

**MEMORANDUM**

April 23, 2024

TO: Allison Matney, Ed.D  
Sr. Executive Officer, Assessment, Accountability, & Compliance

FROM: E. Robert Reeves  
Director, Accountability & Reporting

SUBJECT: **STATE COMPENSATORY EDUCATION, 2022–2023**

Attached is the State Compensatory Education report for the 2022–2023 school year. Per Section 29.081 of the Texas Education Code (TEC §29.081), the State Compensatory Education Program (SCE) is designed to reduce dropout rates and increase the academic performance of students identified as being at risk of dropping out of school. SCE operates as a funding source to supplement instructional services and offer academic support to students who meet the SCE at-risk criteria established by the state. Our evaluation revealed that the 2022–2023 State Compensatory Program in HISD does not comply with all state and local policy requirements. There is a clear need for more guidance at the campus level for principals and district monitoring to ensure long-term compliance. Campus administrators should be provided with specific guidance and training on how to appropriately allocate SCE funds at the campus level. Recommendations for areas of improvement are provided.

Key findings include:

- Of the 189,920 students who attended HISD during the 2022–2023 academic year, 123,173 students (64.7 percent) were identified as being at-risk according to SCE criteria. This number represents a 12.2 percentage-point increase in the count of at-risk students from the previous fall's snapshot.
- Students identified as at-risk in eighth, ninth, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade show a minority representation of English learners compared to other grades (49.4, 42.3, 38.6, 34.8, and 32.4 percent, respectively).
- Districtwide, in the 2023 administration of the STAAR 3–8 assessment, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 19.7 percentage points in mathematics, 22.1 percentage points in reading, 26.7 percentage points in science, 45.1 percentage points in social studies.
- Districtwide, in the spring of 2023 administration of the STAAR EOC assessment, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 19.7 percentage points in Algebra I, 26.8 percentage points in Biology, 48.7 percentage points in English I, 48.2 percentage points in English II, and 11.1 percentage points in U.S. History.
- For the class of 2022, 89.9 percent of not-at-risk students and 79.0 percent of at-risk students graduated from HISD within four years of starting ninth grade. This reflects an overall increase in both groups since 2019.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

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AEM

# STATE COMPENSATORY EDUCATION REPORT 2022–2023 PRELIMINARY

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## ACRONYMS AND ABBREVIATIONS

ADA	Average Daily Attendance
Approaches+	At or Above the Approaches Grade Level Standard on STAAR
CIP	Campus Improvement Plan
DAEP	Disciplinary Alternative Education Program
DIP	District Improvement Plan
EE	Early Education
EL	English learner, formerly Limited English Proficiency (LEP)
EOC	End-of-Course
FTE	Full-time Equivalent
HISD	Houston Independent School District
JJAEP	Juvenile Justice Alternative Education Program
KG	Kindergarten
PEIMS	Public Education Information Management System
PK	Prekindergarten
SCE	State Compensatory Education
STAAR	State of Texas Assessments of Academic Readiness
TEA	Texas Education Agency
TEC	Texas Education Code
TxCHSE	Texas Certificate of High School Equivalency

## EXECUTIVE SUMMARY

### Program Description

The State Compensatory Education (SCE) program is designed to reduce dropout rates and increase the academic performance of students identified as being at-risk of dropping out of school. SCE operates as a funding source to supplement instructional services and offer academic support to students who meet the SCE at-risk criteria established by the state. Funds allocated under SCE law are to be channeled toward programs and services that eliminate disparities in performance on assessment instruments administered under the Texas Education Code, Chapter 39, Subchapter B. Further, programs designated for SCE funding should reduce disparities in the rates of high school completion between students who are at risk of dropping out of school and all other students. For SCE funds to be allocated to a campus; the campus must not only meet the state criteria for the percentage of students at-risk for school dropout, but the services provided to students must also be described in the district and/or campus improvement plan.

As defined by law, SCE programs and/or services are designed to supplement the regular education program that districts offer students, and funds must provide additional support for at-risk students. Supplemental costs include costs for program and student evaluation, instructional materials and equipment, other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class sizes, and individualized instruction (Section 29.081 of the Texas Education Code [TEC §29.081], Subchapter C: Compensatory Education Programs).

### Program Cost and Funding Source

The annual budget for SCE programs in the Houston Independent School District (HISD) for the 2022–2023 academic year was \$113,311,194.08. Under the guidelines of fund use, at least 55 percent of this amount was allocated for direct services. This is a budgeted amount and not a final expenditure for 2022–2023. The money allocated for state-funded compensatory education programs and/or services was based on the number of at-risk students in the district. Final expenditures as of July 2023 are included in **Appendix B** (page 16).

### Highlights

- Of the 189,920 students who attended HISD during the 2022–2023 academic year, 123,173 students (64.9%) were identified as being at risk according to SCE criteria. More males than females were identified as at-risk (51.2% of males in the district were identified as at-risk and 48.8% of females were).
- The ethnic composition of at-risk students was 72.0 percent Hispanic, followed by 18.1 percent African American, 5.5 percent White, and 3.5 percent Asian/Pacific Islander. Less than one percent of at-risk students were either American Indian or Two or More Races.
- Economically-disadvantaged students made up 88.3 percent of district at-risk distribution. Most Hispanic (72.0%) students were deemed at-risk.
- Of the 123,173 students indicated at-risk during the 2022–2023 school year, 57.0 percent were identified as Emergent Bilingual, and 19.4 percent were identified as having been retained in one or more grades. These subsets make up 35.9 percent and 12.6 percent of all students, respectively. Students identified as at-risk in grades 9–12 show a minority representation of Emergent Bilingual compared to other grades.
- Districtwide, on the 2023 administration of the STAAR 3–8 assessments, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 19.7 percentage points in mathematics, 22.1 percentage points in reading, 26.7 percentage points in science, and 45.1 percentage points in social studies.
- Districtwide, in the spring of 2023 administration of the STAAR EOC assessments, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 37.2 percentage points in Algebra I, 26.8 percentage points in Biology, 48.7 percentage points in English I, 48.2 percentage points in English II, and 11.1 percentage points in U.S. History.

