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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

STATE COMPENSATORY EDUCATION REPORT 2020–2021

Executive Summary

Program Description

The State Compensatory Education (SCE) program is designed to reduce dropout rates and increase 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 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 percent of students at-risk of dropping out of school, 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 to students, and funds must provide additional support for at-risk students. Supplemental costs include costs for program and student evaluation, instructional materials and 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).

Program Cost and Funding Source

The annual budget for SCE programs in the Houston Independent School District (HISD) for the 2020–2021 academic year was \$164,677,738.00. This is a budgeted amount and not final expenditures for 2020–2021. 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 2021 are included in Appendix B (page 19) and may be obtained from HISD’s Budgeting and Financial Planning Department.

Highlights

- Of the 196,550 students who attended HISD during the 2020-2021 academic year, 103,615 students (52.7 percent) were identified as being at-risk according to SCE criteria. More males than females were identified as at-risk (55.5 percent of males in the district were identified as at-risk and 49.9 percent of females were).
- The ethnic composition of at-risk students was 77.2 percent Hispanic, followed by 15.5 percent African American, 3.8 percent White, and 2.9 percent Asian/Pacific Islander. Less than one percent of at-risk students was either American Indian or Two or More Races. Economically disadvantaged students made up 90.6 percent of district at-risk distribution. A majority of Hispanic (65.8%) students, as well as those who were economically disadvantaged (60.8%), were deemed at-risk.
- Of the 103,615 students indicated to be at-risk during the 2020–2021 school year, 63.4 percent were identified as having limited English proficiency, and 23 percent were identified as having been retained in one or more grades. These subsets make up 33.4 percent and 12.1 percent of all students, respectively.
- Students indicated to be at-risk in grades early education, ninth, 10th, 11th, and 12th show a minority representation of English learners as compared to other grades (17.3, 49.8, 41.5, 33.5, and 28.3 percent respectively).

- Districtwide, on the 2021 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 21.7 percentage points in mathematics, 28.1 percentage points in reading, 31 percentage points in science, 38.1 percentage points in social studies, and 32.8 percentage points in writing.
- Districtwide, on the spring of 2021 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 35.6 percentage points in Algebra I, 39.6 percentage points in Biology, 49.7 percentage points in English I, 46.4 percentage points in English II, and 28.9 percentage points in U.S. History.
- Districtwide, on the winter of 2020 administration of the STAAR EOC assessment, 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 20.7 percentage points in Algebra I, 27 percentage points in English I, and 17.4 percentage points in English II.
- Districtwide, on the summer of 2021 administration of the STAAR EOC assessment, 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 13.1 percentage points in Algebra I, 19.3 percentage points in Biology, 18.6 percentage points in English I, 19.4 percentage points in English II, and 38.5 percentage points in U.S. History.
- For the class of 2020, 89.2 percent of not-at-risk students and 80 percent of at-risk students graduated from HISD within four years of starting ninth grade. This reflects an overall increase in both groups since 2018.

Recommendations

After further evaluation, the 2020–2021 State Compensatory Program in HISD is not in compliance 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 to ensure long-term compliance. Campus administrators should be provided with specific guidance and training on how to properly allocate SCE funds at the campus level.

More guidance is needed on how to reflect the use of SCE funds in a detailed manner within the campus improvement plans. Campus Improvement Plans should clearly reflect specific interventions, programs, or materials used to increase the academic performance and decrease dropout rates for students considered at-risk. Campus administrators should be provided with a manual of examples and possible do's and don'ts regarding acceptable spending practices for the SCE allocated funds. Workshops on how to tie SCE spending to specific instructional strategies can help to ensure SCE funds are utilized in accordance with legal guidelines.

Centralized programs and strategies should be developed and implemented to ensure all campuses are providing adequate supports for at-risk students. A Compensatory Education Committee should be created to help identify areas of need, strategies for implementation, and to monitor compliance. An annual public hearing must also be held to comply with state reporting requirements.

