

2020-2021 State Compensatory Education (SCE) Evaluation Results

Summer 2022

Analytics, Strategy, Assessment & PEIMS (ASAP)

Victoria J. Orozco
Director, Strategy & Evaluation
And
Laura Meza
Evaluator

EL PASO INDEPENDENT
SCHOOL DISTRICT



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.*

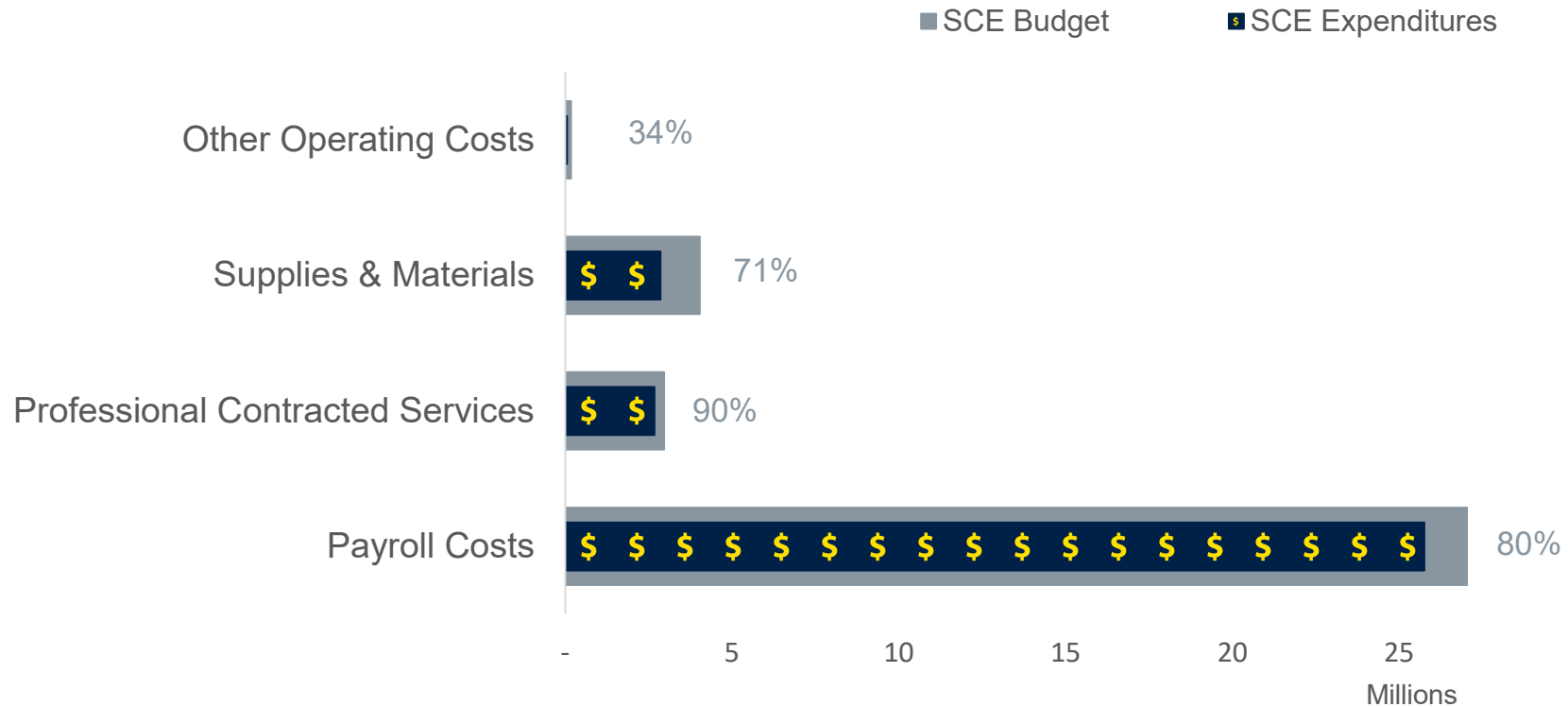


EPISD's Three Year At-Risk Student Enrollment

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