- Districtwide, in the fall of 2022 administration of the STAAR EOC assessments, the gaps in the percentage of re-testers who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 5.6 percentage points in Algebra I, 8.6 percentage points in Biology, 6.2 percentage points in English I, and 8.2 percentage points in English II. At-risk students exceeded the rate of not-at-risk students by 22.1 percentage points in U.S. History.
- Districtwide, in the summer of 2022 administration of the STAAR EOC assessments, the gaps in the percentage of re-testers who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 4.6 percentage points in Algebra I, 6.2 percentage points in Biology, 13.9 percentage points in English I, 37.8 percentage points in English II, and 12.3 percentage points in U.S. History.
- For the class of 2022, 89.9 percent of not-at-risk students and 79.0 percent of at-risk students graduated from HISD within four years of starting ninth grade. This reflects an overall increase for not-at-risk students and at-risk students since 2019.

## Recommendations

After further evaluation, the 2022–2023 State Compensatory Program in HISD does not comply with all state and local policy requirements. There is a clear need for more guidance at the campus level for principals and monitoring by the district and divisions to ensure long-term compliance. Campus administrators and division staff should be provided with specific guidance and training on how to properly implement programming at the campus level.

More guidance is needed on how to reflect the use of SCE funds (e.g., interventions) in a detailed manner within campus improvement plans. Campus Improvement Plans should clearly reflect specific interventions, programs, or materials used to increase academic performance and decrease dropout rates for students considered at-risk. Campus administrators and district staff should be provided training around allowable and unallowable spending practices for the SCE-allocated funds. Workshops on tying SCE spending to instructional strategies can help ensure SCE funds are used according to legal guidelines. Detailed recommendations follow:

- Establish an At-Risk Student documentation system (with supporting documentation) at each campus.
- Collaborate with divisions, annually, to produce a “Campus Level Service” record to designate the services each campus will provide to support at-risk students.
- Restore the District State Compensatory Education Committee to motivate effective coordination of services for at-risk students.
- Conduct Professional Development (PD) with the External Funding Department regarding time and effort certifications.
- Collaborate with Human Resources to create appropriate PD for campus personnel hired to support At-Risk students at the campus level.
- Collaborate with Budgeting Department to create SCE funds procedures and district-level monitoring.
- Regularly communicate progress updates, milestones, and results of campus at-risk program implementation to campus principals, division leadership, and central administration.

## Introduction

### Program Description

The State Compensatory Education (SCE) program is designed to reduce dropout rates and increase the academic performance of students identified as being at-risk for school dropout. SCE is a funding source for supplemental instructional services and offers academic support to students who meet the SCE at-risk criteria established by the state. Funds allocated under SCE law are to be used for programs and services that eliminate disparities in performance on assessment instruments administered under the Texas Education Code, Chapter 39, Subchapter B. Further, programs designated for SCE funding should reduce disparities in the rates of high school completion between students who are at risk of dropping out of school and all other students. For SCE funds to be allocated to campus, the campus must not only meet the state criteria for the percentage of students at-risk for school dropout, but the services provided to students must also be described in the district and/or campus improvement plan.

As determined by law, SCE programs and/or services are designed to supplement the regular education program that districts offer to students, and funds must provide additional support for at-risk students. Supplemental costs include costs for program and student evaluation; instructional materials, equipment and other supplies required for quality instruction; supplemental staff expenses; salary for teachers of at-risk students; smaller class sizes; and individualized instruction (Section 29.081 of the Texas Education Code [TEC §29.081], Subchapter C: Compensatory Education Programs).

### Purpose of the Evaluation Report

The purpose of this report is to comply with the TEC §29.081 evaluation requirement of the SCE-funded programs in HISD. Specifically, the report (1) documents the effectiveness of accelerated instruction in reducing disparities in student outcomes on summative assessments and (2) presents disparities in high school completion rates between at-risk and not at-risk students.

To accomplish these requirements, the report identifies the characteristics of HISD's student population, evaluates and documents the effectiveness of instructional programs in reducing any disparities in performance on the STAAR and STAAR EOC, as well as disparities in the rates of high school completion, between students at-risk for school dropout and all other district students. Differences in graduation rates between at-risk and not-at-risk students are reported for the past four years when data are available so that movement in reducing the disparity in passing rates can be ascertained.

In addition, this report examines and summarizes how compensatory education direct cost funds were used as described in the District and Campus Improvement Plans along with budget allocations and expenditures.

### State and District Criteria for Identification of At-Risk Students

The state lists 15 separate criteria for at-risk identification in TEC §29.081. In addition, the HISD Board of Trustees identified one additional criterion for at-risk identification as permitted by TEC §29.081(g). A full list of criteria, both state and district, is provided in **Appendix A** (page 15).

## Methods

### Data Collection

Student demographic information was taken from the Public Education Information Management System (PEIMS) October 2023 snapshot. Only ADA-eligible (i.e., a student counted toward membership because she or he is served at least two hours per day) students were included in the calculations in this report. Student performance on the 2022–2023 STAAR 3–8 and STAAR EOC assessments were extracted from ETS-Cambium data files, along with indicators for students' at-risk status.

## Data Analysis

### **Analysis 1: Demographic Characteristics**

The fall 2022 PEIMS snapshot was used to capture student demographics, programs, classification, and grade level for ADA-eligible students. Descriptive statistics were used to illustrate differences between at-risk and not-at-risk populations.

### **Analysis 2: Programs and Services Funded by State Compensatory Education**

District and campus improvement plans along with budget allocation, funding, and expenditure information were reviewed to analyze the district's State Compensatory Education funding along with what programs and services were funded.

*State Compensatory Education Funding, 2022–2023:* The annual budget for SCE programs in the Houston Independent School District (HISD) for the 2022–2023 academic year was \$113,311,194.08. The money allocated for state-funded compensatory education programs and/or services was based on the number of at-risk students in the district. Final expenditures as of July 2023 may be obtained from HISD's Budgeting and Financial Planning Department. Refer to **Appendix B** (p. 19) for specific programming codes for all SCE allocations and expenditures.

