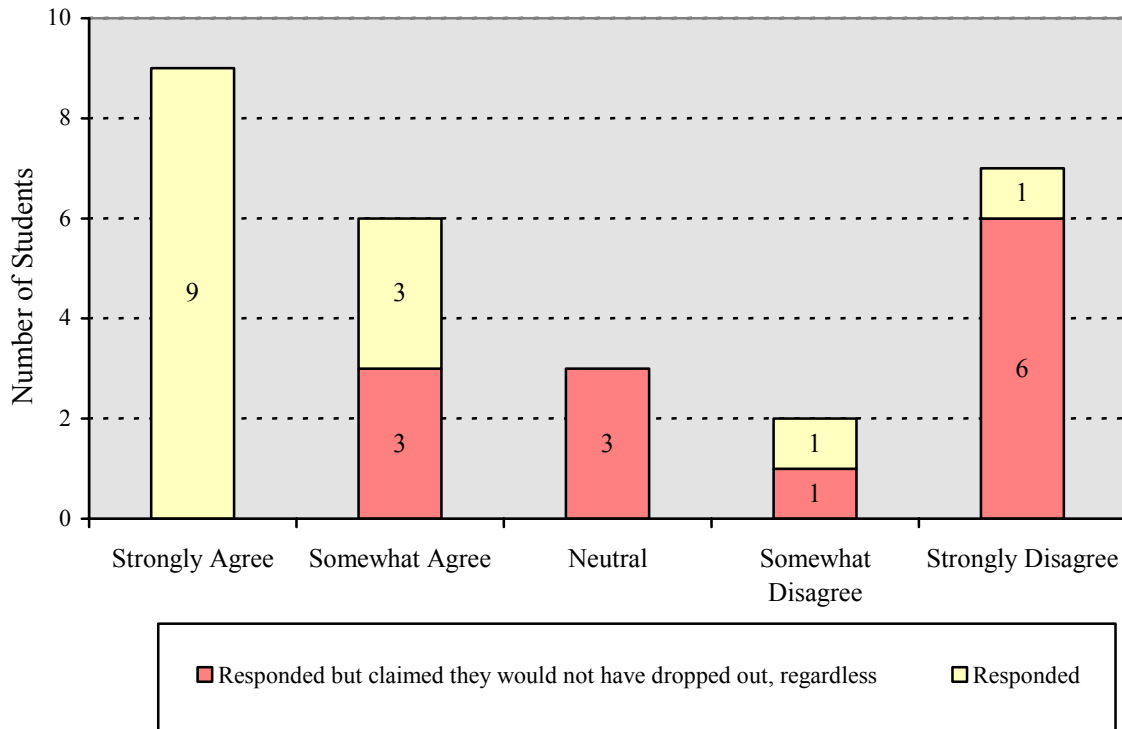
Source: PRS Student Survey, Fall 2001

CONCLUSIONS

The Pregnancy Related Service Teachers are helpful and beneficial to students
served. Although many of the students claim they would not have dropped out of school
after pregnancy, at least half of the students surveyed felt that the PRS Teachers helped
them to stay in school and all of the students recognized the benefit of continuing their
studies from home during their absence from school. The program demonstrates success
by the fact that over 95% of the participating students who did not graduate remain in
school.

RECOMMENDATION

- Teachers should be matched with students according to student subject area
  needed and teacher area of expertise.

- Program administrators should examine longitudinal data to determine the
  actual percentage of students who complete school after receiving PRS
  Teacher Services.

DIVERSIFIED EDUCATION THROUGH LEADERSHIP, TECHNOLOGY, & ACADEMICS (DELTA)

The DELTA program is a competency-based dropout prevention and recovery program that has been in place since 1995 in AISD. It is an open-entry, open-exit, alternative diploma program that employs individualized and self-paced instruction through the use of the NovaNET computer system to deliver district curriculum and to assist students in earning credits and passing the TAAS exam. It is targeted at students age 14-21 who have already dropped out or are at risk of dropping out of high school. In recent years, priority has been given to 9th and 10th graders, who represent the highest risk group for dropping out. Since its inception, DELTA has served an increasing number of students each year and has helped more than 3,000 students earn high school diplomas.

DELTA is designed to recover students who have dropped out of school and to prevent at-risk students from leaving school before graduating. Through the use of technology, students complete course work and attain high school credits, allowing them an alternate route to graduation. Students may pace themselves and accelerate through the DELTA program, working a maximum of 20 hours per week in the DELTA lab. This program affords students the possibility to achieve multiple credits in a short amount of time. The curriculum includes a variety of assignments and experiences in addition to instructional blocks that are aligned with required district, state, and national frameworks. In addition to online course work, the curriculum contains offline work including projects, final exams, and reading that is extensive for certain courses such as Literature.

Teachers and computer lab assistants receive NovaNET training and additional staff development to ensure the delivery of a quality curriculum. Teachers confirm that the curriculum meets state and local requirements, consulting with other teachers to revise several courses each year. DELTA is funded through State Compensatory Education and additional sources such as 9th Grade Bridges to Success, Title I, Dropout Prevention, and others.

DELTA is available on every AISD traditional high school campus, the Alternative Learning Center (ALC), Gardner Betts Leadership Program and Half-way House, Phoenix House, JJAEP, Travis County Detention Center, La Fuente Learning

Center at Cristo Rey Catholic Church, and the Camacho Community Center. Beginning in January 2002, the DELTA program started serving a small number of students at home through the Virtual School Pilot (VSP). This evaluation describes the progress of students served through high school DELTA labs, the VSP, La FUENTE Learning Center, and the ALC. No information is available regarding the progress of students served in Gardner Betts, Phoenex House, JJAEP, or Travis County Detention Center. DELTA received a State Compensatory Education allocation of $1,710,000 in 2001-02.

STUDENTS SERVED

According to teacher records, DELTA served 2530 students in the 11 traditional high schools, approximately 160 students at Garza Independence High School, and 16 students at the Alternative Learning Center (ALC) for an approximate total of 2706 students served during the 2001-02 regular school year.

Table 2.9: Number of Students Served and Number and Percentage of DELTA Students who Graduated, 1995-2002

Year	Number of Students Served Aug. - May	High School Graduates**	% of DELTA Graduates Aug.-May	Number of Summer Students	Summer Graduates	% of DELTA Graduates Summer
2001-2002	2706	827	31%	754	140	19%
2000-2001	2313	602	26%	398	122	31%
1999-2000	1,946	601	31%	n/a	n/a	n/a
1998-99	1,711	523	30%	n/a	n/a	n/a
1997-98	1,624	568	35%	n/a	n/a	n/a
1996-97	1,518	403	27%	n/a	n/a	n/a
1995-96	987	310	31%	n/a	n/a	n/a

**High School Graduates are reported separately for summer students in 2000-2001 and 2001-2002.
Note: Number of Graduates does not include students at Garza Independence High School due to inadequate identification methods for DELTA students at Garza.
Sources: 2001-02 Teacher reports and DELTA Fifth Year Implementation report

Over the past five years, the proportion of freshmen served has decreased while the proportions of sophomores and juniors served have increased (Table 2.10).   In 1999-2000, the proportion of students served who were from Low Income families decreased from one-third in the previous year to one-fourth. However, the percentage of Low Income students jumped dramatically to 84% in the 2001-02 school year.   In addition, the percentage of Limited English Proficient (LEP) students increased in 2001-02. The drastic increase in the number of Low Income and LEP students in DELTA may be due to a change in district methods of identification.

