

2019-2020 State Compensatory Education (SCE) Evaluation Results

Summer 2021

Analytics, Strategy, Assessment & PEIMS (ASAP)

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Texas Education Code §29.081

- The purpose of this report is to remain in compliance with the SCE evaluation that is required annually by law as required in Texas Education Code (TEC) §29.081 in demonstrating the effectiveness of the EPISD SCE program in reducing any disparity in:
 - *Performance on assessment instruments administered under TEC, Chapter 39, Subchapter B, between at-risk students and all other district students; and*
 - *High school completion rates among at-risk students and all other district students.*



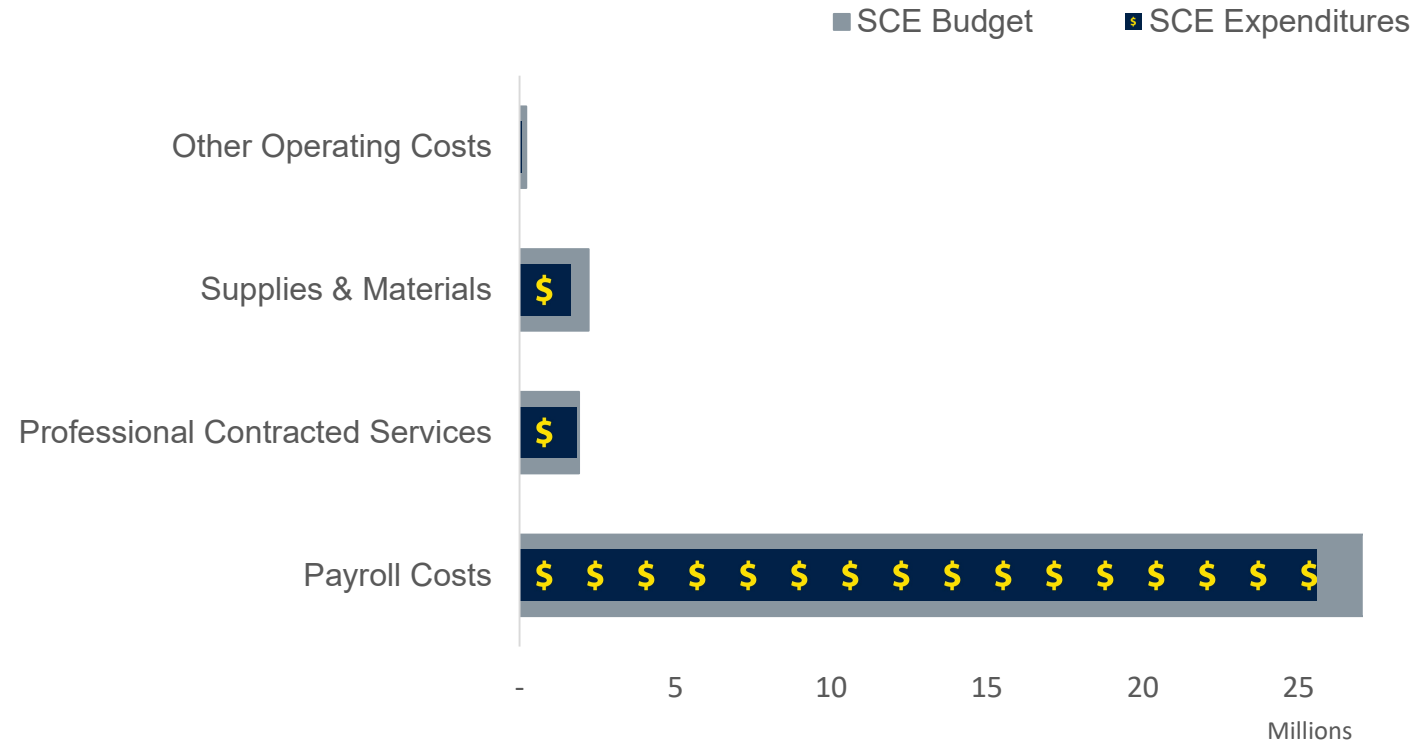
This year, due to the cancellation of STAAR because of the COVID-19 pandemic, STAAR performance assessment data was not available and therefore not included in the report.