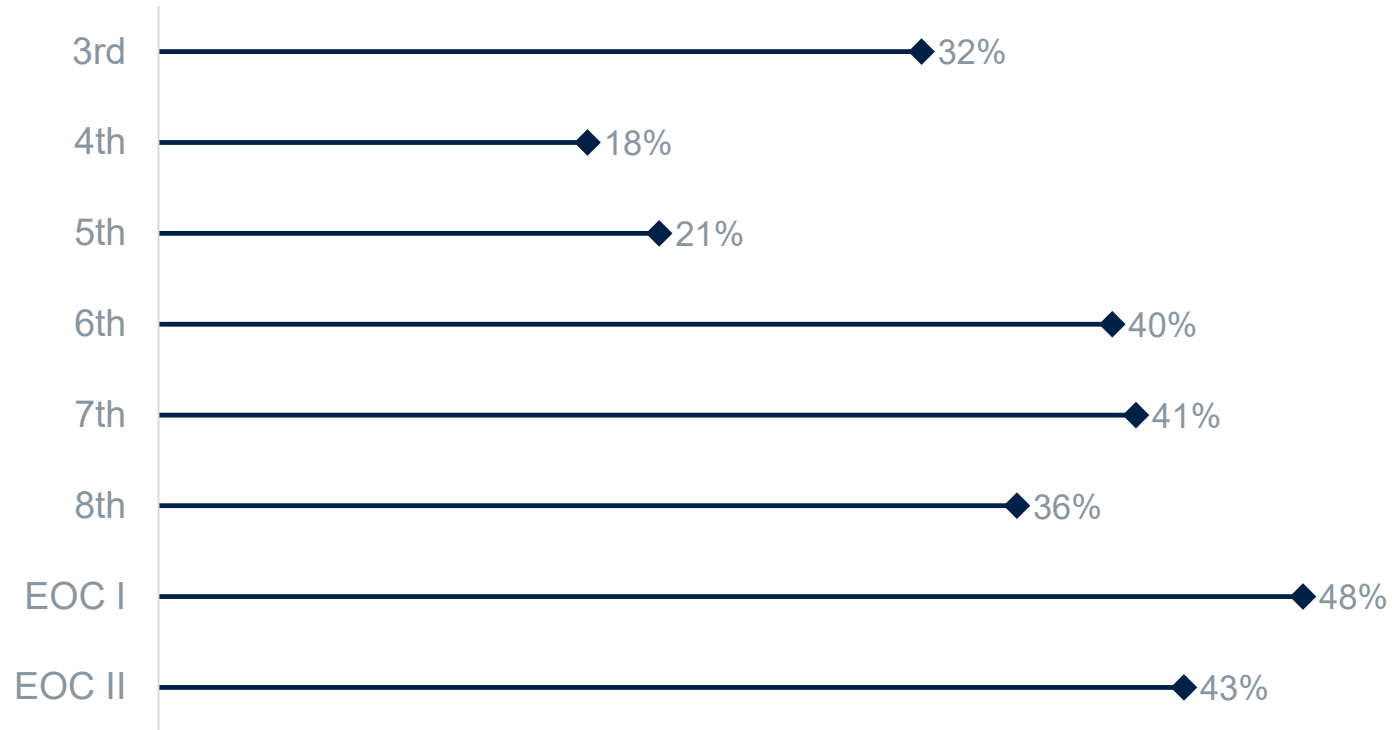
2020-2021 SCE Budget



The total amount allotted for SCE-funded programs was \$39,231,205.46; 82% of the district's SCE budget, at approximately \$32,057,310 fell under payroll costs, followed by supplies and materials at 10%.

Regarding SCE expenditures, most of the funds allocated for each category were expended except for other operating costs (34%).

