



Southwest ISD
2014-2015 State Compensatory Education Evaluation



*Leading The Way . . .
To Excellence!*

INTRODUCTION

Southwest Independent School District is located in the southwest corner of Bexar County, Texas and is 115 square miles bordering the counties of Atascosa and Medina. SWISD serves the cities of San Antonio, Somerset, Lytle, and Castroville.

Southwest ISD has an enrollment of 12,409 which includes Pre-kinder four-year-olds through graduating seniors. The district enrollment has an ethnic breakdown: 90.9% Hispanic, 5.3% White, 2.5% African American, 0.4% Asian, 0.0% Pacific Islander, 0.1% Native American, Two or more races 0.7%. Of these students, 83.3% are eligible for Free and Reduced lunches. The district operates 97 bus routes daily logging over 7,000 miles per day transporting approximately 5,000 students daily.

Southwest Independent School District provides a comprehensive program of services to address the needs of at-risk students. The interventions available are an intensive effort coordinated with the Title 1 Part A school-wide programs available at each campus. Because the State Compensatory Education (SCE) funds are coordinated in the Title 1 school-wide program, attributing results to one fund source or the other is problematic.

The primary role of SCE funds in the school-wide program is to provide reduced class sizes in subjects determined to have greatest need. In addition, SCE funds are used to provide a variety of alternative instructional choices to assist students who are failing classes and falling behind in credit accrual thus making them more likely to drop out or not graduate on time.

Continual needs assessment have indicated failure of TAKS and failure to accrue credits to be major causes of students being identified as at-risk of dropping out.

DISTRICT-WIDE INTERVENTIONS FUNDED IN WHOLE OR PART BY SCE:

2014-2015 State Compensatory Strategies	
District	
Provide SCE funds in secondary campus budgets for class size reduction and instructional materials, professional development and assessment materials	Reduce alternative placement referrals by providing staff development, alternative program options, and appropriate related services
Use SCE funds to support a non-disciplinary alternative campus to address needs of at-risk students struggling with traditional schools.	
Provide curriculum support and staff development using district Academic coordinators and content specialists.	
Provide adequately trained instructional assistants for specialized settings	Continue credit recovery at Southwest High School
Provide alternative credit bearing alternatives at the secondary level (E-2020 software.)	
Provide guidance and processes for identification of at-risk students with a special focus on the needs of the Migrant. Special Education, ELL students.	
Provide the AVID program at Southwest High School	
Implement strategies to increase the district graduation rate and to increase completion for all student populations through SCE assistance.	
Establish a district wide withdrawal tracking system to allow for prompt response and coordinate the effort with ESC-20 when a migrant student withdraws.	
Strengthen liaison with local courts to promote school attendance and minimize dropouts	
Focus on students in special education classes at-risk of not acquiring credits for coursework	

STAFFING PATTERNS:

2014-2015 Staffing Patterns									
	Teachers	Aides	Soc Work	Counselor	Academic Coordinator	Content Spec	Admin	Clerical	Total
2009-2010 FTEs	56.8	4.5	6.0	1.8	5.25	0	3.8	5.0	83.0
2010-2011 FTEs	69.8	3.5	5.0	2.5	5.25	0	3.6	4.8	94.5
2011-2012 FTEs	53	10.5	6.0	2.0	4.0	0.5	3.9	4.65	84.55
2012-2013 FTEs	54.5	4.5	7.0	2.0	4.0	2.0	4.9	4.65	91.25
2013-14 FTEs	51	10.5	6.2	3	2.7	3.5	4.1	3.65	84.65
2014-15 FTEs	47.5	15	6.2	1.50	1.00	1.50	2.60	3.65	84.65

SCE EXPENDITURES:

2014-2015 SCE Expenditures						
Function	6100	6200	6300	6400	6600	Total
11	3,836,832.	4,057.	606,871.	99,984.		4,547,744.
12						
13	459,998.	41,227.	11,708.	32,585.		635,518.
21	165,399.	2,820	6,249.	18,874.		193,342.
23	358,483.		10,080.			368,563.
31	108,768.	40,783.		491.		150,042.
32	606,063.		2677.	5784.		614,524.
33	7555.	3631.				11,186.
61						

2013-2014 SCE Expenditures						
Function	6100	6200	6300	6400	6600	Total
11	3,225,057.	75,298.	1,087,139.	129,351.		3,871,248.
12						318,309.
13	380,577.	21,154.	12,001.	27,035.		230,429.
21	188,818.	12,735.	6,035.	8,743.		502,704.
23	352,028.	1,200.	5,043.	485.		256,760.
31	194,099.	3,850.	2,134.	1,336.		567,252.
32	513,742.		484.	5,124.		8,106.
33	9,798.	3,374.				352.
61				270.		318,309.