EPISD's Three Year At-Risk Student Enrollment



The district annually identifies and documents students who are at risk of dropping out of school.

2019-2020 SCE Budget



The total amount allotted for SCE funded programs was \$36,049,651; 88% of the district's SCE budget, at approximately \$31,706,386, fell under payroll costs, followed by supplies and materials at 6%.

2019-2020 District Improvement Plan (DIP)

Proposed SCE Funded Initiatives

Service, Program, or Activity	Amount	Brief Description
Active Learning Leaders (ALL)	6,230,608	The ALLs primary purpose is to build professional capacity in teachers, administrators, and staff to understand the needs and to improve instruction for at-risk students. The ALLs build professional capacity through Professional Learning Communities and by working one-on-one with teachers. Laptops for ALL's.
Alpha Initiative	792,628	The Alpha Initiative will implement Operation Target Zero leaver recovery procedures to verify the accuracy of student leaver codes and to reacquire students who have not returned to school for any reason. The Alpha Initiative will implement Operation Outreach procedures to bring the community to the awareness level in district efforts to reacquire students who have left for any reason.
AVID Teachers	251,283	The BEFM office will provide campus and department support to assist in the supplemental implementation of district initiatives.
Class Size Reduction Teachers	2,447,280	The BEFM office will provide campus and department support to assist in the supplemental implementation of district initiatives.
Con Mi Madre	198,830	Contract with Con Mi Madre to provide administrative oversight, coordination, and implementation of recruitment of female students and their mothers to receive educational support services that will increase student preparedness, social emotional & leadership development, to facilitate awareness of post-secondary education opportunities and readiness.
Contracted Services	357,747	To include Panorama Education, CASEL, Bob Pike Group, SEL Support Vendor Services, Committee for Children-Second Step, and School Connect.
Counselors & Graduation Coaches	994,455	The BEFM office will provide campus and department support to assist in the supplemental implementation of district initiatives.
ESOL Teachers	3,392,777	The BEFM office will provide campus and department support to assist in the supplemental implementation of district initiatives.
Focus on Children & Families (FCF), Social Workers & Pregnancy Related Services	852,459	FCF's help parents, students and school staff identify needs that interfere with learning and works with students to get the services they need. They also work with families to resolve social, emotional and behavioral problems.
LPAC Clerks	2,495,025	The BEFM office will provide campus and department support to assist in the supplemental implementation of district initiatives.
SEL	730,804	Continue funding for district level SEL department. Provide support for campus SEL implementation by providing substitutes and extra-duty pay so that staff may attend professional learning sessions that are differentiated by cohort, school level and/or identified school needs.
Software with Contracted Services	1,378,000	To include Edgenuity, STEMscopes, Renaissance, Gateway to College, Achieve 3000, Math the Whitlow Way and TEKS bank.
Summer School Intervention Teachers	1,320,872	Summer credit recovery, end of course (EOC) intervention, and student success initiative (SSI).
	3,330,919	The BEFM office will provide campus and department support to assist in the supplemental implementation of district initiatives.



The DIP is considered the primary record that supports any SCE expenditures. The DIP identified SCE funds for specific proposed personnel, services, programs, and activities to help achieve goals set forth to assist the identified at-risk student population and serve as documentation of these proposed expenditures.

2019-2020 SCE Funded Program Evaluations

- Active Learning Framework
- Alpha Initiative
- Con Mi Madre
- Focus on Children & Families
- Social Emotional Learning
- Summer School



During the 2019-2020 school year, the ASAP Department evaluated six SCE funded programs; brief findings and recommendations based on these finalized reports are summarized on the next slides; this is not an exhaustive list of evaluations conducted by the department or district.

Active Learning Framework Findings

Since the 2016-2017 school year, EPISD has implemented the ALF as part of its mission to graduate students who are prepared for success in a twenty-first-century workforce. To that end, the ALF is intended to promote student engagement by utilizing project-based-learning strategies as well as develop students' teamwork skills by fostering collaboration. ALF teachers receive training and ongoing coaching on how to apply ALF foundational concepts in their classrooms. A notable finding of the evaluation is that major returns realized through the investment in the ALF were the development of desirable skillsets for participating students and teachers. Active Learning Leaders (ALLs), who are staff assigned to each campus to support and guide active learning instruction, play a significant role in these training and coaching activities, which result in the development of these skillsets. ALLs were funded through SCE. ALLs confirmed, based on a questionnaire, that they perform a wide variety of duties in the course of their professional responsibilities and that supporting the ALF was a primary focus of their work.