2020-2021 STAAR Reading/ELA Student Gaps*

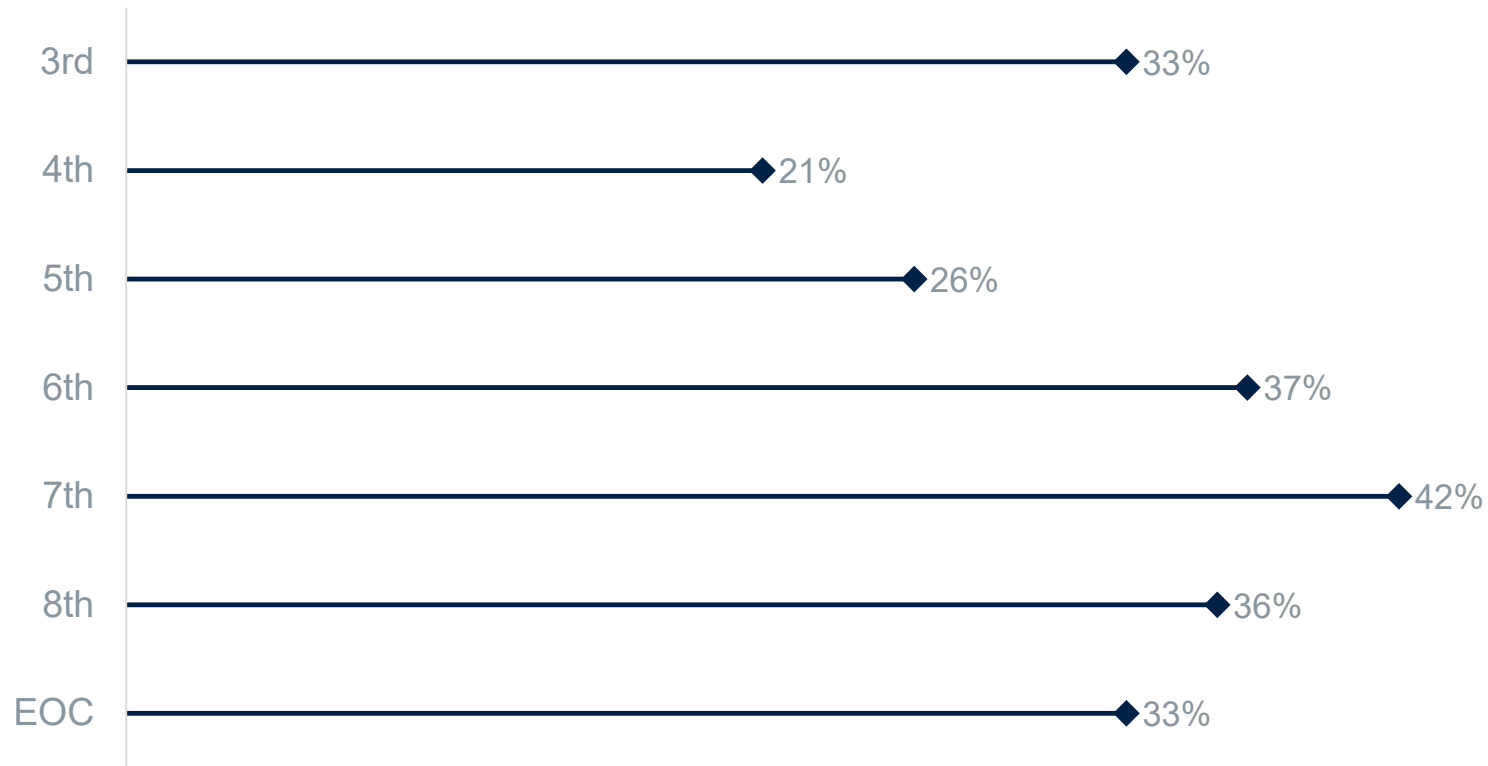


* Figure represents the gap between at-risk and non-at-risk students who met the Approaches Grade Level or above in STAAR Reading/ELA in 2021 in percentage points.

Overall, less than half of the grade levels tested in STAAR Reading/ELA (4th, 6th, and EOC II) have shown a decrease in the disparity between the two populations when compared to the 2018-2019 SCE evaluation results.