*District and Campus Improvement Plans:* State law requires that District and Campus Improvement plans outline the program and services provided districtwide or implemented at the campus level, respectively. These plans must include (1) a comprehensive needs assessment, (2) the total amount of state compensatory education funds allocated for resources and staff, (3) strategies aligned to the needs assessment, (4) supplemental financial resources, (5) supplemental Full-time Equivalents (FTE), (6) measurable performance outcomes aligned with the needs assessment, (7) timelines for monitoring, and (8) formative and summative evaluation criteria.

*Supplemental Funded Services and Programs:* Per district policy EHBC (LOCAL), SCE instruction "includes alternative programs and schools, student services, and extended day/extended year programs. A description of programs and services provided, and a description of eligibility requirements are included in the District's State Compensatory Education Programs and Services Guide, which shall be updated annually." No services guide was published for the 2022–2023 school year, and at-risk students were not targeted for participation in supplemental programs or services.

### **Analysis 3: STAAR Performance Grades 3–8**

Current STAAR 3–8 results from ETS-Cambium student data files, which may differ from results previously reported, were used to capture the outcome gap in at-risk and not-at-risk student populations. English and Spanish language results were combined and the STAAR Alternate 2 tests were excluded from the calculation. Student outcomes were examined at the Approaches Grade Level standard, which has historically been used by the Student Success Initiative as the minimum standard for grade promotion.

### **Analysis 4: STAAR EOC Performance**

Current STAAR EOC results from ETS-Cambium student data files, which may differ from results previously reported, were used to show the performance gap in at-risk and not-at-risk student populations. Results are shown for all students tested in the spring 2023 administration, while only re-tester results are used for the fall 2022 and summer 2023 administrations as most first-time testers take the spring assessment. Student outcomes are reported at the Approaches Grade Level standard, which is the minimum required standard to meet graduation requirements. STAAR Alternate 2 test results are excluded from the calculation.

### **Analysis 5: Graduation and Dropout Rates**

The high school completion rate is calculated based on a cohort of students who were identified as enrolled in the ninth grade for the first time in 2018–2019 and tracked longitudinally for four years. Students are excluded from this cohort as specified in Section 39.053 of the Texas Education Code (TEC §39.053). At the end of the fourth year,

each member of a cohort is given one of the following statuses: (i) graduated, (ii) received a Texas Certificate of High School Equivalency (TxCHSE), (iii) continued in a Texas public high school in the fall following the completion year of interest, or (iv) dropped out. This cohort value serves as the denominator for graduation and dropout rates.

The completion rate is a lagging indicator, meaning that information is only available to report one year after the completion of the previous academic year. Thus, completion information is available only for the classes of 2020, 2021, and 2022 but not for the class of 2023. Preliminary dropout data was provided in an Annual Dropout Summary Report from the TEA. The middle school at-risk rates reported were calculated by dividing the number of students indicated to be in grades 7–8 who dropped out during the school year, by the total at-risk student count indicated to be in grades 7–8. The numerator and denominator used above were subtracted from all student counts, with the remainder representing the not-at-risk dropout numbers. These values were then calculated into the not-at-risk dropout rates using the same methodology above. This process was repeated for high school students (grades 9–12).

## Results

### Result 1: Demographic Characteristics

Houston ISD had 189,920 students enrolled during the 2022–2023 school year, with 123,173 (64.9%) of these students identified as at-risk. A breakdown of student at-risk data by gender, race/ethnicity, economically disadvantaged, emergent bilingual, and students with disabilities status is presented below in **Table 1**. Economically disadvantaged, Hispanic, male, and student with disabilities populations each had higher percentages of at-risk students when compared to their non-at-risk peers. As indicated in Table 1, all EB students are at risk according to TEC §29.052 (see. P. 15).

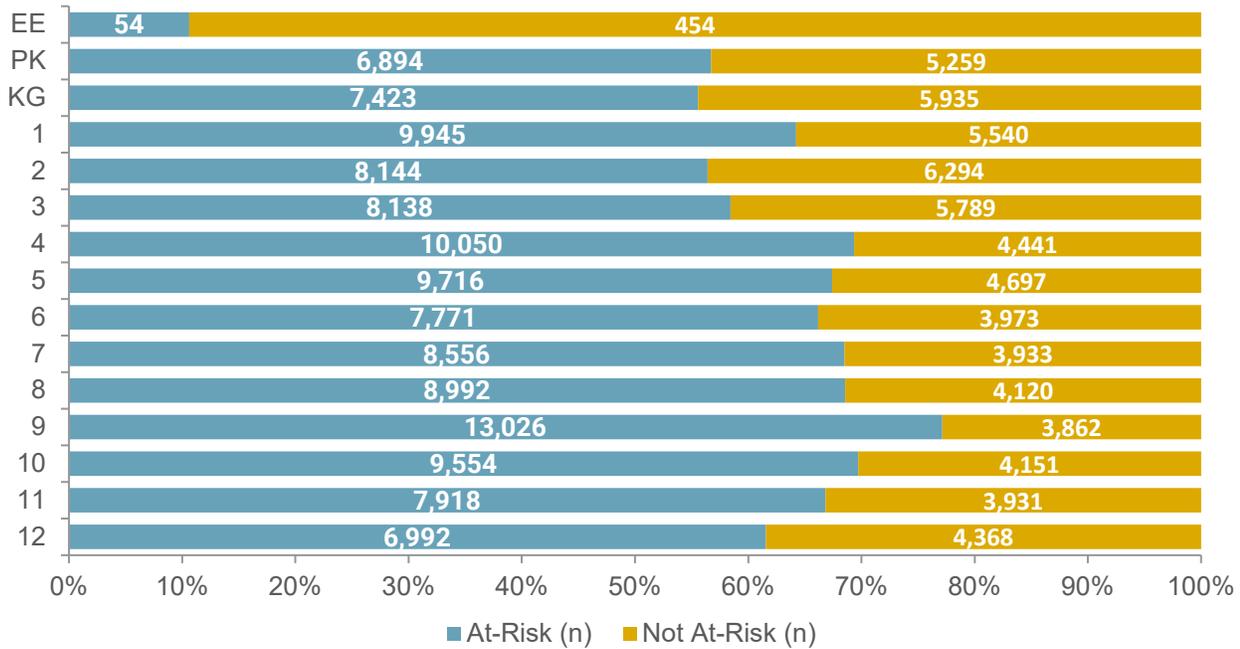
**Table 1. Districtwide Not At-Risk and At-Risk Student Distribution, 2022–2023**