Table 2.10: Number and Percentage of Students Identified as Limited English
Proficiency, Low Income, and by Grade Level

YEAR*	LEP	LOW INCOME	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
2001-2002	271	2135	299	466	524	1127
	(11%)	(84%)	(12%)	(19%)	(22%)	(47%)
1999-2000	91	479	310	325	430	828
	(5%)	(25%)	(16%)	(17%)	(23%)	(43%)
1998-99	51	600	273	296	351	783
	(3%)	(35%)	(16%)	(17%)	(20%)	(45%)
1997-98	66	584	299	237	297	791
	(4%)	(36%)	(18%)	(15%)	(18%)	(49%)

*2000-01 data are not available due to a change in data collection for the 2000-01 school year.
Note: Totals by grade are as of the end of the school year. Due to reporting errors, totals do not match
total number of students served.
Source: DELTA Fifth Year Implementation report; AISD Student Records, 2002

District records indicate a total of 827 graduates (33%) among the 2530 students
who participated in the DELTA program at traditional high schools during 2001-02
(Table 2.9). Of the seniors served in DELTA during the 2001-02 school year, 73%
graduated from high school. However, 177 DELTA students who graduated did not
actually earn credits through DELTA, indicating that some fulfilled the graduation
requirements without the help of the program. Therefore, a more accurate representation
of DELTA graduates should include only those graduates who earned credits through
DELTA. The DELTA program assisted 58% of enrolled senior participants (650
students) at traditional high schools in earning the credits needed for graduation in May
2002. Analyses also indicate that 89% of the seniors who earned credits through DELTA
during the 2001-02 school year were able to graduate in May, suggesting that students
who actually work to complete courses are highly successful in the program.

SUMMER STUDENTS SERVED

In the summer of 2002, 714 students attended DELTA labs at the traditional high
schools and 40 students participated in a new DELTA program at La FUENTE Learning
Center for a total of 754 summer students.   In addition, the Virtual Schools Pilot served
36 students from January through August, allowing students to participate in the DELTA
program from home. Through these summer DELTA programs, students earned over
633 credits and 140 students earned the credits needed in order to graduate during the
summer (Table 2.9).

TRADITIONAL HIGH SCHOOL DELTA STUDENTS

Of the DELTA students in 2001-02 from traditional high schools, over half remained active in the program after the end of the school year. Other students withdrew from the program for various reasons. According to teachers, 12.5% of all DELTA students (over one quarter of the students who left DELTA) graduated[1], and more than one third of those who left the program returned to traditional classes (Table 2.11). Teacher records indicate that 5% of the students who left DELTA during the 2001-02 school year returned to the program the same year. Half of those who withdrew and then returned to the program left again within the same year, mostly to graduate or return to traditional classes.

Table 2.11: Teacher Descriptions of Withdrawal Reasons, DELTA 2001-02

Withdrawal Reason	% of 1st Time Withdrawals (n=1145)	% of All DELTA Students*
Returned to Traditional Classes	36.1%	15.7%
Graduated	26.7%	12.5%
Moved/Relocated	10.8%	4.9%
Poor Attendance	6.7%	2.5%
Dropped Out	3.4%	1.5%
Pursuing GED	2.4%	1.1%
Discipline	2.4%	.6%
Pregnancy	.7%	.4%
Other	7.4%	3.4%
Unknown	3.2%	1.6%
Total	99.8%	44.2%

*Only the most recent withdrawal reason for each student is included in the calculation for % of all DELTA students leaving due to each withdrawal reason.

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[1] Due to the lack of information such as exit level TAAS results, teacher records generally under-report the number of students who graduated. Although teachers report that 12.5% of all DELTA students graduated, district records show that 26% of all students who earned credits in DELTA graduated in May 2002.

ALTERNATIVE HIGH SCHOOL DELTA STUDENTS

        Students served at Garza by the DELTA program are difficult for staff to identify because students throughout the high school may use the NovaNET online curriculum. Additionally, the Garza administration does not register students into the AISD course ID number for DELTA. For approximation purposes, staff at Garza reported an estimate of the number of students using NovaNET for at least 50% of a course. Due to the different school calendar year and the obvious inaccuracies of the program participant identification method, student data from Garza has not been included in the DELTA analysis.

        Although only 16 students are reported as DELTA students from the ALC, additional students at the ALC are served by the NovaNET online curriculum. The ALC serves both middle and high school students in the DELTA labs. However, due to the short time period students attend the ALC, only a small number of students actually work in the labs for the purpose of attaining credits through the DELTA program.

CREDITS EARNED

        Students in traditional high schools earned a total of 1947 credits through DELTA, 77% of which were earned in Social Studies, English, and Math courses.   The remaining 23% of credits were split evenly between Science courses and a variety of elective courses (Table 2.12).   See Appendix C for a detailed account of credits earned in each DELTA course.

Table 2.12: DELTA Credits Earned at Traditional High Schools, 2001-02

Subject Area	Number of Credits Earned	% of Total Credits Earned in DELTA
English	502.5	26%
Mathematics	434	22%
Social Studies	559	29%
Science/PE/Health	297	15%
Elective	154.5	8%
Total Credits Earned	1947	100%

Source: DELTA teacher reports, 2001-02

Students in traditional high schools earned an average of .76 credits per student, according to teacher records. However, this statistic is misleading due to the number of students who enroll in the program near the end of a semester, leave the program after a short time, or do not attend school regularly. Therefore, students who earned no credits in DELTA were examined with the intention of documenting why students may not be successful in the program.

A total of 1191 students (47% of traditional high school DELTA students) are reported to have earned zero credits in the DELTA program (Table 2.14). Of those students, 10% were enrolled in the program for six weeks or less, and would not be expected to earn any credits. It is unclear from the data how many of the remaining 1069 students attended DELTA after their initial enrollment. Review of the number of lessons these students with zero DELTA credits completed through NovaNET indicates that 295 students completed 10 or fewer lessons. In addition, 337 of the students earning zero credits do not appear to have completed any work online. Teachers indicate that students would have no recorded online work if they were working only offline or did not attend DELTA.

Although a large number of students did not earn credits in DELTA during the 2001-02 school year, the percentage of DELTA students earning credits increased with each grade level (Table 2.13). Seniors were more than twice as likely as Freshmen to earn credits through DELTA, perhaps due to the immediate motivation to graduate.

Table 2.13: Percentage of Students in DELTA Earning Credits by Grade Level, 2001-02

Grade Level	Number of Students Earning Credits	Percentage of Students Earning Credits
9th Grade	88	29%
10th Grade	180	39%
11th Grade	303	58%
12th Grade	730	65%

Source: AISD Student Records, 2002; DELTA teacher reports, 2001-02

Poor attendance may be the predominant reason many students did not experience success in the program. Discussion at monthly DELTA meetings indicates that many students enroll in the program but do not regularly attend class. Teachers are hesitant to

remove students from the program roster until the end of the school year because of the possibility that students will return.

Table 2.14: Students Earning Zero Credits in DELTA, 2001-02

	Number of Students	% of Students Earning No Credits
Data indicate student completed a course	12	1.0%
Data indicate student graduated	8	.7%
Enrolled less than six weeks	122	10.2%
Withdrew to pursue GED	22	1.8%
Reported as "No Show"	11	.9%
Total with No Identifiable Reason	1016	85.3%

Source: DELTA teacher reports, 2001-02

Although past DELTA evaluations have reported the average number of credits earned per student enrolled, a better indicator has been calculated for students who earned at least .5 credits in the program. The average number of credits earned for students who earned credits in DELTA is 1.44. However, while this number helps to describe the performance of DELTA students during 2001-02, it cannot be used as a meaningful indicator of program success without the average number of credits *needed* per student. Students can enter the program to earn one credit or less before returning to the traditional program. The purpose of DELTA is not for students to earn as many credits as possible unless they actually need to earn a large number of credits. Schools often use DELTA as a way to help students attain the number of credits they lack to be back on track for graduation with their class. Logically, students who need more credits may be assigned to more class time in the DELTA lab. Analysis reveals, as expected, a significant correlation between time students are assigned to the DELTA lab and the number of credits earned. However, for a better description of program success, future evaluations of the DELTA program should include the collection of information regarding the number of credits students *intend* to earn through the program in order to provide a more useful indication of the program's success.

LIMITED ENGLISH PROFICIENCY (LEP) DELTA STUDENTS

Due to the self-paced structure of the DELTA program and the large proportion of online coursework, the program's effectiveness with students of limited English proficiency (LEP) has been questioned. However, the percentage of LEP students earning credits through DELTA at traditional high schools (48%) closely resembles the percentage of non-LEP students at traditional high schools (52%) who earned credits through DELTA. This suggests that DELTA is appropriate for students with limited English proficiency.