Alpha Initiative Findings

Based on the evaluation, the Alpha Initiative, through the work of the Alpha specialists, was accomplishing its intended goals by assisting in the reduction of truancy and the recovery of students. The Alpha Initiative should continue its targeted truancy prevention and leaver recovery operations (Target Zero and Return to School) based on their contribution to the overall decrease in the number of dropouts for the district. However, there exists an opportunity in which the district could offer additional support in the reduction of student truancy that includes a review of the district of innovation status in conjunction with the 90% rule.



Con Mi Madre Findings

The Con Mi Madre program was established at the EPISD during the 2017-2018 school year. The program, initially based in Austin, Texas, aims to increase postsecondary education participation for young women. Con Mi Madre is a curriculum-based program that relies heavily on strengthening the mother-daughter bond through education and involvement. The results of the evaluation indicated that there was 57% duplication in services being offered by the Con Mi Madre program and the district. This indicates that there exists an opportunity to decrease the amount of CMM contracted services which in turn would help alleviate some of the sustainability concerns that have arisen. Furthermore, based on campus observations, students are receiving a minimal amount of instruction, and it is highly unlikely that the program is being implemented with fidelity. The report also revealed that there is a low percentage of student participation at major events held by the CMM program. Identified potential barriers are time constraints as well as when the program is being offered. It is recommended that the program offer alternative times. Based on the feedback from those campuses that responded to the form, it seems the program is providing an overall positive experience by assisting students and their families with graduation and post-secondary goals. A review of SCE funded programs resulted in a non-renewal of the CMM contract and program for the 2020-2021 school year.



Focus on Children & Families Findings

FCF program services are carried out by FCF Intervention Specialists (FIS), whose role is identify at-risk students and, through the program, empower their parent's to participate at the school and in their children's education. Based on the FCF program feedback form, the FIS's are considered a positive addition to the staff and are fulfilling the requirements of their role by offering additional support to the at-risk student population and their families through various activities and services. A random sample of 50 student therapy folders revealed that 56% were considered unsatisfactory regarding appropriate documentation procedures. The program manager should continue to provide training on proper folder documentation to include clear instructions and emphasize detailed, uniform documentation. This information should be utilized to assist in evaluating the effectiveness of the interventions on academic progress for future evaluations.



Social Emotional Learning Findings

Two areas of implementation were evaluated for the Social Emotional Learning Program: the addition of a student SEL growth measure (Panorama Education), and the professional development provided to campuses implementing the initiative. The significant findings from this evaluation were that the newly purchased student assessment program was effective in measuring student SEL competencies, as well as providing educators actionable information on how to improve campus-wide SEL. Additionally, although robust professional development opportunities for campuses are provided along with some coaching, there is a limited ability to support fidelity of implementation of the program due to staffing. However, it is important to note that the department has increased its capacity to implement the initiative by the addition of a Family Engagement Coordinator, charged with the parent component of the initiative, and a SEL Director to oversee implementation.