Demographic Characteristic	Total	Not At-Risk			At-Risk		
		N	% of Row Total	% of Not At-Risk	N	% of Row Total	% of At-Risk
Total	189,920	66,747	35.1	100.0	123,173	64.9	100.0
Gender							
Female	94,075	34,016	36.2	51.0	60,059	63.8	48.8
Male	95,845	32,731	34.1	49.0	63,114	65.9	51.2
Ethnicity							
White	18,281	11,564	63.3	17.3	6,717	36.7	5.5
African American	41,157	18,845	45.8	28.2	22,309	54.2	18.1
Hispanic	117,613	28,964	24.6	43.4	88,638	75.4	72.0
Asian/Pacific Islander	9,265	5,009	54.1	7.5	4,256	45.9	3.5
American Indian	312	123	39.4	0.2	189	60.6	0.2
Two or More	3,306	2,242	67.8	3.4	1,064	32.2	0.9
Economically Disadvantaged Status							
Not Economically Disadvantaged	39,008	24,563	63.0	36.8	14,445	37.0	11.7
Economically Disadvantaged	150,912	42,184	28.0	63.2	108,728	72.0	88.3
Emergent Bilingual Status							
Not Emergent Bilingual	119,735	66,747	55.7	100.0	52,974	44.2	43.0
Emergent Bilingual	70,199	0	0.0	0.0	70,199	100.0	57.0
Students with Disabilities Status							
Students without Disabilities	172,370	62,458	36.2	93.6	109,912	63.8	89.2
Students with Disabilities	17,550	4,289	24.4	6.4	13,261	75.6	10.8

Source: PEIMS 2022–2023 fall snapshot, excluding ADA of 0.

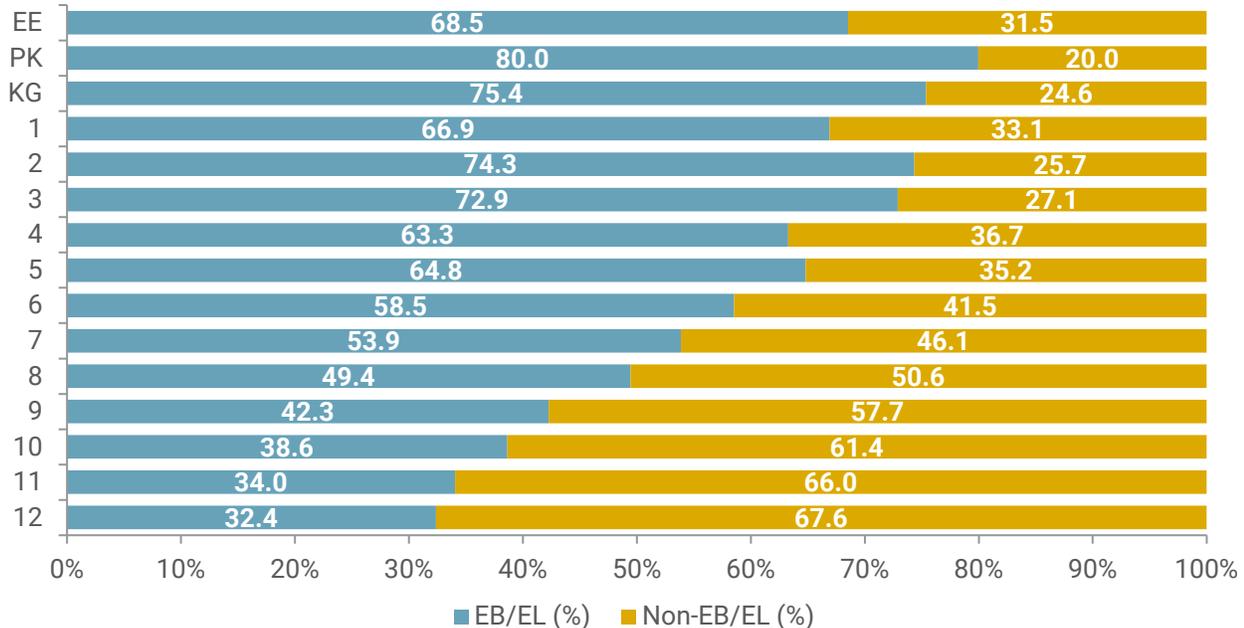
**Figure 1** presents at-risk identification. Excluding pre-kindergarten students (where criteria for being identified as at-risk overlap with free pre-kindergarten TEA eligibility criteria), at-risk populations range between 56 percent and 77 percent across grade levels. **Figure 2** looks at the subset of students identified as at-risk who are emergent bilingual (EB/EL). The proportion of at-risk students identified as emergent bilingual peaks in pre-kindergarten and fluctuates through to fifth grade and then gradually decreases through to graduation as students exit EB status.

**Figure 1. Districtwide Not-At-Risk and At-Risk Student Distribution by Grade, 2022–2023**



Source: PEIMS 2022–2023 fall snapshot

**Figure 2. Distribution of EB/EL Status Within At-Risk Indicated Students by Grade, 2022–2023**



Source: PEIMS 2022–2023 fall snapshot

**Table 2** below gives an overview of why students were identified as at-risk. While 43 percent of students flagged as at-risk were represented as emergent bilingual in Table 1, only 36 percent of students specified emergent bilingual status in Table 2. This can be attributed to the two independent methodologies of capturing students as at-risk status. The values in Table 1 represent the automated binary flagging system in PEIMS, while the values in Table 2 are self-disclosed indicators in PowerSchool, the district’s student information system. The most frequent reasons for at-risk identification were emergent bilingual status, unsatisfactory performance on an assessment, and retained in one or more grades (35.9%, 23.7%, and 12.6%, respectively). Thirty-eight percent of students labeled as at-risk were missing underlying reason indicators.