ACHIEVEMENT DATA

In 2001-02, 395 DELTA students took the exit-level Texas Assessment of Academic Skills (TAAS) for the first time. In Figures 2.4 through 2.6, exit-level TAAS mastery rates for DELTA program students are compared with district and state TAAS results for the five-year period from 1997-2002. Although these data provide a description of the percent of all DELTA students passing each portion of the exit-level TAAS, they must be interpreted with caution. The following data do not provide TAAS passing rates specific to students who took DELTA courses in each respective area, nor are they limited to students who participated in DELTA before taking the exit-level TAAS test. Future evaluations of the DELTA program should include TAAS/TAKS analysis that represents the DELTA courses in which students participated.

Additionally, the comparison of DELTA student passing percentages to District and State passing percentages neglects to consider the disproportionate number of "At-Risk" students in DELTA. In order to demonstrate program effectiveness, a more appropriate comparison of passing percentages would include DELTA students and District At-Risk students not participating in DELTA. Benchmark testing should be implemented to establish baseline data and target achievement goals for DELTA students.

While the percentage of DELTA students mastering the exit-level Reading TAAS has remained relatively stable since 1997-8, the percentage of DELTA students mastering the exit-level Writing and Math TAAS have both declined. Despite the possibility that the DELTA program has begun to target a greater proportion of students with weaker math and writing skills, the reason for the decline in TAAS math and writing passing percentages remains unclear. Because these data are not specific to students who took

DELTA courses in each respective area, it is recommended that DELTA staff review TAAS trends for students who have taken DELTA courses in each subject. In addition, it is recommended that DELTA staff review current curriculum in math and writing for alignment with the TEKS and district standards.

Figure 2.4: Percent Achieving Mastery on Exit-Level TAAS Reading for the DELTA Program Only, the District, and the State, 1997-2002
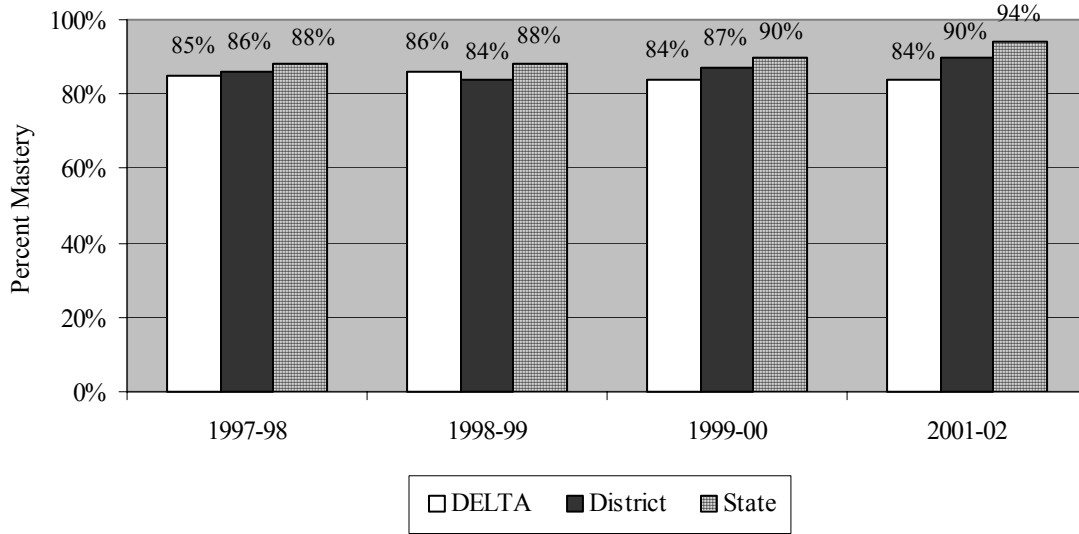
Source: Delta Fifth Year Implementation report; AISD Student Records, 2002
Note: State and District data represent all 10th grade students taking the exit level TAAS.

Figure 2.5: Percent Achieving Mastery on Exit-Level TAAS Writing for the DELTA Program Only, the District, and the State, 1997-2002

Source: Delta Fifth Year Implementation report; AISD Student Records, 2002
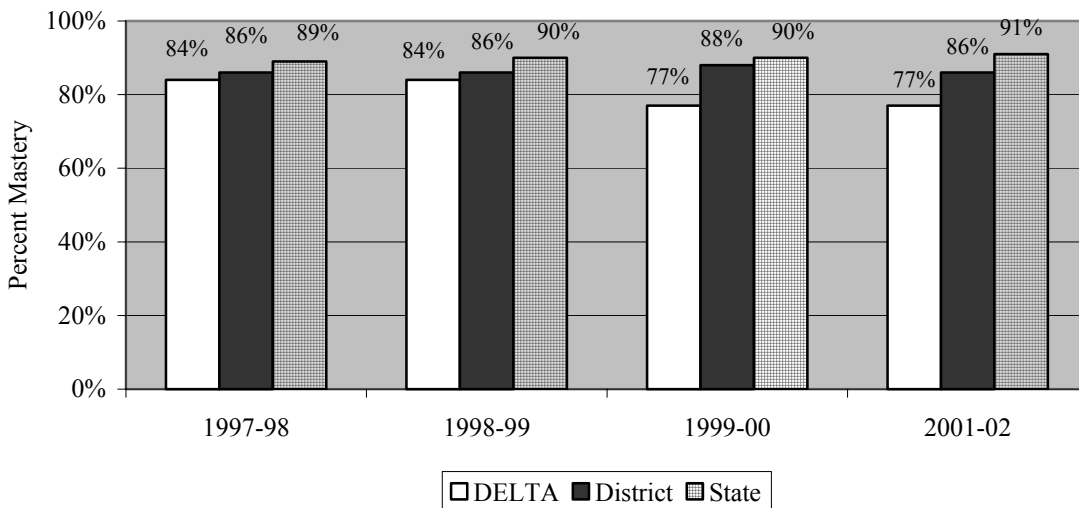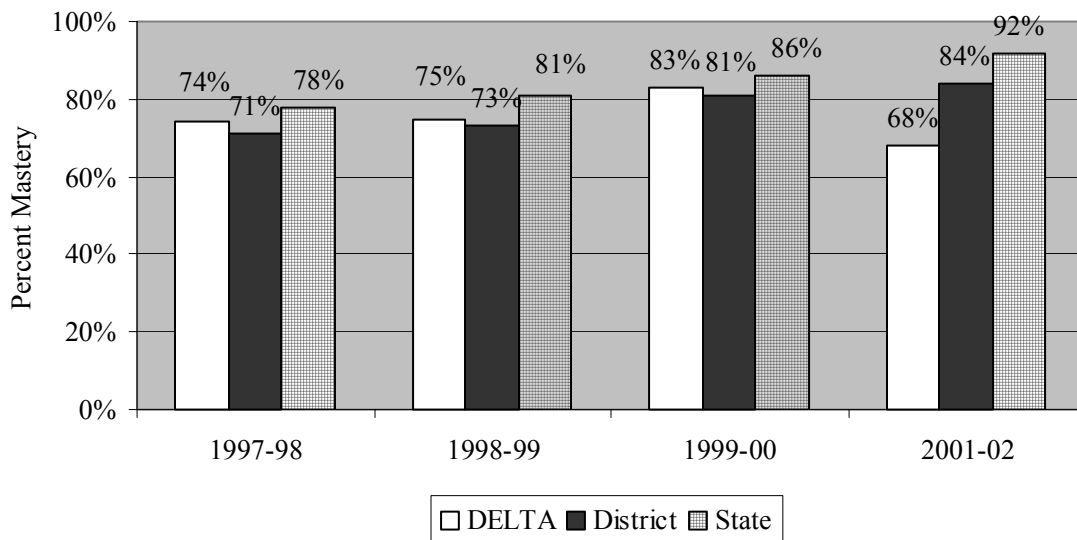Note: State and District data represent all 10th grade students taking the exit level TAAS.

Figure 2.6: Percent Achieving Mastery on Exit-Level TAAS Math for the DELTA
Program Only, the District, and the State, 1997-2002

Source: Delta Fifth Year Implementation report; AISD Student Records, 2002
Note: State and District data represent all 10th grade students taking the exit level TAAS.