Completion Rate I – At Risk Students			
Completion Rate I 2009-2010	Completion Rate I 2010-2011	Completion Rate I 2011-12	Status
86.3	91.1	N/A*	

- Data one year behind

4 yr Graduation Rate – At Risk Students			
Graduation Rate Class of 2009-2010	Graduation Rate Class of 2010-2011	Graduation Rate Class of 2011-12	Status
80.2	84.2	N/A*	

Dropout Rate – Grades 7-8 – At Risk Students			
Dropout Rate 2009-2010	Dropout Rate 2010-2011	Dropout Rate 2012-2013	Status
0.1	0.3	N/A*	

- Data one year behind

Progress of Prior Year Failers – Reading (Grades 4-11)				
Grade	2010-2011	2010-2011	2012-13	Status
4 -11	46	46	35	Declining

Progress of Prior Year Failers – Mathematics (Grades 4-11)				
Grade	2009-2010	2010-2011	2012-13	Status
4 -11	44	38	35	Declining

*AEIS for 11-12 and TAPR for 12-13 did not include this data. 13-14 Data from STAAR testing (TAPR)

STRATEGY FINDINGS:

Southwest Independent School District continued current strategy in school year 2012-13 maintaining a decision to intensify SCE support to secondary campuses. Students at-risk who were identified as special education or ELL students continued to receive additional scrutiny. School year 2012-13 continued an effort at Southwest High School to facilitate credit recovery for high school students not progressing with their cohort and intensified effort to identify and track migrant students into services that address the academic and other needs unique to the migratory lifestyle. Southwest Academy continued in the second year providing viable alternative programs for credit recovery and on-time graduations for at-risk students.

Total staffing FTEs increased by 6.7. The LEA also provided Academic Coordinators and content specialist positions (jointly funded from federal funds) to assist teachers with instruction and curriculum implementation. Social workers positions that had previously been eliminated were reinstated.

The bulk of expenditure and effort is focused on indirect but coordinated efforts to improve whole school performance such as an alternative school, class-size reduction, and staff development and teacher leadership. There are direct efforts through technology support and counseling to influence dropout rate. Also included is summer school and after school programs and several efforts to facilitate credit recovery and accrual for overage students, special education students at-risk, and those students deemed to be falling behind.

CONCLUSIONS:

School Year 2014 continued the implementation of the new state assessment system (STAAR/EOC). The change of assessment instruments will interfere with longitudinal comparison in some areas until we have two consecutive years of comparable data. SY 2014 also saw the implementation of the TAPR to replace the AEIS reports. Data provided does not include disaggregation by the at-risk student group. There are still large gaps in performance between at-risk and not at-risk students. Historically, when the state increases rigor the gaps widen dramatically until districts refine instruction, intervention, and align curriculum.

RECOMMENDATIONS:

It is recommended that district instructional strategy is intensively re-evaluated again during school year 2014 in anticipation of STAAR/EOC testing and

analyzed to determine if there is need to reallocate resources and redefine efforts for at-risk students. Continued consideration needs to be given to credit accrual, passing STAAR and providing the motivational and support structure necessary to keep students successful and moving to a diploma and post-graduation education opportunities. Changes in assessment requirements for graduation due to HB5 should be a high priority planning issues. The continuation of efforts to support Migrant students remains a priority. Consideration should be given to providing additional alternatives to the most at risk students including possible expansion of the alternative school.

With new rigor in the state assessment system it is particularly important to examine interventions provided to students who were failers in prior years. With additional information forthcoming on the new assessment system, such as the release of STAAR exams, extra effort and resources will be needed to provide the data analysis and staff development necessary for improvement.