**Table 2: Students Reported as At-Risk by State At-Risk Reason Code, 2022–2023**

Description	N	% of At-Risk	% of All
Unsatisfactory assessment test	44,922	36.5	23.7
Underlying cause not specified in Cognos	71,549	58.1	37.7
Lack of progress in foundation curriculum	23,457	19.0	12.4
Student is of limited English proficiency (EB/EL)	68,224	55.4	35.9
Retained in one or more grades	23,927	19.4	12.6
Homeless	3,775	3.1	2.0
Unsatisfactory performance on readiness test	13,243	10.8	7.0
Has been/is in an Alternative Education Program (AEP)	2,154	1.7	1.1
Previously reported as a dropout	146	0.1	0.1
Was/is in a residential placement facility	344	0.3	0.2
Pregnant or parenting	111	0.1	0.1
Was/is in custody of Texas Department of Family and Protective Services (DFPS)	70	0.1	0.0
Is currently on parole, probation, or deferred prosecution	13	0.0	0.0
Student, parent, or guardian has been incarcerated	93	0.1	0.0

Source: PEIMS 2022-2023, fall snapshot excluding ADA of 0, including At-Risk underlying reason.

Note: Some records reflected multiple At-risk codes, therefore the total exceeds the count of At-risk students for 2022-2023. Local at-risk indicators were not included.

**Result 2: Programs and Services Funded by State Compensatory Education**

***District Improvement Plan (DIP)***

A review of the DIP revealed compliance with SCE information reporting. The report reflected the 15 state criteria to qualify as at-risk but erroneously presented two local criteria used to designate students as at-risk. During the 2022–2023 academic year, the district only had one local criterion.

Goals for providing districtwide program support for campuses are mentioned. However, there is no accompanying documentation or explanation of the supports that were provided to campuses. The DIP provides a demographic breakdown of at-risk student characteristics but erroneously lists the percentage of that population represented by African American students.

As it relates to the identified Improvement Strategies to be used with the at-risk student population, the DIP notes that supplemental support will be provided by Wraparound Services, Family and Community Engagement, and RISE; however, specific strategies were not identified.

The DIP clearly states that SCE funds will be used to support both students who are educationally disadvantaged and at-risk. This is not in compliance with legislative guidelines as the funds should be spent on initiatives directly impacting at-risk students and not students who are only classified as economically disadvantaged. This

miscommunication could explain some of the inconsistencies found in the individual campus improvement plans and use of funds.

***Campus Improvement Plan (CIP)***

Some campuses did not complete the required SCE section of the CIP outlining the use of SCE funds and descriptions of programs implemented on their campus.

For most campuses that provided the required information, there was uniformity in that the standardized SCE form in Plan4Learning was used. However, most of the information provided was often vague and nondescript. Beyond Emergent Bilingual (EB) students, there was often limited detail around proposed interventions, programs, or targeted instructional strategies tied to the use of the SCE funds particularly as it relates to non-instructional resource allocation. Further, documented schoolwide reform efforts were often general and unrelated to the data outcomes from the campus needs assessment.

Most funds appear to be allocated towards staff salaries, extra duty pay, hourly tutors, and instructional supplies for tutoring or classrooms. Most CIPs do not tie these expenses to programs that specifically target at-risk students but instead are offered to the general student population. A common practice appears to be to use SCE funds to pay the salary for additional staff members on campus. However, the staff member’s duties are often not identified as providing services specifically designated for students who are identified as at-risk. Other unapproved expenses included funding noninstructional aides, CTE staff, and fine arts or extracurricular staff.

***Effectiveness of State Compensatory Education Programs***

There is a need for the district to update the current SCE program to make it compliant with state legal requirements. Effective use of SCE funds cannot occur until the program complies with minimum state legal requirements. General corrective actions are needed moving forward. Minimum recommendations are included in the recommendations section.

**Result 3: STAAR Performance Grades 3–8**

The performance gaps between at-risk and not-at-risk students scoring at or above the Approaches Grade Level standard on the STAAR 3–8 assessments are presented in **Table 3** (p. 11). At-risk students scored below their not-at-risk peers in every subject and grade level with the performance gap ranging between 10.8 percentage points in third-grade math to 45.1 percentage points in eighth-grade social studies.

**Table 3. STAAR 3–8 At or Above Approaches Grade Level Standard, 2022–2023**

Subject	Grade	Not At-Risk		At-Risk		% pt. Diff.
		N	%	N	%	
Math	3	4,490	72.6	4,571	61.8	-10.8
	4	3,949	80.3	4,992	54.4	-25.9
	5	4,453	86.2	5,746	64.2	-22.0
	6	2,817	78.9	2,981	38.3	-40.6
	7	2,180	84.2	3,961	51.7	-32.5
	8	3,433	85.4	3,740	51.4	-34.0
	<b>Total</b>		<b>21,804</b>	<b>76.2</b>	<b>28,374</b>	<b>56.5</b>
Reading	3	4,843	78.2	4,499	60.8	-17.4
	4	4,273	87.1	5,295	57.7	-29.4
	5	4,635	90.0	5,760	64.4	-25.6
	6	3,713	91.8	4,388	55.4	-36.4
	7	3,620	89.7	3,865	52.9	-36.8
	8	3,989	93.9	5,504	63.5	-30.4
	<b>Total</b>		<b>26,015</b>	<b>85.6</b>	<b>32,545</b>	<b>63.5</b>
Science	5	3,875	75.2	3,806	42.5	-32.7
	8	3,602	88.2	4,079	47.5	-40.7
	<b>Total</b>	<b>7,132</b>	<b>78.6</b>	<b>9,573</b>	<b>51.9</b>	<b>-26.7</b>
Social Studies	8	3,338	78.7	2,906	33.6	-45.1

Source: TEA-ETS-Cambium STAAR Student Data Files, Spring 2023. English & Spanish combined. Excludes STAAR Alt 2.  
 Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports; Diff.= Difference between student groups.