DATA INTEGRITY ISSUES

Austin ISD currently maintains a DELTA course ID number for scheduling
purposes. When students are registered into the DELTA program for a class period,
campus staff are supposed to schedule students into the DELTA course ID number.
Ideally, this course ID number allows program staff the capability to use the data system
to obtain information for all DELTA students. However, the DELTA course ID number
is not used consistently for all DELTA students. Many students attend DELTA outside
of regular school hours and are not registered into the DELTA course ID. Thus, the
DELTA scheduling ID is not useful for tracking DELTA students. Course history files
should indicate a "D" in course for credits earned through DELTA. However, a search
for course history files with a "D" is also incomplete because it does not include students
who participated in DELTA without earning a credit.

Unfortunately, these inadequacies make it impossible to obtain complete
information related to the DELTA program from district data systems. For this reason,
teachers have been required to submit data reports for each student throughout the school
year. Although generally accurate, teacher reports occasionally include incorrect student
ID numbers or other incomplete information. In addition to the DELTA identification

problems, current data is incomplete due the lack of information provided regarding DELTA participants at Garza, JJAEP, Gardner Betts, and the Travis County Juvenile Detention Center.

RECOMMENDATIONS

- DELTA staff should review math and writing curriculum for alignment with the TEKS.

- Benchmark testing should be implemented to establish baseline data and target achievement goals for DELTA students.

The following recommendations support future evaluations:

- Campus staff at all DELTA locations should consistently report student enrollment in DELTA courses.

- DELTA Teachers should document the number of credits a student intends to earn through DELTA.

- District staff should examine the progress of students served by the DELTA program at all locations.

- District staff should implement a DELTA tracking indicator in SASI to make teacher data entry less cumbersome.

- Future evaluations of the DELTA program should include TAAS/TAKS analysis that represents the DELTA courses in which students participated.

- Future evaluations of the DELTA program should incorporate TAAS/TAKS analysis with more appropriate comparison groups, such as District At-Risk students not participating in DELTA.

PART 3: ADDITIONAL AISD STATE COMPENSATORY EDUCATION PROGRAMS

ALTERNATIVE EDUCATION PROGRAMS

GONZALO GARZA INDEPENDENCE HIGH SCHOOL (GARZA)

In 2001-02, Gonzalo Garza Independence High School (Garza) received a SCE allocation of $1,970,000. Garza is the district's sole non-disciplinary alternative high school and has been in operation since Spring, 1997. Students at Garza complete all their coursework independently and at their own pace. Garza's non-traditional approach to learning is characterized by an integrated, inter-disciplinary curriculum that is problem- and project-based and enhanced by access to technology. Students attend for a four-hour block in either the morning, afternoon, or evening and are given the opportunity to choose among three levels of rigor in the curriculum. Within these levels students can choose between taking a final exam or creating a portfolio of their work, for example. Although students are encouraged to achieve a higher level of mastery, students are required to achieve a minimum of 70% mastery level for course completion.

Garza teachers participate in professional development throughout the school year. Texas Education Agency's Office of Alternative Education Accountability annually conducts evaluation of Garza as part of the state's accountability requirements. For more information regarding this evaluation, see http://www.tea.state.tx.us/alt.ed/index.html. Garza received a rating of "Acceptable" from the Texas Education Agency in 2002.

ALTERNATIVE LEARNING CENTER (ALC)

In 2001-02, the Alternative Learning Center (ALC) received a SCE allocation of $1,920,000. The purpose of the ALC is to provide an alternative educational placement (AEP) for students assigned as a consequence of inappropriate behavior. The ALC serves the 29 secondary schools of the district by providing an AEP for students who have violated the district's Code of Conduct, school rules, and/or state or local laws such as Senate Bill One. Students are sent, after a due process hearing, to complete a regular program, a special program, or for a specific extended period of time.

The ALC program focuses on teaching students appropriate behavior and providing opportunities to practice this behavior in a group setting engaging in cooperative activities. Strengthening their academic skills to bring them to grade

proficiency is another major goal of the program. Student success is defined as the successful reintegration of students to their home schools with the behaviors, knowledge, and skills necessary to succeed. A behavior level system is used to determine student progress.

ALC staff participate in professional development activities each year. In additional to annual internal evaluation by ALC staff, ALC is evaluated by TEA in the Discipline Alternative Education Programs Annual Evaluation Report. The most recent report can be viewed online at http://www.tea.state.tx.us/safe/2002daep.doc.

SUMMER PROGRAMS

SUMMER OPPORTUNITY TO ACCELERATE READING (S.O.A.R.)

S.O.A.R. is a 21-day program providing early intervention to improve reading and literacy skills of students who will enter grades 1-3. Eligible students are identified by two reading assessments administered during the school year: *Texas Primary Reading Inventory* (TPRI) and *Developmental Reading Assessment* (DRA). The S.O.A.R. program utilizes a balanced literacy plan, including reading aloud to children, shared reading and writing, interactive writing, word study, guided reading, and independent reading. The curriculum is specifically designed to complement individual reading levels. Some students receive services through literacy centers, and others participate in guided reading groups led by teachers. S.O.A.R. is supervised by one principal at each campus and additional support staff in language arts. Teachers and administrators participate in professional development at the beginning of the program that focuses on strategies to improve reading skills. S.O.A.R. is evaluated annually by the AISD Office of Program Evaluation. The Summer Opportunity to Accelerate Reading (S.O.A.R.) Evaluation, 2002 is available online at
http://www.austin.isd.tenet.edu/about/docs/ope_SOAR_Evaluation_2002.pdf. Key findings indicate that during the 19-day summer program of 2002, 86% of students with valid pre- and posttest scores showed reading improvement.

STUDENT UNDERSTANDING CAN CULMINATE IN EXCELLENCE IN SUMMER SCHOOL (SUCCESS)

SUCCESS offers students who have completed grades 3-5 the opportunity to accelerate in reading and/or math. Students who have not passed TAAS reading, writing,

or mathematics or who are at risk of being retained are eligible to attend SUCCESS. Eligible students receive two hours of instruction each day for four weeks in language arts and/or mathematics. The mathematics portion of SUCCESS is "hands-on," following the *Trailblazers* curriculum. Pretest and posttest scores are used to evaluate gains during the program. SUCCESS is supervised by the Principal at each campus and additional support staff in language arts and mathematics. Teachers and administrators participate in professional development at the beginning of the program that focuses on strategies to improve math and reading skills. SUCCESS is evaluated by the AISD Office of Program Evaluation as part of the annual Optional Extended Year Program Summary, available online through www.austin.isd.tenet.edu/about/accountability/ope/reports.phtml.

OTHER PROGRAMS

READING RECOVERY

In 2001-02, Reading Recovery received a SCE allocation of $3,980,000. Reading Recovery is an early intervention program targeted at first grade students who are having the most difficulty learning to read (the lowest 20%-33% in reading skills). The goal of the program is for children to develop effective reading and writing strategies so that they can work within the average reading level in the regular classroom. At the beginning of the year, classroom teachers rank students according to reading skill level, then refer the lowest ranking students to the Reading Recovery teacher. The Reading Recovery teacher then assesses the referred students' text reading level with the *Observation Survey* to identify those most in need of Reading Recovery. The lowest four first grade students receive 30 minutes each day with the specialist in one-on-one sessions for an average of 12-20 weeks, allowing the program to serve a minimum of eight students individually at each campus during the school year. Low literacy students who do not receive the Reading Recovery instruction are placed in literacy groups conducted by Reading Recovery teachers and are eligible to move to Reading Recovery when a space becomes available.

All elementary campuses are assigned a literacy support specialist who is trained in Reading Recovery. Reading Recovery teachers are supervised by Reading Recovery Teacher Leaders, who oversee the literacy support program and train Reading Recovery

teachers. Reading Recovery Teacher Leaders must complete a one-year training at Texas Women's University (or another Reading Recovery training university) to be certified as teacher leaders. Professional development for teachers begins with the year-long graduate level study and is followed by ongoing training in succeeding years. Each year the Reading Recovery Council of North America conducts an evaluation through the National Data Evaluation Center (www.readingrecovery.org). Teacher Leaders and administrators at every site systematically collect and report data on every child. Each site receives evaluation results so they may incorporate the information into their local decision making.