2020-2021 STAAR Math Student Gaps*

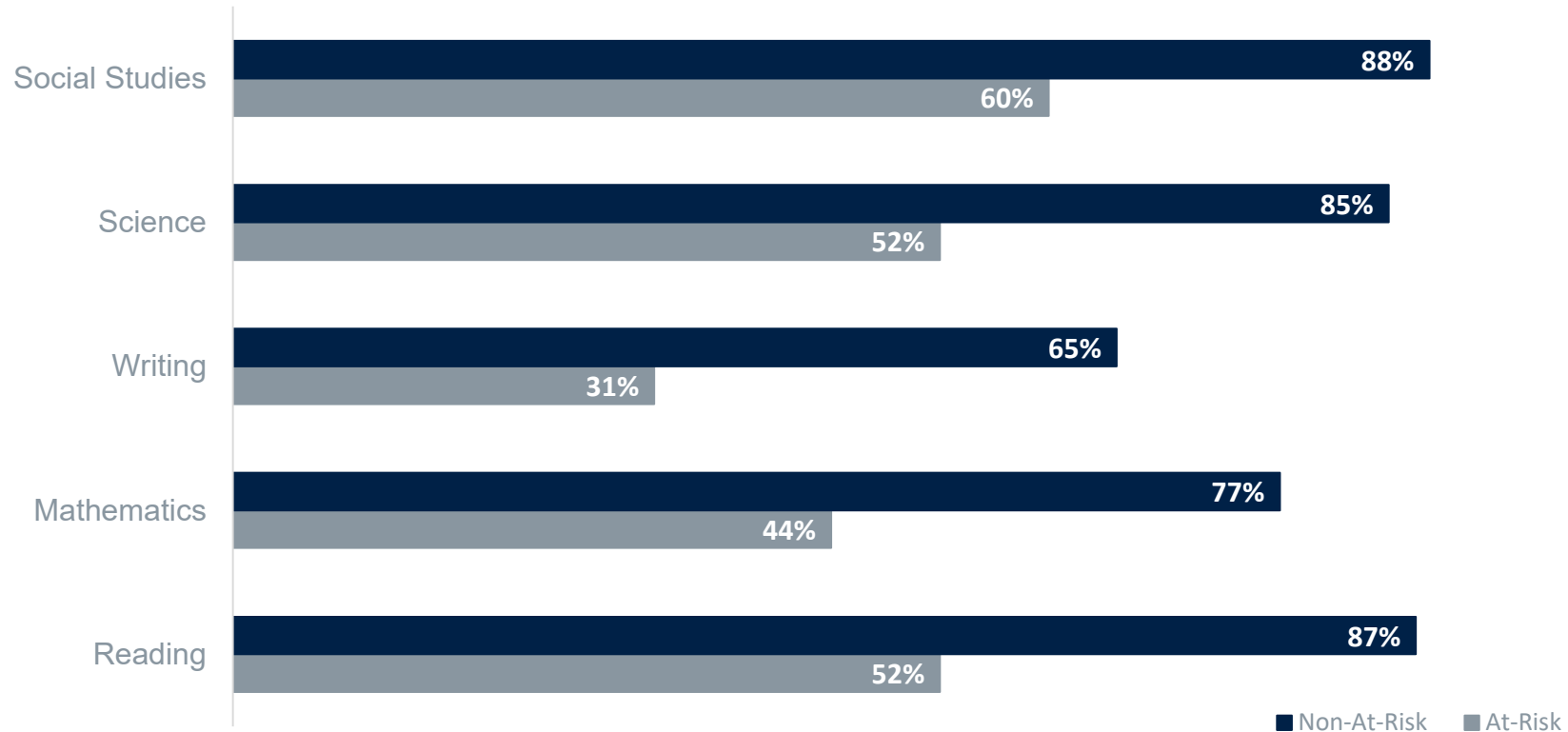


* Figure represents the gap between at-risk and non-at-risk students who met the Approaches Grade Level or above in STAAR Math in 2021 in percentage points.

Overall, all but one grade level (4th) tested in Math have shown an increase in the disparity between the two populations when compared to the 2018-2019 SCE evaluation results.