**Result 4: STAAR EOC Performance**

The STAAR End-of-Course assessment is administered three times a year with most first-time testers taking the assessment in the spring. Summer and fall administrations are primarily used for retesting opportunities. **Table 4** examines the performance gaps between all at-risk and not-at-risk first-time testers and re-testers combined scoring at or above the Approaches Grade Level standard on the spring administration. **Tables 5 and 6** (p. 12) limit the analysis to only re-tester performance for the summer and fall administrations respectively, since these are among the targeted groups for compensatory education.

Double-digit performance gaps are seen for each subject in each administration. When looking at all students tested in spring 2023, the largest performance gap is for the English I and II EOC assessments with the highest being for English I (-48.7%) and the lowest for U.S. History (-11.1%). This outcome is not consistent when looking at summer 2023 EOC re-tester performance where U.S. History had the highest performance gap between at-risk and not-at-risk students (-22.1%).

**Table 4. STAAR EOC All Testers Approaches+ Rates and Performance Gaps, Spring 2023**

Subject	Not At-Risk		At-Risk		% pt. Diff.
	N	%	N	%	
Algebra I	3,808	95.2	7,473	58.0	-37.2
Biology	3,642	97.7	8,518	70.9	-26.8
English I	3,511	95.6	6,657	46.9	-48.7
English II	4,202	97.2	5,933	49.0	-48.2
U.S. History	3,708	99.7	7,805	88.6	-11.1

Source: TEA-ETS-Cambium STAAR Student Data Files, First Administration. Includes First-time testers, and re-testers.  
 Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports; Diff.= Difference between student groups.

**Table 5. STAAR EOC Re-testers Approaches+ Rates and Performance Gaps, Fall 2022**

Subject	Not At-Risk		At-Risk		% pt. Diff.
	N	%	N	%	
Algebra I	11	17.2	978	22.8	5.6
Biology	3	10.0	560	18.6	8.6
English I	17	23.0	912	16.8	-6.2
English II	9	27.3	748	19.1	-8.2
U.S. History	3	42.9	198	20.8	-22.1

Source: TEA-ETS-Cambium STAAR Student Data Files, Third Administration. Excludes first-time testers.

Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports; Diff.= Difference between student groups.

**Table 6. STAAR EOC Re-testers Approaches+ Rates and Performance Gaps, Summer 2023**

Subject	Not At-Risk		At-Risk		% pt. Diff.
	N	%	N	%	
Algebra I	22	30.6	659	26.0	-4.6
Biology	10	38.5	645	44.7	6.2
English I	13	26.5	452	12.6	-13.9
English II	19	48.7	245	10.9	-37.8
U.S. History	1	33.3	140	45.6	12.3

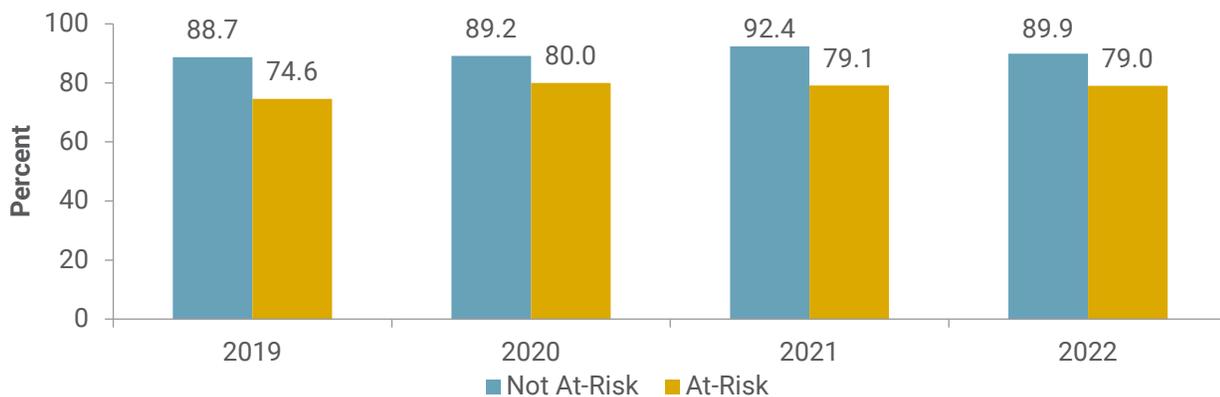
Source: TEA-ETS-Cambium STAAR Student Data Files, Second Administration. Excludes first-time testers.

Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports; Diff.= Difference between student groups.

**Result 5: Graduation and Dropout Rates**

As seen in **Figure 3**, the completion rate has increased for not-at-risk and decreased for at-risk students between the Class of 2019 and the Class of 2022. The completion gap between at-risk and not-at-risk students has decreased from 14.1% percent for the Class of 2019 to 10.9% percent for the Class of 2022.

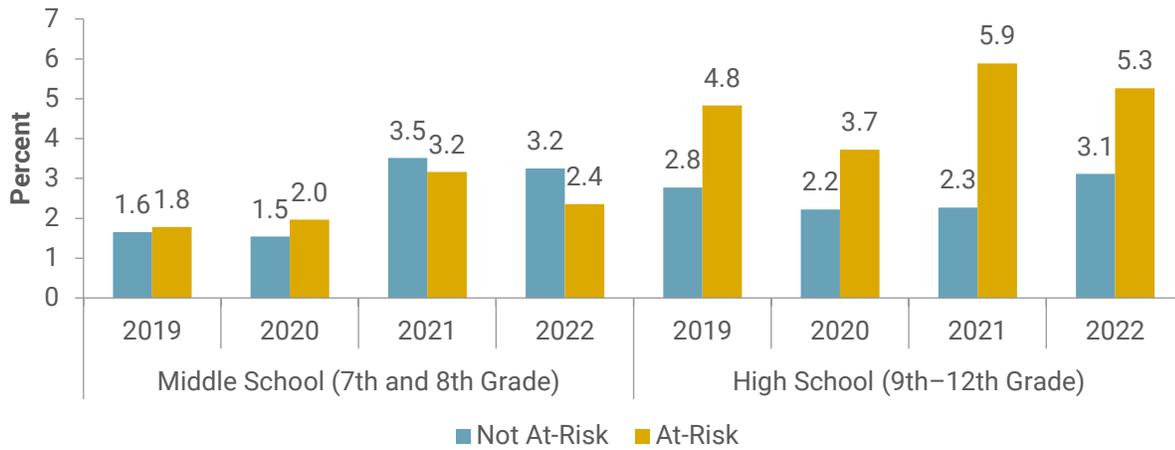
**Figure 3. Graduation Rates for Not-At-Risk and At-Risk Students, Class of 2020–2022**



Source: Texas Education Agency (TEA) Four-Year Class of 2019, 2020, 2021, and 2022 Student Listing Data File.