At the close of the 2020–2021 school year, Federal and State Compliance began monitoring of the SCE program. Recommendations for areas of improvement are provided to ensure a successful relaunch of the program for the 2022–2023 school year. Additional restorative actions that have been implemented during the 2021–2022 school year include:

- Effective October 2021 (2021–2022 school year) Established Campus At-Risk Coordinator Designation
- Conducted strategic phased ongoing training throughout 2021–2022 school year

- Worked to establish At-Risk Student Folders (with supporting documentation) at each campus
- Created electronic based campus folders, where At-Risk Reports are generated for campus review
- Worked with Campuses to create At-Risk Campus Committee, encouraged campuses meetings to begin spring 2021–2022
- Worked with campuses to create “Campus Level Service” which identifies services each campus provides students who are identified At-Risk
- Created District Compensatory Education Manual (Draft) which provide policies and procedures as required by TEA
- Created District State Compensatory Education Committee in spring 2021–2022
- Collaborated with Budgeting to identify campus staff who is being paid SCE and sharing that information with Campus Principals
- Conducted PD in collaboration with External Funding Department regarding time and effort certifications
- Holding Lunch and Learns— PD training for Campus Principals to assist with budgeting fund for their campus SCE Program
- Collaborating with Human Resources to create appropriate JD for campus personnel who is hired to support At-Risk students at the campus level
- Collaborating with Budgeting to create a SCE funds procedures and district level monitoring
- Created and establishing District State Compensatory Education Department (2022–2023 school year)

Introduction

Program Description

The State Compensatory Education (SCE) program is designed to reduce dropout rates and increase 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 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 percent of students at-risk of dropping out of school, 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 to students, and funds must provide additional support for at-risk students. Supplemental costs include costs for program and student evaluation, instructional materials and 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 and evaluate the SCE-funded programs in HISD as required by law. 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 of dropping out of school and all other district students. Differences in passing rates between at-risk and not-at-risk students are reported for the past three 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 At-Risk Students

The state lists 14 separate criteria for at-risk identification in TEC §29.081. In addition, the HISD Board of Trustees identified two additional criteria for at-risk identification as permitted by TEC §29.081(g). A full list of criteria, both state and district, are provided in **Appendix A** (page 18).

Methods

Data Collection

Student demographic information was taken from the Public Education Information Management System (PEIMS) October 2020 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 2020–2021 STAAR and STAAR EOC were extracted from ETS data files, along with indicators for students' at-risk status.

Data Analysis

Analysis 1: Demographic Characteristics

The fall 2020 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.

2020–2021 State Compensatory Education Funding: The annual budget for SCE programs in the Houston Independent School District (HISD) for the 2020–2021 academic year was \$164,677,738.00. This is a budgeted amount and not final expenditures for 2020–2021. 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 2021 may be obtained from HISD's Budgeting and Financial Planning Department. Refer to **Appendix B** (page 19) for specific programing codes for all SCE allocations and expenditures.

District and Campus Improvement Plans: State law requires the District and Campus Improvement plans to outline the program and services provided districtwide or implemented at the campus level, respectively. These plans must include (1) a comprehensive needs assessment, (2) 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 2020–2021 school year, and all At-Risk students were not strategically sought out for participation in supplemental programs or services.

Analysis 3: STAAR Performance Grades 3–8

Current STAAR 3–8 results from ETS 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 test was excluded from 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 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 2021 administration, while only re-tester results are used for the fall 2020 and summer 2021 administrations as most first-time testers take the spring assessment. Student outcomes are reported at the Approaches Grade Level Standard – 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 identified at ninth grade for the first time in 2016–2017 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. All four of these calculations use the number of first-time ninth graders in the longitudinal cohort, plus transfers in, minus transfers out, which is the denominator of the rate calculations. The results presented are with state-required exclusions applied. Any student that receives a high school diploma, TXCHSE, or is a continuer are counted toward the completion rate.

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 2018, 2019, and 2020 but not for the class of 2021.

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 grade span 7–8. The numerator and denominator used above were subtracted from the all students counts, with the remainders representing the not-at-risk drop out 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, indicated by grade span 9–12.

Results

Result 1: Demographic Characteristics

Houston ISD had a total of 196,550 students enrolled for the 2020–2021 school year, with 103,615 (52.7 percent) of the students identified as being at-risk. A breakdown of student at-risk data by gender, race/ethnicity, and economically disadvantage status is presented in **Table 1** below. Male, Hispanic, and economically disadvantage student populations each had the highest rate of at-risk when compared to their peers.

