

2017-18 Evaluation of the State Compensatory Education Program

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At-a-Glance

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program with compensatory, intensive, and/or accelerated instruction for students identified as at risk of dropping out of school (At-Risk). The purpose of the State Compensatory Education (SCE) program is to increase academic achievement and reduce the dropout rate of At-Risk students. The goal is to reduce disparities between At-Risk and all other students in (a) performance on state-mandated assessments and (b) rates of high school completion.

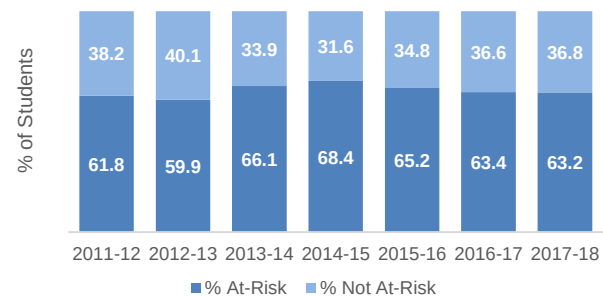
State criteria for identifying At-Risk students are defined by Texas Education Code (TEC) §29.081. Students who meet any of the criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year. Among the 13 criteria are students of limited English proficiency (LEP), students who failed a state assessment, or students who were retained. The district is required to submit the District Improvement Plan (DIP), two Campus Improvement Plans (CIP), and the local evaluation of state compensatory education strategies, activities and programs to the Texas Education Agency (TEA) annually.

The scope of the evaluation includes the program context, implementation, and results of the SCE Program 2017-18. It outlines how SCE direct cost funds were used for supplemental services and programs, as described in district and campus improvement plans and in budget allocations and expenditures. The report also describes the characteristics of At-Risk students in the Dallas Independent School District (Dallas ISD), and examines how their assessment performance, graduation rate, and dropout rate compared to their Not-At-Risk peers.

Student Demographics

In school year 2017-18, the district's Texas Academic Performance Report (TAPR) reported a total of 99,038 students identified as At-Risk, representing 63.2 percent of the district's grades EC-12 enrollment (N=156,726). As shown in Figure 1, the percentage of At-Risk students has ranged from approximately 60 to 68 percent in recent years. From 2014-15 through 2017-18, a gradual decline in the percentage of At-Risk students was found.

Figure 1: District Student Population by At-Risk Status 2012 - 2018



Source: Texas Education Agency (TEA) annual Academic Excellence Indicator System (AEIS) and Texas Academic Performance Reports (TAPR) reports.

Student demographic data for the district population and At-Risk students, are displayed in Table 1. A larger proportion of At-Risk students was identified as Hispanic compared to the overall district student population. Similarly, a larger proportion of At-Risk students was identified as LEP compared to the overall district student population.

Table 1: Student Demographic Characteristics 2017-18

Subgroup	District		At-Risk	
	N	%	N	%
Gender				
Male	79,999	51.0	51,601	52.5
Female	76,805	49.0	46,634	47.5
Ethnicity				
Hisp./Lat.	109,810	70.0	79,843	81.3
Afr. Am.	35,209	22.5	14,686	14.9
White	7,798	5.0	1,701	1.7
Other	3,987	2.5	2,005	2.0
English Proficiency				
Non-LEP	87,436	55.8	29,435	30.0
LEP	69,368	44.2	68,800	70.0
Total	156,804		98,235	

Source: Public Education Information Management System (PEIMS) district datafile (10/30/2017).

Note: Data from the PEIMS submission may differ from data obtained from the Texas Academic Performance Reports (TAPR) report. Hisp./Lat.=Hispanic/Latino. Afr. Am.=African American. Other=Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races, and Not Available. LEP=Limited English Proficiency. Percentages may not sum to 100 due to rounding.

SCE Programs and Services

The primary records supporting SCE program expenditures are the district and campus improvement plans, which are required by state law. The funded program/services must be described in the DIP if the program is implemented districtwide, or in CIP if implemented at the campus level.

District Improvement Plan

The 2017-18 DIP was reviewed for SCE components. The DIP contained relatively broad statements regarding strategies and activities targeting At-Risk students, with detailed plans to be developed at the campus level.

Campus Improvement Plans

A review of 21 CIPs (5 comprehensive high schools, 6 middle schools, and 10 elementary schools) showed that all schools reviewed conducted a needs assessment as required and set achievement targets aligned with the campus needs assessments. The percentage of At-Risk students at the sampled schools ranged from 49 to 86 percent. Therefore, strategies aimed at improving achievement schoolwide were by necessity aimed primarily at At-Risk students. Identified methods utilized for providing assistance to struggling students included greater emphasis placed on quality instruction and strategies, increased use of data for progress monitoring and identification of individual students' strengths and weaknesses, and in-school and out-of-school tutoring. Greater emphasis was also placed on increased teacher professional development, parental involvement and education, and use of Personalized Learning Communities (PLCs)

SCE Budget and Expenditures

The district received an SCE program allotment of \$180,004,145 from the state. The minimum direct cost requirement was 52 percent for the 2017-18 school year, or \$93,602,155 (Table 2).