The dropout rate between 2019 and 2022 has increased for at-risk and not-at-risk seventh and eighth-grade middle school students (**Figure 4**, p. 13). Similarly, the dropout rate among high school students also increased between 2019 and 2022.

**Figure 4. Annual Dropout Rates by Grade Level Enrolled, 2020–2022**



Source: Texas Education Agency (TEA) 2018–2019, 2019–2020, 2020–2021, and 2021–2022 Annual Dropout Summary Reports.

Note: The graph is not drawn to scale for better visualization.

## References

Texas Education Agency. (2024). Module 6: State Compensatory Education Guidelines, Financial Treatment, and an Auditing and Reporting System. *Financial Accountability System Resource Guide Version 19*. Author. [Module 6 \(texas.gov\)](#)

Texas Education Code, Section 29.081. <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm#29.081>

## Appendix A Criteria For Identifying At-Risk Students

### State Criteria

TEC §29.081 defines a student at risk of dropping out of school as each student who is under 21 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years, except if the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parent;
2. Is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is in pre-kindergarten, kindergarten, or grades 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. Has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of emergent bilingual, as defined by TEC §29.052;
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless;
13. Resided in the preceding school year, or resides in the current school year, in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home;
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 of the Texas Penal Code;
15. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

### Local Criteria

In addition to the 15 state criteria outlined in TEC §29.081 for identifying students who are at risk of dropping out of school, there is a provision that allows the board of trustees of a school district to adopt local eligibility criteria (TEC §29.081(g)). The following local criteria also identify students who are at risk for dropping out of school:

1. Students who are identified as dyslexic under general education; or

**Appendix B**  
**SCE Allocations, Budgets, and Expenditures, 2022–2023**

**Table B1: Summary SCE Related Budget Allocation and Expenditures by Object Code, 2022–2023**

Object Code		Budget	Actual	Residual
6100	Payroll Costs	93,649,863.65	87,596,313.39	6,053,550.26
6200	Professional & Contracted Services	11,806,518.92	10,630,181.59	1,166,039.93
6300	Supplies & Materials	5,154,810.94	3,954,134.63	1,155,903.60
6400	Other Operating Costs	737,087.45	391,398.17	344,217.38
6600	Capital outlay for land, buildings, and equipment	1,962,913.12	1,795,186.68	165,123.94
<b>Total</b>		<b>113,311,194.08</b>	<b>104,367,214.46</b>	<b>8,884,835.11</b>

Source: SAP BI, PEIMS Financials 2021–2022; downloaded March 19, 2024

**Table B2: Summary SCE Related Budget Allocation and Expenditures by Function Code, 2022–2023**

Function Code		Budget	Actual	Residual
<b>10 Instruction &amp; Instruction-Related</b>		<b>97,347,050.11</b>	<b>91,838,421.28</b>	<b>5,450,284.32</b>
11	Instruction	96,330,608.82	91,052,971.43	5,222,077.58
12	Media Services	292,495.62	280,624.46	11,871.16
13	Staff Development	723,945.67	504,825.39	216,335.58
<b>20 Instruction &amp; School Leadership</b>		<b>5,172,535.82</b>	<b>5,030,189.51</b>	<b>142,346.31</b>
21	Instructional Leadership	2,838.44	3,236.79	-398.35
23	School Leadership	5,169,697.38	5,026,952.72	142,744.66
<b>30 Support Services - Student</b>		<b>9,704,924.02</b>	<b>6,945,443.76</b>	<b>2,758,680.26</b>
31	Guidance & Counseling	3,348,756.97	2,752,620.05	596,136.92
32	Social Work Services	5,000,629.38	2,838,157.77	2,161,671.61
33	Health Services	1,355,500.67	1,353,840.94	1,659.73
34		-	825.00	-825.00
36		37.00	-	37.00
<b>40 General Administration</b>		<b>0.00</b>	<b>2,570.54</b>	<b>-2,570.54</b>
41	General Administration	-	2,570.54	-2,570.54
<b>50 Support Services - Non-Students based</b>		<b>198,721.61</b>	<b>142,631.70</b>	<b>56,089.91</b>
51	Facilities Maintenance/Operations	143,185.06	111,535.43	31,649.63
52	Security and Monitoring Services	55,536.55	31,096.27	24,440.28
53	Data Processing Services	-	2,237.60	-2,237.60
<b>60 Ancillary Services</b>		<b>95,962.52</b>	<b>-173,879.93</b>	<b>269,842.45</b>
61	Community Services	95,962.52	-173,879.93	269,842.45
<b>90 Intergovernmental Charges</b>		<b>792,000.00</b>	<b>579,600.00</b>	<b>212,400.00</b>
95	Payments to Juvenile Justice Alt. Ed. Program	792,000.00	579,600.00	212,400.00
<b>Total</b>		<b>113,311,194.08</b>	<b>104,367,214.46</b>	<b>8,884,835.11</b>