COMMUNITIES IN SCHOOLS (CIS)

In 2001-02, Communities in School (CIS) received a SCE allocation of $540,000. CIS provides school-based social services at 26 campuses and the Home Instructional Program for Pre-School Youngsters (HIPPY) at 6 elementary schools. The HIPPY program is targeted at parents of pre-kindergarten students. A Parent Educator meets once a week with parents in order to teach them how to help their children be ready for school. The other program offered by CIS enhances social services at the schools to better enable at-risk students to benefit from instruction. Selected schools have high levels of risk in categories of Percent Passing TAAS scores, Attendance, Percent Free/Reduced Lunch, and Percent of Students Disciplined. CIS provides each campus with a social worker program manager and may provide additional staff including Americorp workers, caseworkers, interns, and volunteers who help with tutoring, mentoring, and serve as class aides. The average CIS caseload per campus is one hundred students.

CIS requires staff to attend CIS staff meetings, trainings, and planning days. These activities average about 16 hours per month. The CIS program manager and AISD campus staff jointly develop a program plan that describes the needs of students and services to be provided by CIS. This program plan with approval by the campus principal becomes part of the Campus Improvement Plan and is updated throughout the year. CIS provides campus and district wide reports within 60 days of the end of each semester. These reports indicate the number of students receiving services described in each campus program plan and information about the attendance and academic achievement of the students served.

COORDINATION OF DROPOUT INTERVENTION

AISD has adopted a district initiative addressing the critical issue of dropouts. The District Improvement Plan (DIP) for the last two school years has included the following specific goals related to this endeavor.

- Reduce the AISD annual dropout rate, with no campuses rated "low performing" based on their dropout rate

- Improve achievement for students identified according to TEA as "at risk"

- Improve coordination and access for students and families with school and community support services

The district has allocated $380,000 of SCE funds towards the district's $1,000,000 annual budget for the Dropout Initiative. This SCE portion of the budget funds the full-time Dropout Coordinator and a variety of programs/services that are designed to reduce the number of dropouts. Specific programs funded by the designated SCE allocation are not identified in the budget. However, the overall Dropout Initiative provided funding for services such as summer reading programs, DELTA, and parent involvement resources/training.

The DIP identifies specific indicators to be used in measuring the success of the Action Plan for Graduation and Dropout Prevention/Recovery. The district's Dropout Task Force called for external evaluation of the goals and objectives set forth in the DIP. Results of this evaluation may be found on the AISD Website under Dropout Taskforce Report at the following address:

http://www.austin.isd.tenet.edu/k12/studentsupport/dropoutprevention/2001report.phtml. The report documents the success of programs such as DELTA, AVID, and Bridges to Ninth Grade Success and identifies current challenges to dropout prevention efforts.

ABSENT STUDENT ASSISTANCE PROGRAM (ASAP)

In 2001-02 the Absent Student Assistance Program (ASAP) received a SCE allocation of $280,000. ASAP is a collaborative effort between AISD and Travis County Constables. Its purpose is to improve school attendance by notifying parents when their children are absent, keep students in school, and prevent their involvement with the juvenile justice system. It is also a valuable resource in preventing a student from dropping out of school. All AISD schools are expected to utilize ASAP for Grades 1-9.

When a referral is made to ASAP, a Constable Deputy makes a home visit to inform parents that their child was absent and to inquire as to the reason. This information is then reported to the school. No referrals are made to ASAP when the school has information that a student will be absent on a given day.

Each school is responsible for communication with parents and for stressing the importance of their notifying the school when their child will be absent. Schools begin referring students to ASAP on the first unexplained absence and call or contact the parent. For grades 1-5, the ASAP Constable Deputy makes a home contact visit on the student's fourth ASAP referral and issues the parent a warning letter at that time. For grades 6-9, the Constable Deputy makes a home contact visit on the third referral.

Travis County Health and Human Services & Veterans Service, Research & Planning conducts an evaluation of the program's success. The September 2001 report indicates improved attendance in AISD during the 2000-01 school year and can be found online at http://www.co.travis.tx.us/health_human_services/research_planning. In addition during the 2001-02 school year, the AISD Student Discipline Coordinator tracked a variety of indicators of the program's success including attendance rates, number of visits by Constable Deputies, and reasons why visited students were not in school.

IN-SCHOOL SUSPENSION (ISS) MONITORS

In 2001-02, In-School Suspension (ISS) Monitors received a SCE allocation of $670,000. ISS Monitors are provided to each secondary campus to operate campus-based in-school suspension centers as an alternative to removal to the ALC. Through these centers, minor discipline infractions are addressed without removal from campus for an extended period of time. Students in ISS continue to receive instruction in each course to the extent possible. Of 33 administrators surveyed through the AISD Employee Coordinated Survey, 58% report that it is difficult for their school to staff ISS Monitor positions compared to other teaching positions, and 33% report that staffing ISS Monitor positions is easy. Twenty-six percent report that ISS is "absolutely critical" to the educational process, and 51% report that ISS is "very important" or "somewhat important" to the educational process. Six percent reported that ISS is "not very important", and 6% stated that ISS is "not at all necessary" to the educational process in their school.

The Texas Education Agency has failed to provide clear guidance regarding the use of SCE funds for ISS programs. Representatives from TEA have clearly stated that ISS programs are not allowable under SCE guidelines due to the fact that ISS programs are neither instructional nor designed for at-risk students only. However, ISS programs are listed under Program Intent Code 24 (Accelerated Education) Costs to Include in the current TEA publication of the Financial Accounting and Reporting Update, effective September 2002.

CAMPUS ALLOCATIONS

ACCOUNT FOR LEARNING

Account for Learning (AFL), begun in 1999-2000, is a local funding source designed to increase equity in the resources provided to campuses with high percentages of economically disadvantaged students. In 2001-02, AFL received a SCE allocation of $5,830,000. Supplemental funding through AFL is provided to elementary schools with 70%+ poverty, middle/junior high schools with 65%+ poverty, and high schools with 50%+ poverty. The AFL program provides resources such as instructional support and extended learning opportunities that are components of high quality reading and mathematics instruction, with the goal of increasing student achievement in those areas. Campuses are selected for funding based on the percentage of low income students enrolled. Each selected campus receives increased per pupil allotment and funds for parent/community liaisons and campus instructional coaches. Additionally, all elementary campuses receive funding for summer school and study trips, and middle/junior high schools receive funding for tutorials and extended-learning opportunities. AFL funding supports a variety of programs including S.O.A.R. and SUCCESS.

A feedback report conducted by the Office of Program Evaluation provides a brief description of each program AFL supports, how AFL funds were spent, and a comparison of the academic achievement by students at AFL-funded schools and students at schools not funded by AFL. The 2001-02 report is available on the AISD website at http://www.austin.isd.tenet.edu/about/accountability/ope/reports.phtml. Key findings indicate that TAAS mastery in reading and mathematics have increased each

year among elementary and middle school students. Mastery of TAAS reading and math among high school students remained relatively stable across the years.

SECONDARY TUTORIALS

In 2001-02, the Secondary Tutorials program received a SCE allocation of $220,000. Secondary Tutorials funds are distributed to all middle/junior high schools and high schools. Each high school receives $5,000 and each middle school/junior high school receives $3,500 for tutorials. School Principals must submit plans stating their program goals and strategies for the use of tutorial funds to area superintendents in order to receive their funding. Money may be spent on a variety of strategies including one on one tutoring, study groups, TAAS workshops, study skills, and parent activities. Students participate by choice, and attendance records are maintained throughout the year.

SECONDARY TRANSITION PROGRAMS

In 2001-02, Secondary Transition programs received a SCE allocation of $500,000. Secondary Transition funds are provided to each secondary campus on a per-pupil basis for use in easing the transition into middle and high school.

9TH GRADE INITIATIVES

In 2001-02, the 9th Grade Initiatives received a SCE allocation of $67,000. The 9th Grade Initiatives program provides additional funding of $6,100 to each high school campus for the purpose of easing the transition from 8th to 9th grade. These initiatives may include tutorials, study groups, support for mentors, "buddy system" programs, and other innovative approaches for improving student achievement. High schools are encouraged to collaborate with community resources such as college work study, the VICTORY Tutorial Program, and the AISD Partners in Education to leverage the funds.