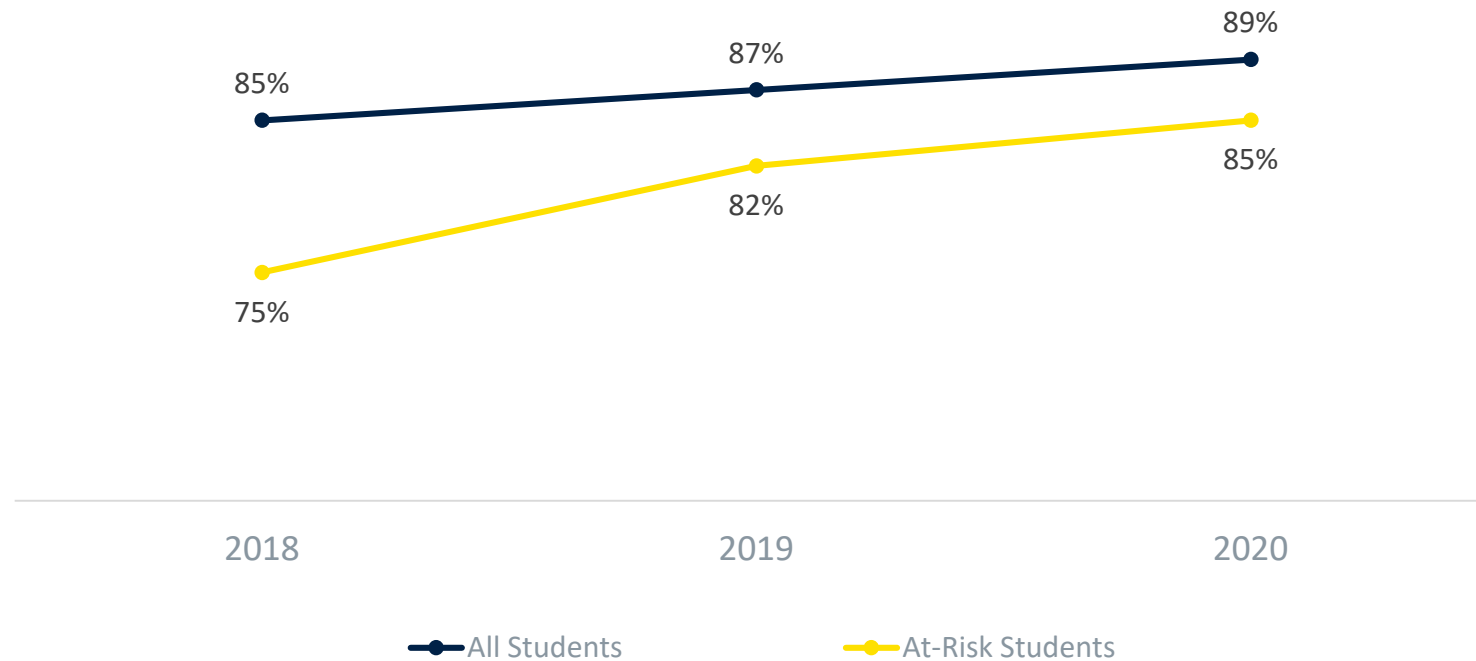
2020-2021 STAAR District Passing Rates*



* Figure represents the Texas Academic Performance Reports (TAPR) passing rates for the 2020-2021 school year, all grade levels combined.

Passing rates for non-at-risk students far exceeded that of the at-risk student population in every subject; for the fifth consecutive year the most substantial discrepancy was in the subject of Reading.