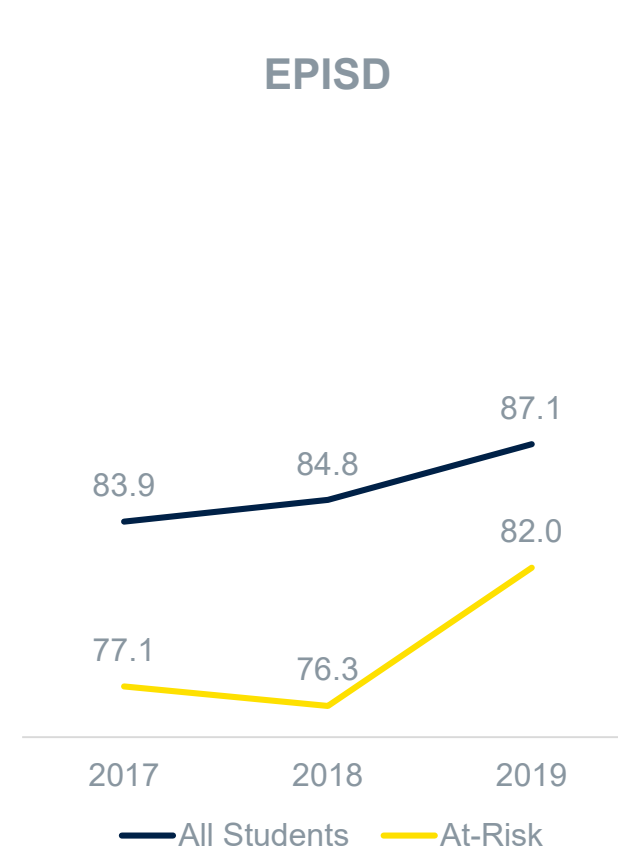
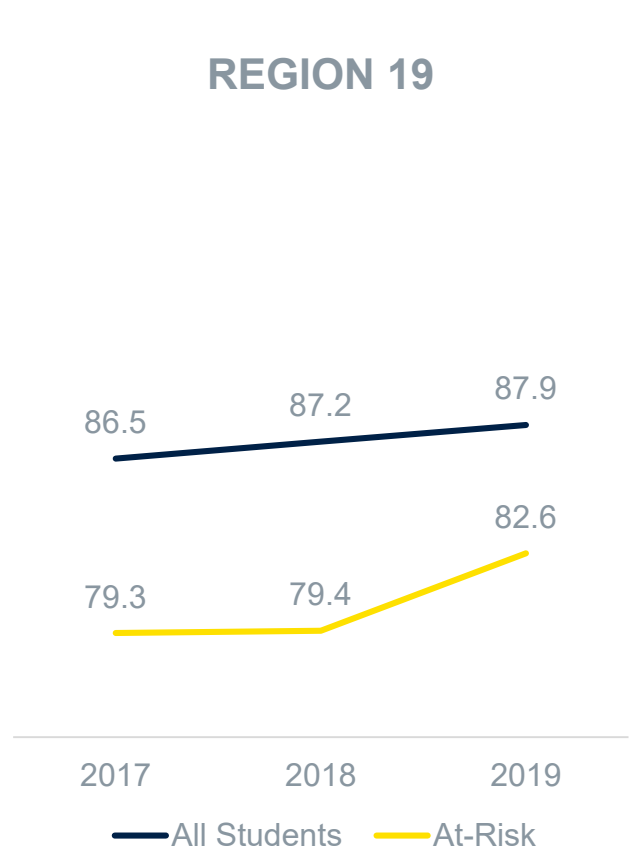
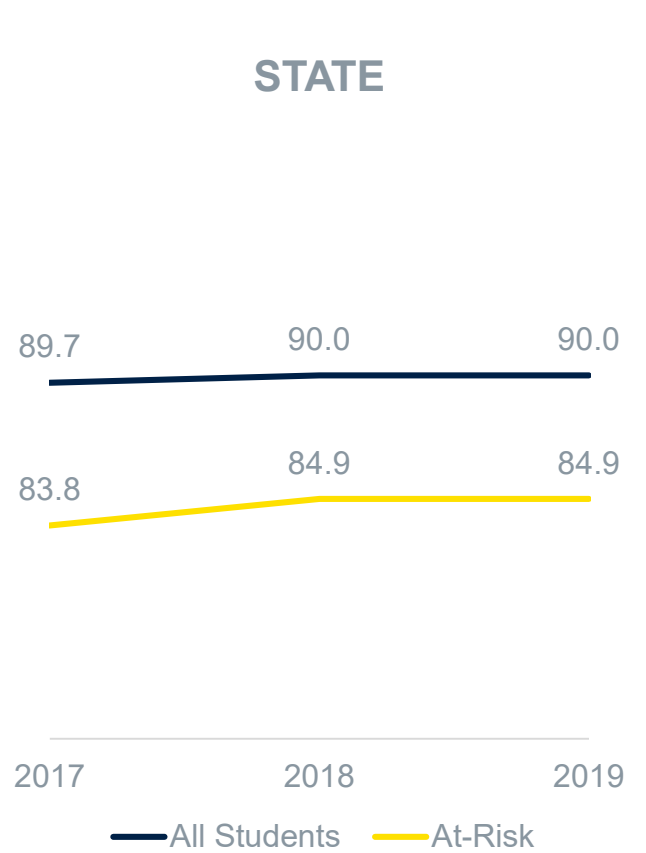