Source: SAP BI, PEIMS Financials 2021–2022; downloaded March 19, 2024

**Table B3: Summary SCE Related Budget Allocation and Expenditures by Program Intent Code (PIC), 2022–2023**

Program Intent Code		Budget	Actual	Residual
24	Accelerated Education	3,212,965.48	2,961,453.21	242,818.25
28	Disciplinary Alternative Education Program - DAEP Basic Services	9,668,011.04	8,300,239.01	1,356,783.56
30	Title I, Part A Schoolwide Activities	100,409,854.00	93,063,280.87	7,307,111.11
34	Prekindergarten – Compensatory Education	20,363.56	42,241.37	-21,877.81
<b>Total</b>		<b>113,311,194.08</b>	<b>104,367,214.46</b>	<b>8,884,835.11</b>

Source: SAP BI, PEIMS Financials 2022–2023; downloaded from SAP BI March 19, 2024

**Table B4: SCE Expenditures by Major Object Code and Organization Type, 2022–2023**

Object Codes		Campus	Central	Total Expenditures
6100	Payroll Costs	79,928,071.56	7,668,241.83	87,596,313.39
6200	Professional & Contracted Services	4,316,691.30	6,313,490.29	10,630,181.59
6300	Supplies & Materials	3,369,819.35	584,315.28	3,954,134.63
6400	Other Operating Costs	333,248.27	58,149.90	391,398.17
6600	Capital outlay for land, buildings, and equipment	1,743,296.71	51,889.97	1,795,186.68
<b>Total</b>		<b>89,691,127.19</b>	<b>14,676,087.27</b>	<b>104,367,214.46</b>

Source: SAP BI, PEIMS Financials 2022–2023; downloaded from SAP BI March 19, 2024

**Table B5: SCE Expenditures by Function Code and Organization Type, 2022–2023**

Function Codes		Campus	Central	Total Expenditures
<b>10 Instruction &amp; Instruction-Related</b>		<b>81,501,312.71</b>	<b>10,337,108.57</b>	<b>91,838,421.28</b>
11	Instruction	80,791,067.11	10,261,904.32	91,052,971.43
12	Media Services	264,251.10	16,373.36	280,624.46
13	Staff Development	445,994.50	58,830.89	504,825.39
<b>20 Instructional &amp; School Leadership</b>		<b>4,712,938.64</b>	<b>317,250.87</b>	<b>5,030,189.51</b>
21	Instructional Leadership	--	3236.79	3,236.79
23	School Leadership	4,712,938.64	314,014.08	5,026,952.72
<b>30 Support Services - Student</b>		<b>3,407,674.30</b>	<b>3,537,769.46</b>	<b>6,945,443.76</b>
31	Guidance & Counseling	2,319,022.11	433,597.94	2,752,620.05
32	Social Work Services	-181,171.24	3,019,329.01	2,838,157.77
33	Health Services	1,268,998.43	84,842.51	1,353,840.94
34	Reclass Transp Expen	825.00	--	825.00
<b>40 General Administration</b>		<b>--</b>	<b>2,570.54</b>	<b>2,570.54</b>
41	General Administration	--	2,570.54	2,570.54
<b>50 Support Services - Non-Student Based</b>		<b>58,135.32</b>	<b>86,733.98</b>	<b>144,869.30</b>
51	Facilities Maintenance/Operations	55,921.79	55,613.64	111,535.43
52	Security and Monitoring Services	-24.07	31,120.34	31,096.27
53	Data Processing Services	2,237.60	--	2,237.60
<b>60 Ancillary Services</b>		<b>11,066.22</b>	<b>-184,946.15</b>	<b>-173,879.93</b>
61	Community Services	11,066.22	-184,946.15	-173,879.93
<b>90 Intergovernmental Charges</b>		<b>0.00</b>	<b>579,600.00</b>	<b>579,600.00</b>
95	Payments to Juvenile Justice Alt. Ed. Program	--	579600	579,600.00
<b>Total</b>		<b>89,691,127.19</b>	<b>14,676,087.27</b>	<b>104,367,214.46</b>

Source: SAP BI, PEIMS Financials 2022–2023; downloaded from SAP BI March 19, 2024

**Table B6: SCE Expenditures by Program Intent Code and Organization Type, 2022–2023**

Program Intent Code		Campus	Central	Total Expenditures
24	Accelerated Education	2,542,434.95	419,018.26	2,961,453.21
26	Non-disciplinary Alternative Education Programs - AEP Services	--	--	--
28	Disciplinary Alternative Education Program - DAEP Basic Services	7,704,450.34	595,788.67	8,300,239.01
29	Disciplinary Alternative Education Programs - DAEP SCE Suppl. Costs	--	--	--
30	Title I, Part A Schoolwide Activities	79,786,683.98	13276596.89	93,063,280.87
34	Prekindergarten – Compensatory Education	39,814.32	2,427.05	42,241.37
<b>Total</b>		<b>90,073,383.59</b>	<b>14,293,830.87</b>	<b>104,367,214.46</b>

Source: SAP BI, PEIMS Financials 2022–2023; downloaded from SAP BI March 19, 2024

**Table B7: SCE Central Organizations Budget and Expenditures, 2022-2023**

Object Codes	Budget	Actuals (SCE PICs ONLY)	Residuals
Indirect Costs in Function 41	0	0	0
Summer School Organization	21,375,870	21,375,870	0
Undistributed Organization	17,608,712	17,608,712	0
<b>Total</b>	<b>38,984,582</b>	<b>38,984,582</b>	<b>0</b>

Source: OnData Suite, PEIMS Financials 2022-2023; pulled April 17, 2024

**Table B8: SCE Full-time Equivalents (FTEs), 2022-2023**

Job Description	Funded	
	Full Time	Part-Time
Assistant Principal	10	0
School Counselor	6	0
District Instructional Program Director/Executive Director	1	0
Librarian	13	0
Principal	1	0
School Nurse	34	1
LSSP/Psychologist	1	0
Social Worker	15	1
Educational Aide	69	0
Teacher Facilitator	217	0
Substitute Teacher	2	0
Registrar	1	0
Teacher	5,321	11
Other District Exempt Professional Auxiliary	351	0
Other Campus Exempt Professional Auxiliary	17	0
Family and Community Liaison	1	0
<b>Total</b>	<b>6,060</b>	<b>11</b>

Source: OnData Suite, PEIMS Staffing 2022-2023; pulled April 18, 2024