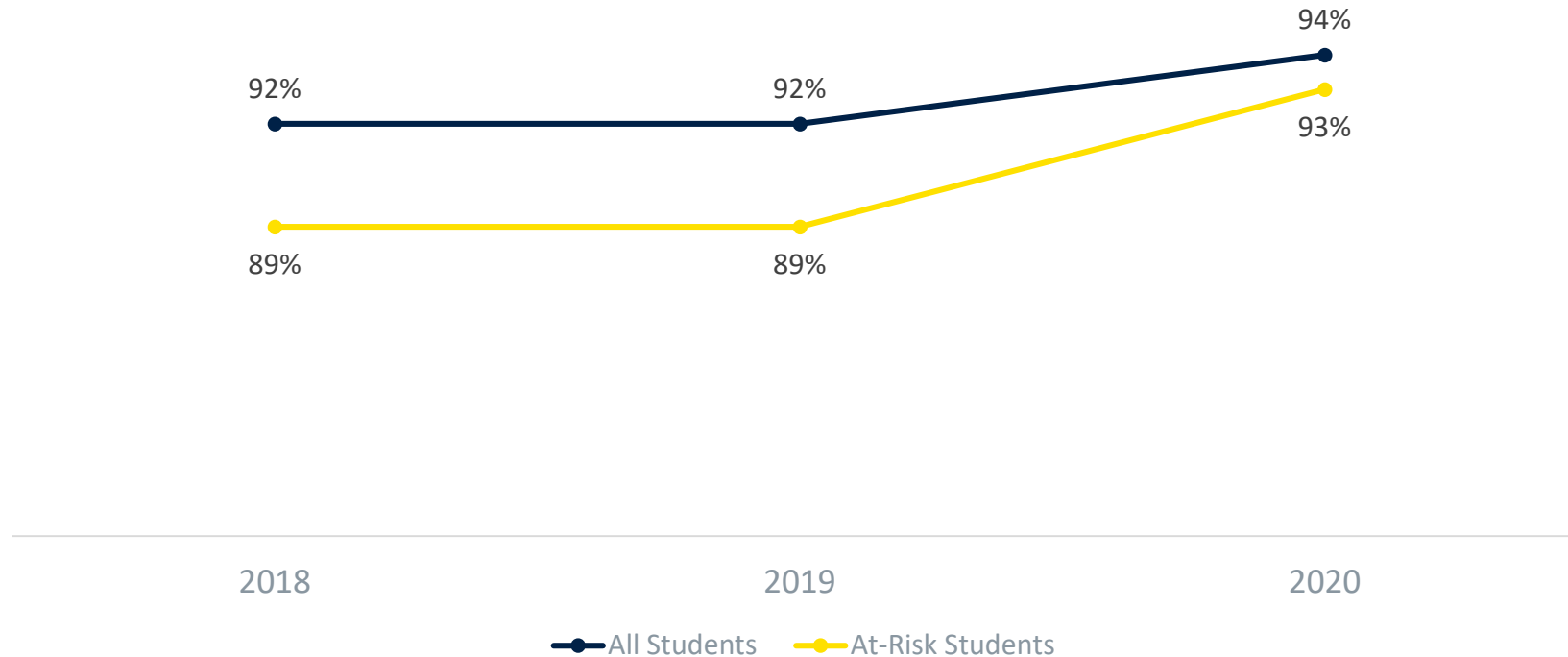
High School Graduation Rates*



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

EPISD at-risk student graduation rates increased from the class of 2019 to the class of 2020; class of 2021 is pending release. The gap between both populations for the district was that of 4 percentage points which was reduced by 1 percentage point when compared to the previous school year.

Completion Rates*



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

EPISD at-risk student completion rates increased from the class of 2019 to the class of 2020; class of 2021 is pending release. The gap between both populations was that of 1 percentage point which indicates a 3-percentage point reduction from the previous school year.

2020-2021 SCE Funded Program Evaluations

- Active Learning Framework
- Balanced Literacy
- Edgenuity
- Graduation Coaches
- Stemsscopes
- Summer School



During the 2020-2021 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 (ALF) Findings

The major finding of the evaluation was that veteran teachers provided generally positive feedback in the areas of cultural development, utilization of program practices, and academic outcomes based on the totality of their experiences with the ALF. However, there was some indication that, as may be expected, the utilization of virtual learning in response to the Covid-19 outbreak had some detrimental effects on ALF implementation. A secondary finding was that, as more campuses were added to the program, the upper-end estimate of the program's cost-per-student in 2020-2021 represented a \$104 decrease from the previous year's value. The main recommendation of the report is that the AL Department may find it beneficial to consider strategies for providing clear and consistent leadership on campuses in the area of cultural development and maintenance.



Balanced Literacy Findings

To gauge the effectiveness and impact of the professional development sessions offered throughout the 2020-2021 year, a questionnaire was developed in collaboration with program managers and sent to 70 Active Learning Leaders (ALLs) and 34 Campus Teaching Coaches (CTCs). The major finding of the evaluation was that 2020-2021 ALLs and CTCs provided mostly positive feedback across the components of a questionnaire assessing the quality and potential impact of the content they were trained on. The primary recommendation of the report is that Balanced Literacy should attempt to combat any learning loss that may occur among training recipients. An idea might be to reinforce key aspects from the 2020-2021 training sessions through continued communication to ALLs and CTCs.