Table 2: 2017-18 SCE Funding and Budget

Description	Amount
SCE Allocation received	\$ 180,004,145
Required Min. Direct Cost (52%)	\$ 93,602,155
PIC 24 (Accelerated Education)	\$ 14,420,759
PIC 26 (AEP Basic Services)	\$ 2,147,121
PIC 28 (DAEP Basic Services)	\$ 3,868,628
PIC 29 (DAEP SCE Costs)	\$ 14,230
PIC 30 (Title I, Part A SCE)	\$ 43,109,043
PIC 34 (Comp. Prekindergarten)	\$ 34,657,754
Total SCE Direct Cost Budget	\$ 98,217,535

Source: Dallas ISD Budget Services Department, May 2019

Note: Min.=Minimum. PIC=Program Intent Code. AEP=Alternative Education Program. DAEP=Disciplinary Alternative Education Program. Comp.=Compensatory. SCE=State Compensatory Education. Title I, Part A SCE=Title I, Part A Schoolwide Activities Related to SCE.

The district budgeted \$98,217,535 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$90,032,886. The largest percentage of SCE funds was allocated for Title 1, Part A Schoolwide Activities Related to SCE (PIC 30), followed by Compensatory Prekindergarten (PIC 34)

The major expenditures were Instruction & Instruction Related Services (87%), Payroll Costs (96%), and Title I, Part A Schoolwide Activities Related to SCE (45%). Tables 3 through 5 show expenditures by SCE Major Function, Object, and Program Intent Codes.

Table 3: 2017-18 SCE Expenditures by Major Function

Function	Expenditure	%
Inst. & Related Services	\$ 78,173,508.83	86.8
Spt. Svcs. – Student	\$ 11,482,755.82	12.8
Inst. & School Leadership	\$ 307,745.63	<1.0
Spt. Svcs. – Non-Student	\$ 52,865.67	<1.0
Ancillary Services	\$ 8,677.80	<1.0
Intergovernmental	\$ 7,332.00	<1.0

Source: Dallas ISD Budget Services Department, May 2019.

Note: SCE=State Compensatory Education. Inst.=Instruction. Spt. Svcs.= Support Services.

Table 4: 2017-18 SCE Expenditures by Object

Object	Expenditure	%
Payroll Costs	\$ 86,638,409.73	96.2
Supplies and Materials	\$ 1,667,946.10	1.9
Prof. and Contracted	\$ 1,298,182.79	1.4
Other Operating Costs	\$ 428,347.13	0.5

Source: Dallas ISD Budget Services Department, May 2019.

Note: Prof.=Professional. SCE=State Compensatory Education.

Table 5: 2017-18 SCE Expenditures by Program Intent Code

Program Intent Code	Expenditure	%
Title I, Part A SCE	\$ 40,263,182.38	44.7
Compensatory PK	\$ 32,521,092.12	36.1
Accelerated Education	\$ 11,708,859.85	13.0
DAEP Basic	\$ 3,571,120.36	4.0
AEP Basic	\$ 1,955,490.25	2.2
DAEP SCE	\$ 13,140.79	<1.0

Source: Dallas ISD Budget Services Department, May 2019.

Note: SCE=State Compensatory Education. AEP=Alternative Education Program. DAEP=Disciplinary Alternative Education Program. PK=Prekindergarten. Title I, Part A SCE=Title I, Part A Schoolwide Activities Related to SCE.

The district funded 1,519.50 Full-Time Equivalent (FTE) positions with SCE funds and filled 1,356.07. Most FTEs under Title 1, Part A were counselors or core content teachers at elementary and secondary campuses. All Compensatory Prekindergarten positions were teachers or teacher assistants.

STAAR 3-8 and STAAR EOC Performance

The percentage of At-Risk students at Approaches Grade Level or Above on the *State of Texas Assessments of Academic Readiness 3-8 (STAAR 3-8)* and *STAAR End-of-Course (STAAR EOC)* tests was lower than the percentage of Not-At-Risk students across almost all subjects (Table 6). From 2017 to 2018, the performance gap decreased on 10 of 17 STAAR 3-8 tests and remained the same on three. For STAAR EOC tested courses, the gap remained the same in English I and the performance gap increased by one point in Algebra I and U.S. History. The performance gap decreased by one point in English II and Biology.

Table 6: STAAR 3-8/STAAR EOC 2017-18 Approaches Grade Level or Above Rates and Performance Gaps

Subject	Grade	% Approaches Grade Level or Above		Diff.
		At-Risk	Not-At-Risk	
Reading	3	72	72	0
	4	57	85	-28
	5	76	96	-20
	6	47	86	-39
	7	54	92	-38
	8	68	97	-29
English I EOC		44	91	-47
English II EOC		46	94	-48
Mathematics	3	75	75	0
	4	69	90	-21
	5	84	97	-13
	6	60	89	-29
	7	50	80	-30
	8	79	96	-17
Algebra I EOC		74	97	-23
Science	5	63	91	-28
	8	58	94	-36
Biology EOC		78	98	-20
Soc. Studies	8	50	91	-41
U.S. History EOC		87	100	-13
Writing	4	54	74	-20
	7	46	92	-46

Source: Texas Education Agency (TEA) 2018 Texas Performance Reporting System (TPRS) reports.