Each Principal must submit a plan for the use of 9th Grade Initiatives funding in order to be approved by area superintendents for access to the money. Participating students are self-selected. The variety of transition initiatives and the self-selection process for participation suggest that 9th Grade Initiatives programs may serve many students who are not considered at-risk. In the future, participant rosters should be examined to ensure that these initiatives are fulfilling the goals and guidelines of SCE.

ADDITIONAL LIBRARY ALLOCATION

In 2001-02, Additional Library Allocations received a SCE allocation of $890,000. Campuses are provided with additional library funding for the purchase of library materials for at-risk students. Librarians are instructed to use the money for books and supplies that will be of specific benefit to at-risk students. However, actual purchases with these funds are not evaluated, nor are the students who use these materials. It is currently not possible to document that this program truly targets at-risk students.

WEIGHTED PER PUPIL

Campuses receive an additional allocation based on the projected number of students who receive free/reduced lunch. In 2001-02, Weighted Per Pupil allotment received a SCE allocation of $98,000. Further evaluation of these expenditures is necessary to determine how campuses may or may not be using their weighted per pupil allotments to accomplish the goals of SCE.

RECOMMENDATIONS

- The district and/or campus staff should address specific recommendations for SCE programs evaluated in this report (Dill School, Visiting Teachers, Pregnancy Related Service Teachers, and DELTA) and review/address recommendations for SCE programs evaluated elsewhere.

- The district and/or campus staff should review the programs that are funded with designated SCE money to ensure that all SCE programs target at-risk students only and that the programs work to help close the achievement gap between at-risk and all other students.

- The district and/or campus staff should review the expenditures of campus SCE allocations to ensure that campuses are using these funds for materials, staff, and/or programs related to the goals of SCE.

- The district staff should maintain a list of all at-risk students served by SCE funded programs and services, in addition to a list of students to be served. In order for this list to be accurate, SCE programs must be identified before the school year begins.

- Program and district staff should maintain a list of students served by each specific program or service funded by SCE.

- District staff should examine the progress of at-risk students toward accomplishing the legislative goal of performing at grade level by the end of the next regular term as part of the District Improvement Plan.

APPENDICES

## APPENDIX A: DILL SCHOOL

SPECIAL EDUCATION POPULATION, 2001-02

Table A1: Special Education Designations of Dill Students, 2001-02

	Number of Students	% of Special Ed Students	% of All Dill Students
Emotional Disturbance	104	44%	8%
Learning Disability	104	44%	8%
Other Health Impairment	17	7%	1%
SH	5	2%	.5%
Autism	4	2%	.5%
Mental Retardation	2	1%	<.5%
Early Childhood	2	1%	<.5%
Attention Deficit Disorder	1	<.5%	<.5%
Deaf Education	1	<.5%	<.5%
Total	237*	100%	19%

*Note: Total Number of Students and Total % of Special Ed. Students do not equal sum of students with disabilities due to students with more than one special education category listed.
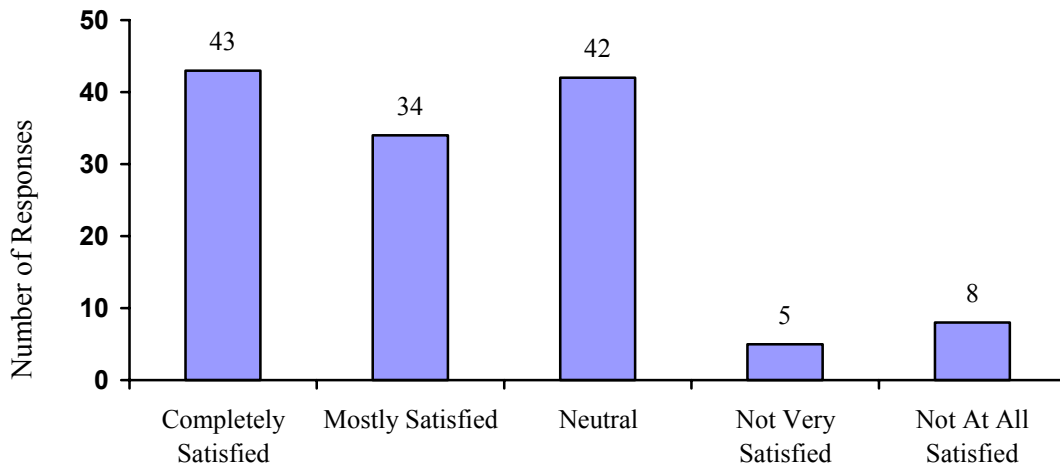Source: Dill attendance records, 2001-02

Figure A1: Self-contained Students at Dill, 2001-02

Learning
Disabled
3%

Other Health
Impairment
1%

Emotionally
Disturbed
96%
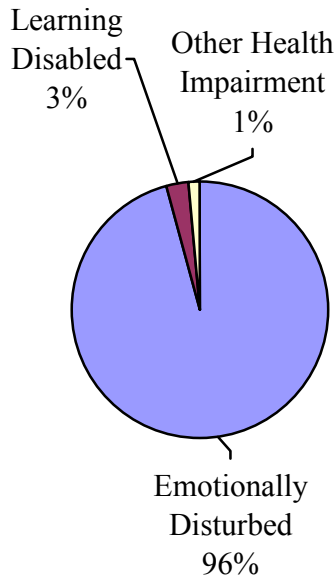
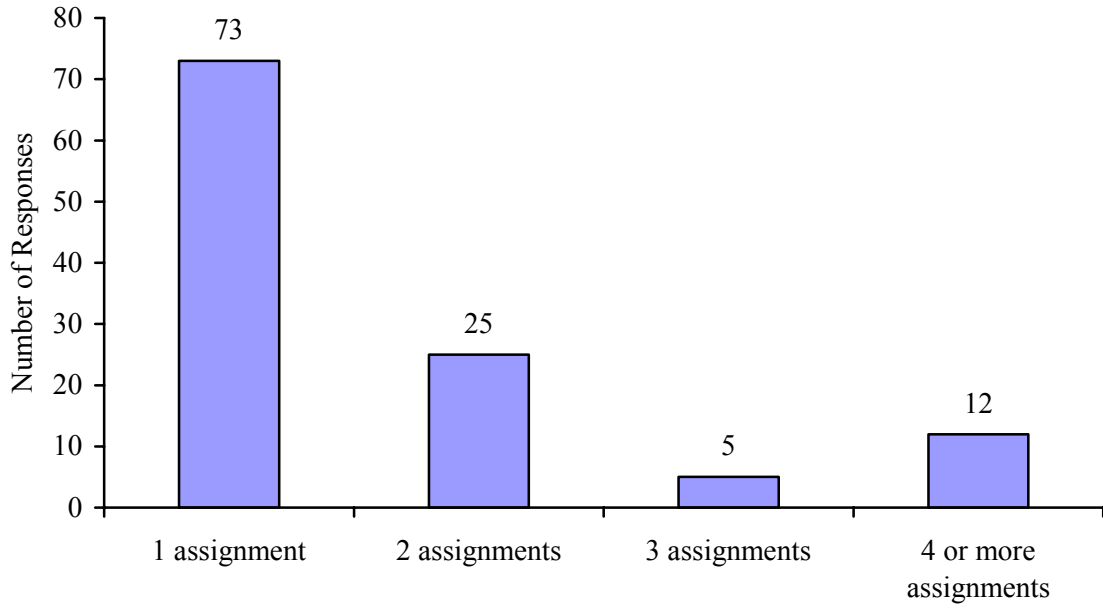Source: Dill Attendance Records, 2001-02