Edgenuity Findings

The evaluation provided a brief overview of the Edgenuity program and facilitated the identification of areas of improvement. A key finding of the evaluation was that the Edgenuity reporting feature was limited in providing overall district summary data. In addition, there is ample opportunity to improve the correlation between Edgenuity program reports and results with District and student success. As a result of these findings, two recommendations were made. First, it would be useful for the District to facilitate a process, working together with the vendor, to improve district-level reporting wherein district and campus staff can track and monitor overall campus and district reports, including (but not limited to) usage summary reports that can be easily accessed in a more visual, user-friendly way. Second, EPISD could greatly benefit from establishing specific, measurable benchmarks for Edgenuity Blend offerings to assist in determining what is considered acceptable, expected usage, and student progress to aid in measuring the district-wide impact Edgenuity had on students.



Graduation Coaches Findings

Graduation Coaches were first introduced in the EPISD in 2015. The coaches assist the campuses with many duties, and this was particularly evident during COVID-19 which could be seen in the number of outreach activities logged. Based on feedback form results, campus personnel agreed that the coaches continued to add value to their campus. Coaches have assisted with at-risk student success with over two-thirds of their 2019-2020 senior cohort graduating. The district should continue to utilize them as an additional resource for this struggling student population. Although these could all be considered positive contributions, there are areas in which the evaluation indicated that there is room for improvement. Based on this evaluation report, the primary recommendation is that the supplemental counselor should improve data quality in intervention logs at the onset of additional assigned duties, such as the COVID-19 Care Teams, for immediate proper student intervention activity tracking to provide continuous improvement.



Stemscopes Findings

The evaluation resulted in three notable findings for the 2020-2021 school year. First, teacher and student STEMscopes usage have significantly increased since its inception in 2019. Additionally, teacher and campus coach feedback showed that overall, the program is positively viewed as a useful online tool. Lastly, there is insufficient information to determine if any improvements in student achievement could be directly attributed to its usage due to limited time utilizing the program and the unavailability of student-level usage data (i.e., students' amount of time spent using the program). Based on the evaluation findings, the main recommendation is that the district begins to track specific student data regarding the usage of Stemscopes to include, but not limited to, the amount of time spent on the program. This would assist in determining if the program is being utilized to the fullest potential and whether it leads to improvements in STAAR Science scores for at-risk students.



Summer School Findings

The EPISD offers varied educational opportunities during the summer break. Two recommendations resulted from this evaluation. First, 2020 included a novel implementation of mini enrichment camps which were intended to provide offerings based on topics that students would find interesting as well as educationally valuable. Considering that engagement is a key component of many initiatives across EPISD, the district may find it valuable to investigate any lessons learned from the mini-camp implementation that may be broadly useful in other areas. Second, program managers should continue to seek methods for aiding students attempting to recover credits in the summer to increase recovery success rates. Potential solutions should consider that the credit recovery program serves a unique student population (those that have previously failed a course) as compared to the other summer credit accumulation programs.



Conclusion

- Non-at-risk students outperformed at-risk students across all grade levels in STAAR Reading/ELA and Mathematics. These results indicate that there is ample room for improvement in bridging the gap that currently exists between these two student populations. EPISD plans on utilizing HB4545 funds to support academic and STAAR score improvements in the hopes of further bridging the gaps.
- All students exceeded the at-risk student rates regarding graduation and completion rates, however, that gap has decreased from 2020 to 2021.
- 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 to programs that promote at-risk student success. EPISD is already focusing on improving literacy among its student population and in doing so is utilizing SCE funds for initiatives and programs in support of these efforts.

85%

At-Risk Graduation
Rate

vs.

89%

All-Students
Graduation Rate



93%

At-Risk Completion
Rate

vs.

94%

All-Students
Completion Rate



Contact Information

Public Comments & Inquiries

Victoria J. Orozco
Director, Strategy & Evaluation
Analytics, Strategy, Assessment & PEIMS (ASAP)
vjorozco@episid.org

Or

Laura Meza
Evaluator
Analytics, Strategy, Assessment & PEIMS (ASAP)
Irincon@epsid.org

EL PASO INDEPENDENT
SCHOOL DISTRICT