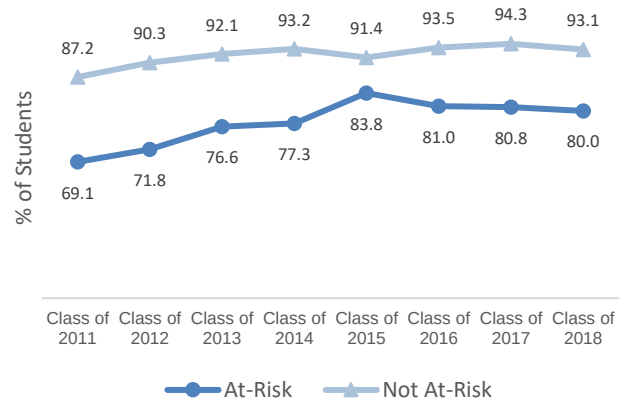
Note: Data include all students in the Accountability Subset for each year reported. STAAR= State of Texas Assessments of Academic Readiness. EOC=End of Course. Diff.=Difference.

Graduation and Dropout Rates

Overall, there has been a positive trend overall in graduation rates of At-Risk students since 2011. Graduation rates of At-Risk students were lower than

those of Not-At-Risk students, resulting in a *gap* between the two groups (Figure 2). The *gap* for the Class of 2018 decreased slightly but is due to the 1.2 point decrease in Not-At-Risk student graduation rate.

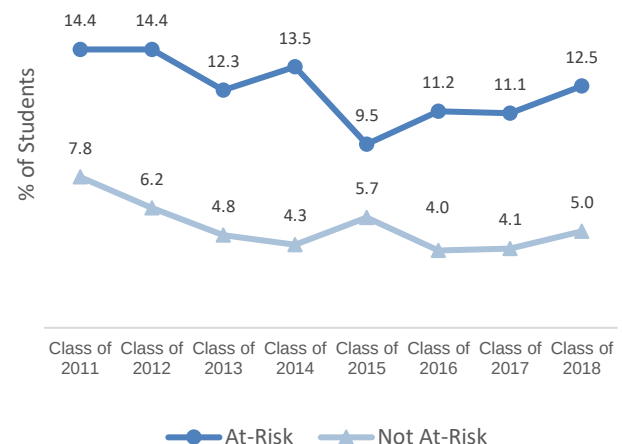
Figure 2: Graduation Rates by Cohort and At-Risk Status Class of 2011 to Class of 2018



Source: Texas Education Agency (TEA) Texas Academic Performance Report (TAPR) reports.

Overall, the dropout rates of At-Risk students were lower for the Classes of 2015 to 2018 than for the Classes of 2011 to 2014; however, the dropout rate for the Class of 2015 (9.5%) was not maintained for the Class of 2016 (11.2%), 2017 (11.1%), or 2018 (12.5%). Dropout rates of At-Risk students are higher than those of Not-At-Risk students, resulting in a *gap* between the two groups (Figure 3). The *gap* widened for the Class of 2014 but decreased markedly for the Class of 2015. For the Classes of 2016 and 2017, the *gap* narrowed slightly but increased for the Class of 2018.

Figure 3: Dropout Rates by Cohort and At-Risk Status Class of 2011 to Class of 2018



Source: Texas Education Agency (TEA) Texas Academic Performance Report (TAPR) reports.

Recommendations

- **As recommended in previous years, designate a full-time SCE program administrator.** At its current level of funding, with an overall budget of approximately \$180 million, oversight would help to ensure that funds are used efficiently and effectively. With more than \$86 million available in 2017-18 in indirect cost allocations intended primarily to defray program administrative costs, the SCE program should well be able to meet the expense of a designated program manager assigned the responsibility of overseeing program implementation and data collection.
- **Investigate how the passage of House Bill 3 will impact the funds allocated for prekindergarten compensatory education.** In May 2019, the 86th Texas Legislature passed House Bill 3 [HB 3] mandating the state to provide funding for full-time prekindergarten. In 2017-18, \$32.5 million was expended centrally (\$3.4 million) and at the campus level (\$29.1 million) on prekindergarten compensatory education. It will be important for district staff to carefully consider how HB 3 funding will interact with SCE funding.
- **As recommended in previous years, require central organizations to apply for SCE funds.** In 2011-12 and 2012-13, central organizations that received SCE funds were required to submit Project Workscopes to the district's Budget Services department. That requirement was discontinued in 2014-15. Reinstatement would provide documentation for the use of SCE funds and facilitate evaluation of services and activities supported by central SCE expenditures.
- **Ensure adequate funding and support is provided through SCE to decrease At-Risk student dropout rates.** The dropout rate was higher for the Class of 2018 (12.5%) compared to the Class of 2015 (9.5%), 2016 (11.2%), and 2017 (11.1%).

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The full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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