Summer School Findings

Data revealed that many summer programs were funded out of SCE budget sources. The summer Student Success Initiative (SSI) and End of Course (EOC) testing windows allowed students who failed an assessment during the regular school year an opportunity to retest and potentially pass the assessment. High school students also took advantage of the opportunity to recover credits that were not earned during the regular year, with students attempting to recover 2410.5 credits and succeeding in earning 81% of those credits. These summer programs provided meaningful assistance in the form of providing students an opportunity to complete the requirements needed for graduation. The majority of students participating in summer commencement were scheduled in either summer credit recovery courses and/or an End of Course (EOC) intervention program.



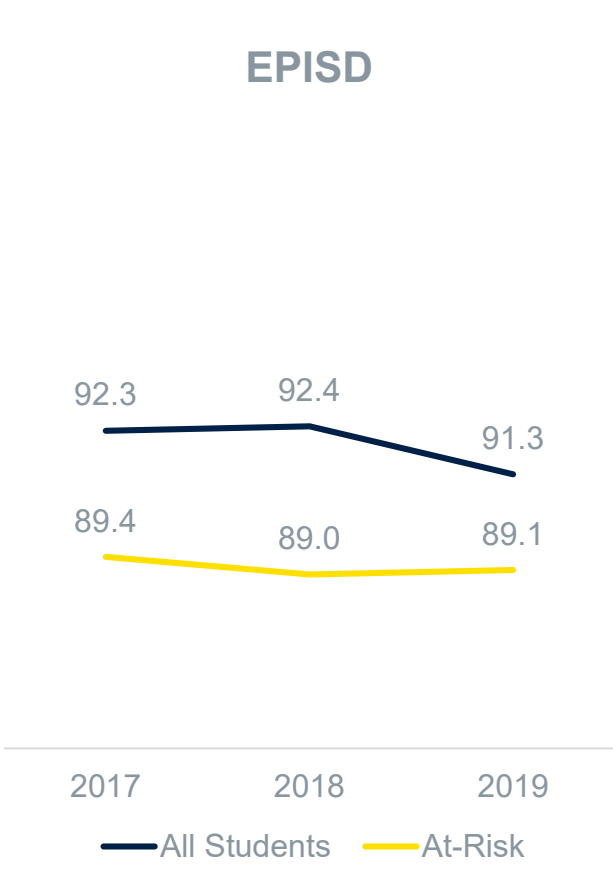
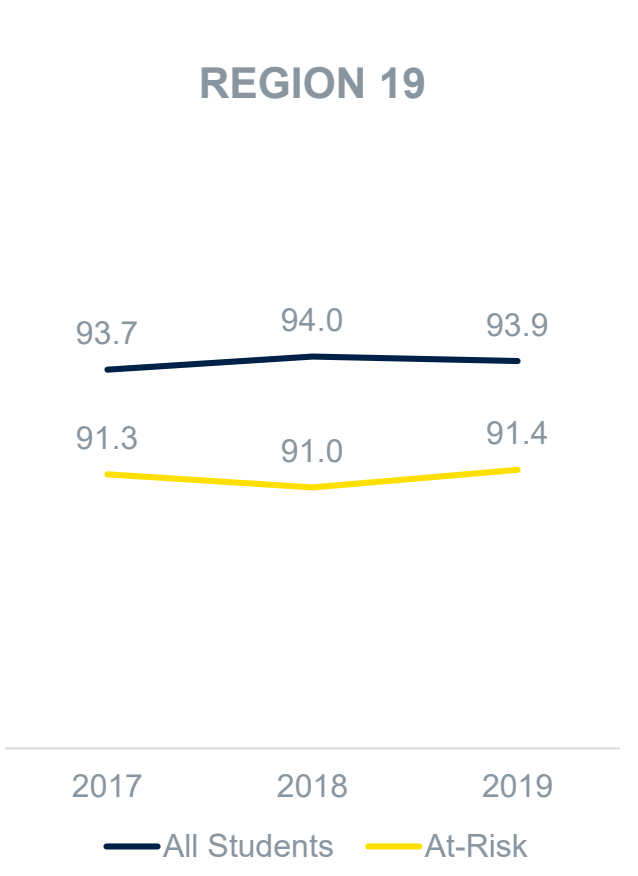
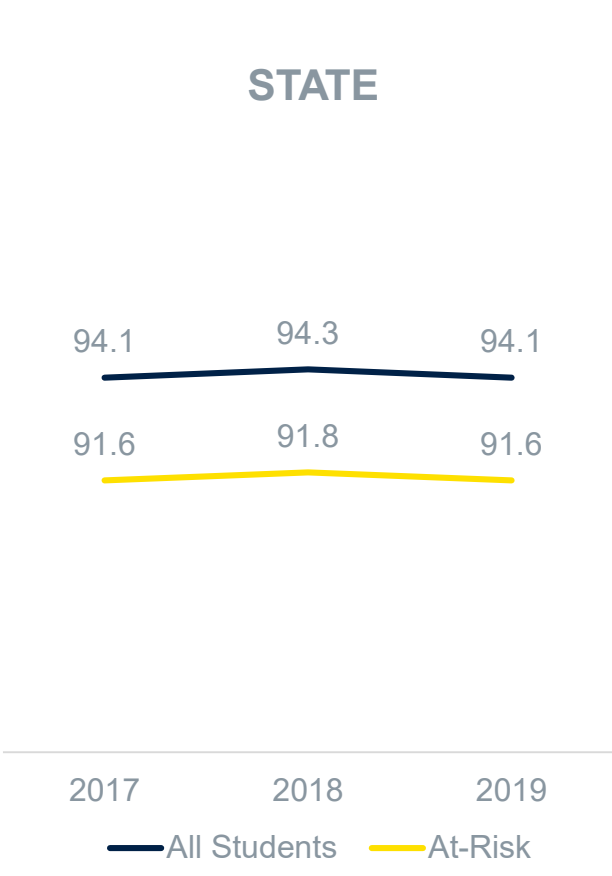
High School Graduation Rates*