DILL PARENT SURVEY RESPONSES, SPRING 2002

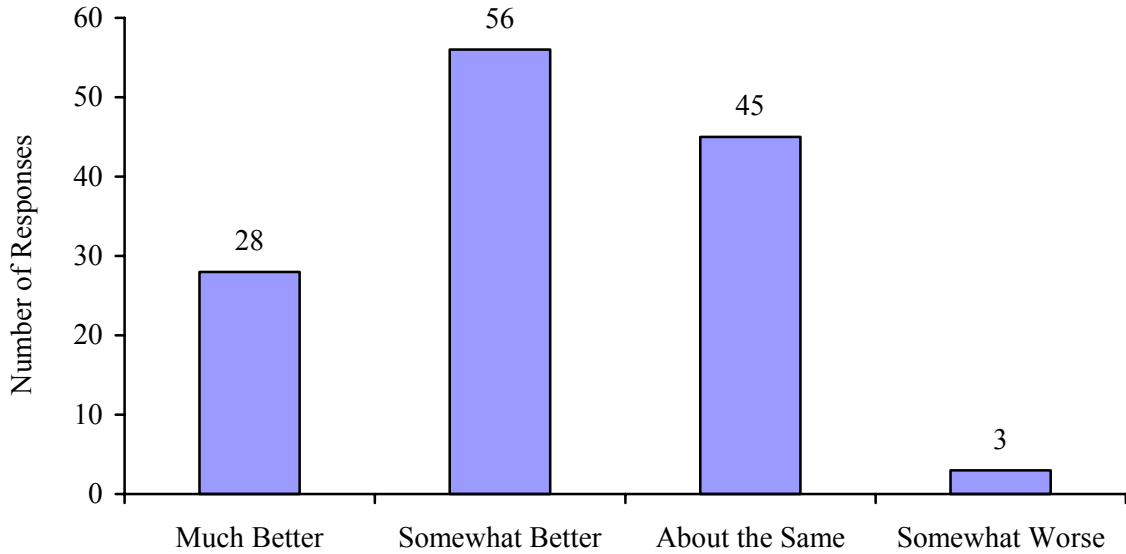Figure A2: Parent Reported Satisfaction with Dill Services

Source: Dill Parent Survey, 2001-02

Figure A3: Parent Reported Number of Assignments Served at Dill During Fall 2001 by Children of Parents Surveyed
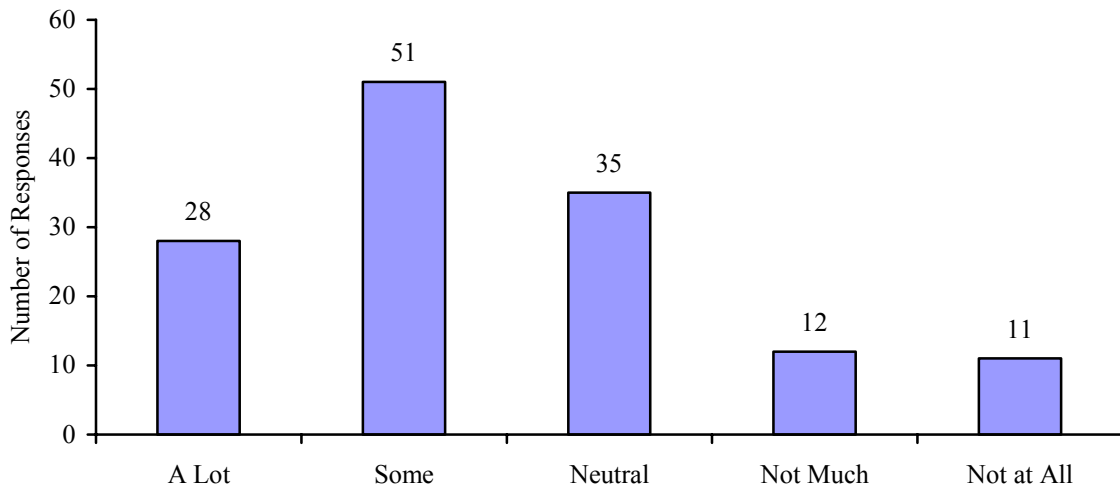

Source: Dill Parent Survey, 2001-02

Figure A4: Parent Reports of Child Behavior at Home After Attending Dill

Source: Dill Parent Survey, 2001-02

Figure A5: Extent to which Parents Feel Dill Helped Child Make Improvements that will Help at the Home School


Source: Dill Parent Survey, 2001-02

Table A2: Open-Ended Responses to Dill Parent Survey, 2001-02

What Parents Like About Dill School	Percent of Parents Responding to Open-Ended Questions
Discipline	28%
Children Hate Dill	11%
Bus Service	10%
Place for Children to Go	7%
Nothing	13%
What Parents Would Improve About Dill School	Percent of Parents Responding to Open-Ended Questions
Make Students Complete Work	10%
Help Children Understand Why they are There	9%
Bus Service	9%
Food	4%
Nothing	11%
Percent of Parents Responding to Open-Ended Questions that Want More Information about Dill	20%