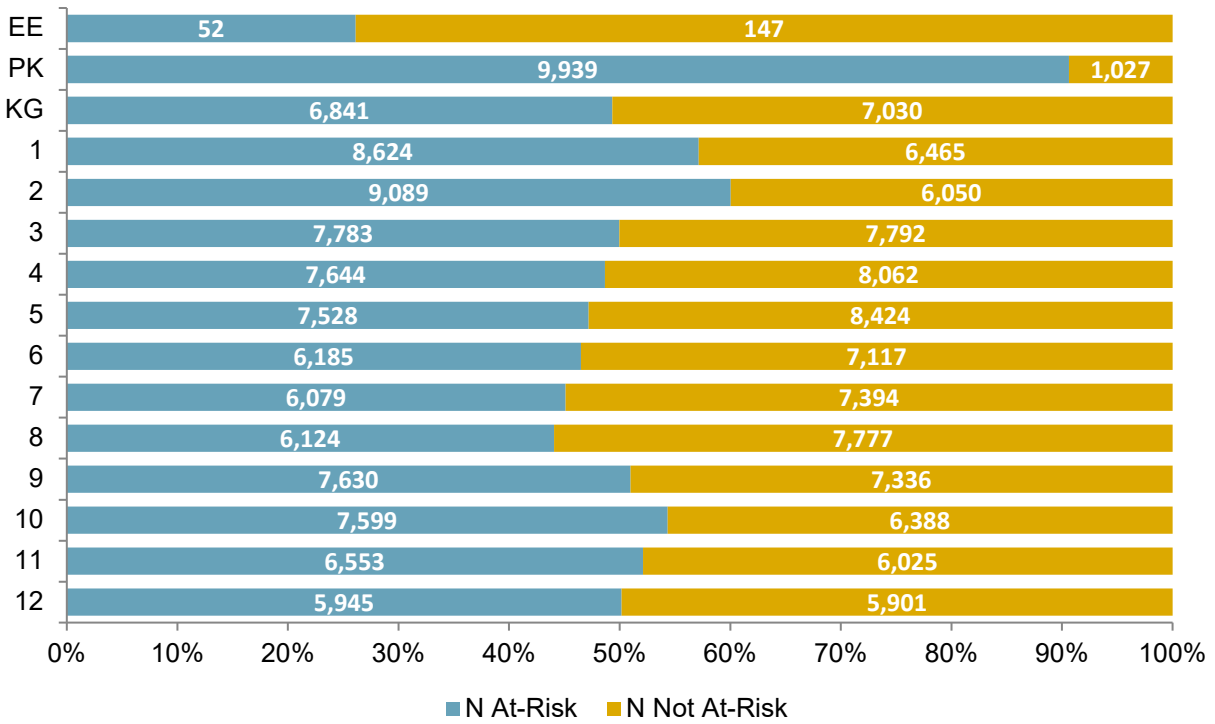
Table 1. Districtwide Not At-Risk and At-Risk Student Distribution, 2020–2021

Demographic Characteristic	Total	Not At-Risk			At-Risk		
		N	% of Row Total	% of Not At-Risk	N	% of Row Total	% of At-Risk
Total	196,550	92,935	47.3	100.0	103,615	52.7	100.0
Gender							
Female	97,447	48,852	50.1	52.6	48,595	49.9	46.9
Male	99,103	44,083	44.5	47.4	55,020	55.5	53.1
Ethnicity							
White	18,922	15,028	79.4	16.2	3,894	20.6	3.8
African American	44,045	27,995	63.6	30.1	16,050	36.4	15.5
Hispanic	121,617	41,593	34.2	44.8	80,024	65.8	77.2
Asian/Pacific Islander	8,774	5,765	65.7	6.2	3,009	34.3	2.9
American Indian	344	193	56.1	0.2	151	43.9	0.1
Two or More	2,848	2,361	82.9	2.5	487	17.1	0.5
Economically Disadvantaged Status							
Not Economically Disadvantaged	42,194	32,434	76.9	34.9	9,760	23.1	9.4
Economically Disadvantaged	154,356	60,501	39.2	65.1	93,855	60.8	90.6
Students with Disabilities Status							
Students without Disabilities	180,494	86,940	48.2	93.5	93,554	51.8	90.3
Students with Disabilities	16,056	5,995	37.3	6.5	10,061	62.7	9.7

Source: PEIMS 2020-2021 fall snapshot, excluding ADA of 0.