*The All Students group includes both at-risk and non-at-risk students.

EPISD at-risk student graduation rates increased from the class of 2018 to the class of 2019; class of 2020 is pending release. The gap between both populations for the district was that of 5.1 percentage points, which mirrored that of the state, while the region experienced a higher gap of 5.3.

Completion Rates*

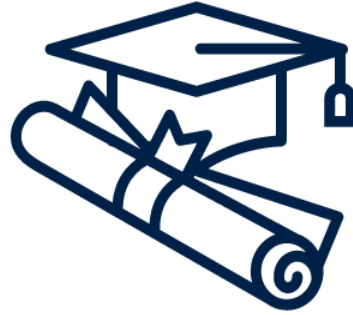


*The All Students group includes both at-risk and non-at-risk students.

EPISD at-risk student completion rates increased slightly from the class of 2018 to the class of 2019; class of 2020 is pending release. The gap between both populations for the state and region was that of 2.5 percentage points. Although the district had a higher gap of 2.9, EPISD was able to reduce its internal gap by half a percentage point (0.5) from 2018 to 2019.

Conclusion

82% vs. **87%**
At-Risk Graduation Rate All-Students Graduation Rate



89% vs. **91%**
At-Risk Completion Rate All-Students Completion Rate

- All students exceeded that of the at-risk student rates with regards to graduation and completion rates however, that gap has decreased from 2018 to 2019.
- EPISD continues to work on closing the gaps between the two student populations by utilizing SCE funds to provide programs to assist in accomplishing this goal.
- The continued focus of SCE expenditures should be allocated on programs that promote at-risk student success.

59%

At-Risk Students



88%

Payroll Costs



Contact Information

Public Comments & Inquiries

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