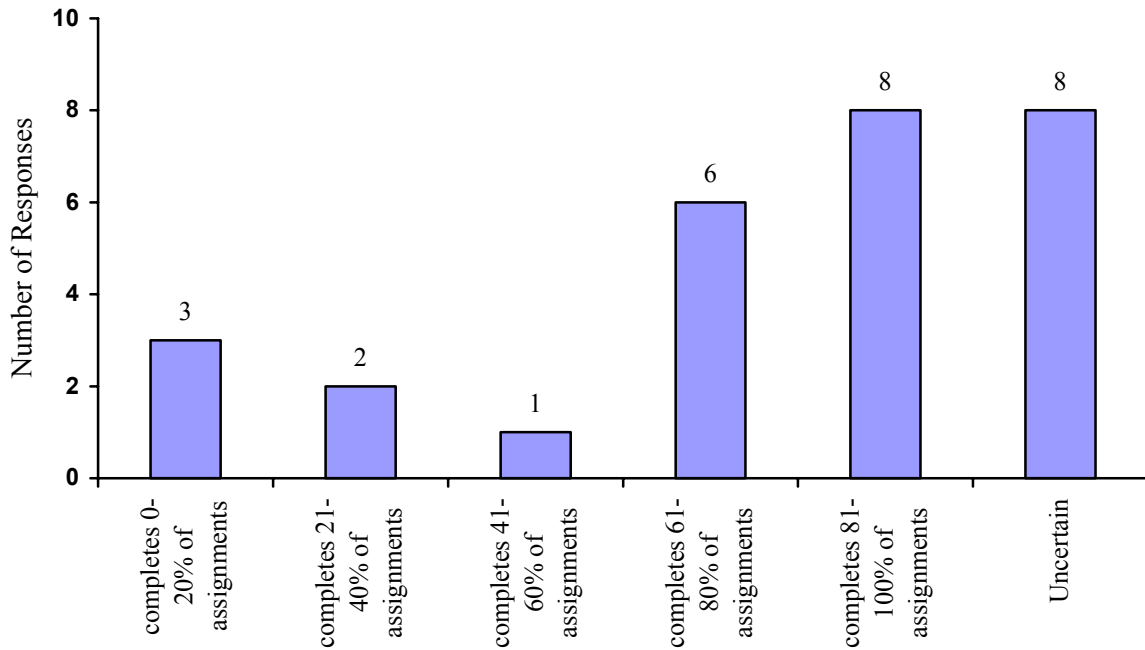Source: Dill Parent Survey, 2001-02

DILL TEACHER SURVEY RESULTS, 2001-02

Figure A6: Home School Teacher Reported Typical Student Behavior
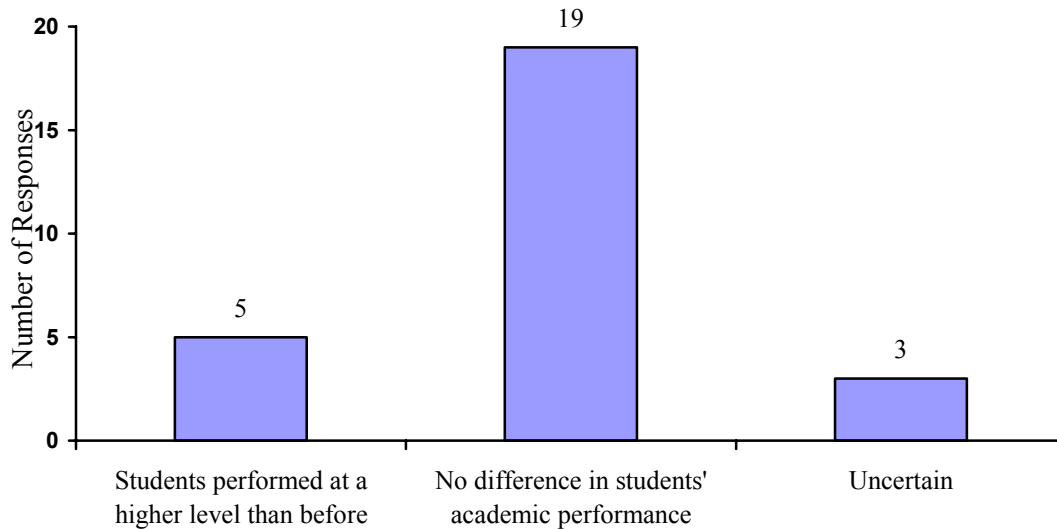Upon Returning from Dill
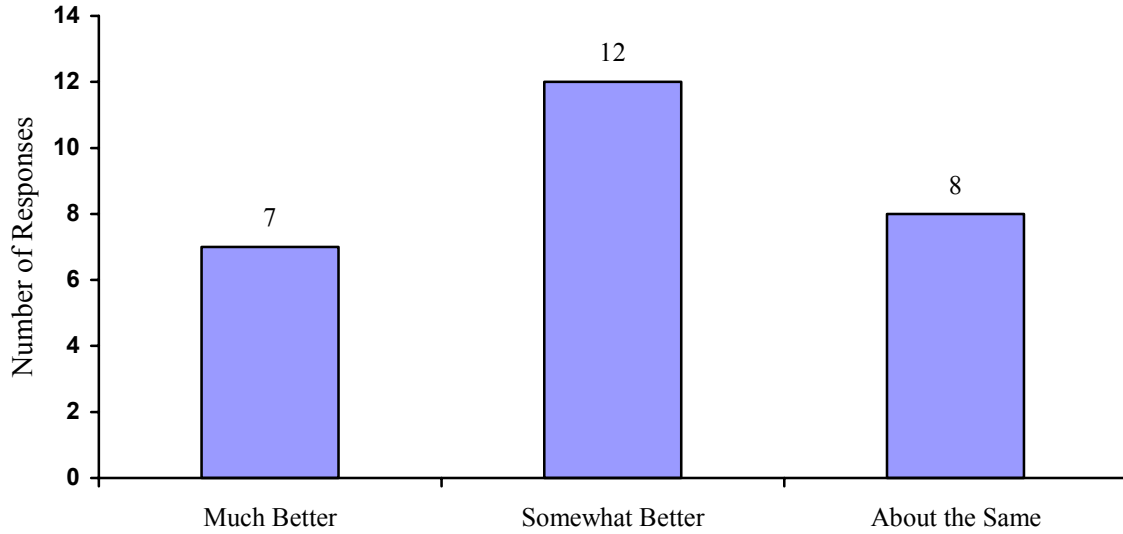
Source: AISD Employee Coordinated Survey, 2001-02

Figure A7: Home School Teacher Reported Percentage of Assignments
the Typical Student Completes at Dill

Source: AISD Employee Coordinated Survey, 2001-02

Figure A8: Home School Teacher Reported Typical Student Academics
Upon Returning from Dill

Source: AISD Employee Coordinated Survey, 2001-02

DILL STUDENT INTERVIEW QUESTIONS, SPRING 2002

1. Why did you go to Dill Elementary School? (What did you do to get sent there?)
2. Did you want to go there?
3. How did you feel when you found out you were going to Dill?
4. How did your parents feel when they found out you were going?
5. Was Dill what you expected?
6. How/how not?
7. Did you have enough work to keep yourself busy?
8. Did you finish all of your assignments?
9. Were the teachers helpful when you had questions about your work?
10. Do you think Dill is a good place for kids who misbehave?
11. Why/Why not?
12. What do other kids think about kids who are sent to Dill?
13. Did the kids in your class treat you any differently after you came back from Dill? If so, was it good or bad?
14. When you got back to your class, did you feel "behind" or were you able to understand what was going on in class just fine?
15. Have things changed at home since you went to Dill? How/How not?
16. Do you think your trip to Dill Elementary will make you less likely to misbehave in the future?
17. Would you like to go back to Dill in the future? Why/Why not?
18. What is the best thing about Dill?
19. What did you like the least about Dill?

APPENDIX B: VISITING TEACHERS

Table B1: Student and Family Issues Addressed by Visiting Teachers

Type of Issue	
School Problems	School crises Suicide, grief, loss 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 Incarceration
Personal Problems	Basic human needs: clothing, food, shelter, medical/dental care Drug/alcohol abuse Teen pregnancy/parenting Mental health issues

Source: Visiting Teacher information brochure, Student Support Services

Table B2: Visiting Teacher Client Survey Responses, Spring 2002

Survey Item	Yes n (%)	No n (%)
Have you used the Visiting Teacher(s) service before?	11 (21%)	41 (79%)
Is your child doing better or more comfortable at school since the Visiting Teacher worked with your family? (Elementary)	21 (100%)	0 (0%)
Would you recommend the Visiting Teacher(s) to someone?	51 (98%)	1 (2%)

	Strongly Agree n	Somewhat Agree n	Neutral n	Somewhat Disagree n	Strongly Disagree n
The Visiting Teacher helped me/my child to stay in school. (Secondary)	9	2	1	0	1

Source: Visiting Teacher Client Survey, Spring 2002

APPENDIX C: DELTA

Table C1: Number and Percentage for Gender and Ethnicity of Students Served, 1997-2002

YEAR	MALE	FEMALE	AFRICAN-AMERICAN	NATIVE American	WHITE/OTHER	ASIAN	HISPANIC
2001-2002	1108 (54%)	935 (46%)	436 (21%)	2 (.1%)	461 (23%)	48 (2%)	1096 (54%)
1999-2000	964 (51%)	944 (49%)	373 (20%)	5 (.3%)	578 (30%)	27 (1%)	925 (49%)
1998-99	862 (50%)	849 (50%)	352 (20%)	5 (.3%)	544 (31%)	37 (2%)	773 (45%)
1997-98	858 (53%)	766 (47%)	317 (20%)	6 (.3%)	508 (31%)	32 (2%)	761 (47%)

Source: AISD Student Records, 2002
Note: 2000-01 data are not available due to a change in reporting format for the 2000-01 school year.

Table C2: DELTA Credits Earned, 2001-02

Subject Area	DELTA Course	Number of Credits Earned	% of Total Credits Earned in DELTA
English	English I	88.5	4.5%
	English II	110	5.6%
	English III	136.5	7.0%
	English IV	165.5	8.5%
	Resume Writing	1	.1%
	Resume/Tech Writing	1	.1%
	English Total	*502.5*	*26%*
Mathematics	Algebra I	84	4.3%
	Algebra II	16.5	.8%
	Geometry	153	7.9%
	Math Modeling I	155	8.0%
	Math Modeling II	25	1.3%
	Precalculus	.5	<.1%
	Mathematics Total	*434*	*22%*

Table C2 is continued on the following page.

Subject Area	DELTA Course	Number of Credits Earned	% of Total Credits Earned in DELTA
Social Studies	Government	110.5	5.7%
	U.S. History	138	7.1%
	World History	95.5	4.9%
	World Geography	129	6.6%
	Economics	86	4.4%
	Social Studies Total	*559*	*29%*
Science/PE/Health	Integrated Physics /Chemistry	108	5.5%
	Biology	67	3.4%
	PE I	33.5	1.7%
	PE II	15.5	.8%
	PE III	21.5	1.1%
	Health	51.5	2.6%
	Science/PE/Health Total	*297*	*15%*
Electives	Child Development	22	1.1%
	Individual and Family Living	13	.7%
	House and Design	11.5	.6%
	Consumer Education	1	.1%
	Sociology	23.5	1.2%
	Psychology	14.5	.7%
	Business Communication	34	1.7%
	Practical Writing	2	.1%
	Reading	15.5	.8%
	Food Science/Nutrition	12.5	.6%
	Speech	5	.3%
	Elective Total	*154.5*	*8%*
Total Credits Earned		**1947**	**100%**

Source: DELTA teacher reports, 2001-02

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