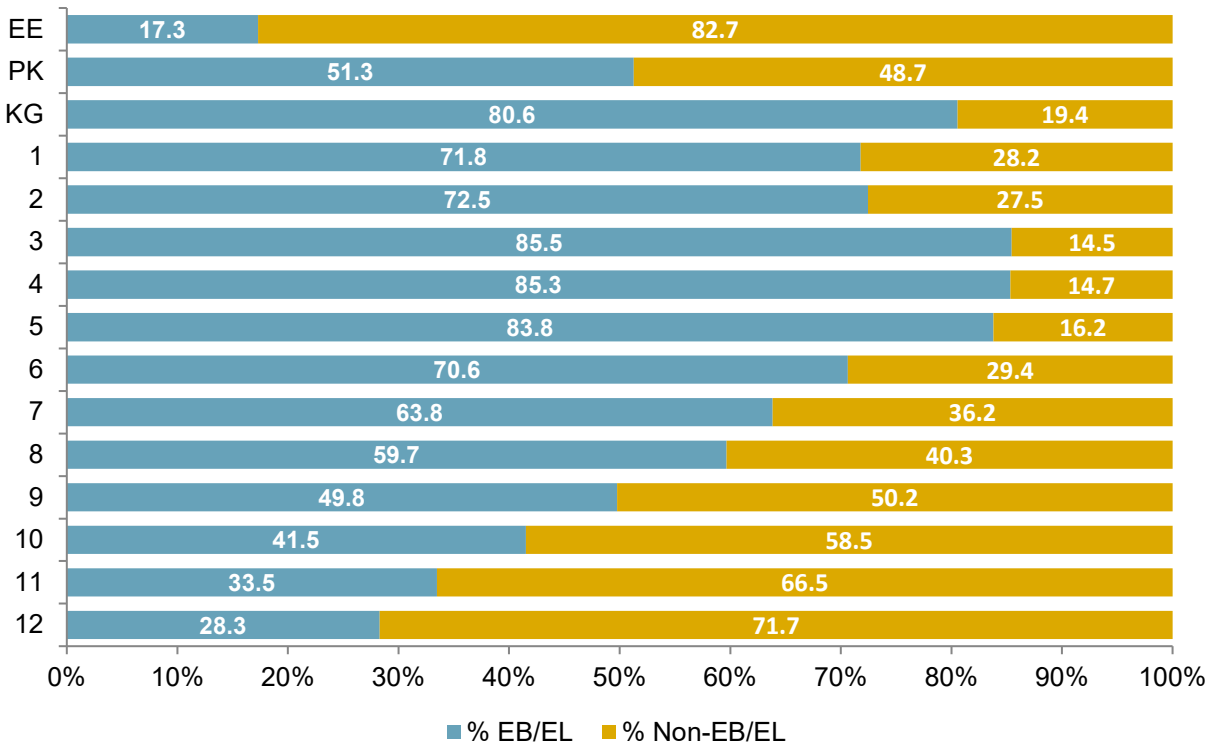
Figure 1 below presents at-risk identification. Excluding pre-kindergarten students (where criteria for being identified as at-risk overlap with free pre-kindergarten TEA eligibility criteria), at-risk populations range between 44 percent and 60 percent across grade levels. **Figure 2** on page 11 looks 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 third grade and slowly decreases through graduation as students are exited from EB status.

Figure 1. Districtwide Not-At-Risk and At-Risk Student Distribution by Grade, 2020–2021



Source: PEIMS 2020–2021 fall snapshot, excluding ADA of 0.

Figure 2. Distribution of EB/EL Status Within At-Risk Indicated Students by Grade, 2020–2021



Source: PEIMS 2020-2021 fall snapshot, excluding ADA of 0.

Table 2 below provides an overview of the reasons why students were identified for at-risk status. As expected for a district with about a 34 percent emergent bilingual population, the majority of at-risk students were identified through their EB status. The next highest at-risk criterion met by HISD students were grade level retention, unsatisfactory performance on a readiness test, and lack of progress in foundational curriculum.

Table 2: Students Reported as At-Risk by State At-Risk Indicator, 2020–2021

Description	N	% of At-Risk	% of All
Student is of limited English proficiency (EB/EL)	65,651	63.4	33.4
Retained in one or more grades	23,845	23.0	12.1
Unsatisfactory performance on readiness test	14,092	13.6	7.2
Lack of progress in foundation curriculum	13,653	13.2	6.9
Unsatisfactory assessment test	5,403	5.2	2.7
Homeless	3,666	3.5	1.9
Underlying cause not specified in Cognos	2,328	2.2	1.2
Previously reported as a dropout	1,221	1.2	0.6
Was/is in a residential placement facility	1,001	1.0	0.5
Is currently on parole, probation, or deferred prosecution	110	0.1	0.1
Was/is in custody of Texas Department of Family and Protective Services (DFPS)	109	0.1	0.1
Pregnant or parenting	72	0.1	0.0
Student, parent, or guardian has been incarcerated	44	0.0	0.0
Has been/is in an Alternative Education Program (AEP)	5	0.0	0.0

Source: PEIMS 2020-2021, 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 2020-2021. 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 reporting of SCE information. The statistics reported only reflect and discuss the 14 state criteria to qualify as at-risk and does not mention the two local criteria used to designate students as at-risk. This can result in misleading and/or inconsistent figures that are reported.

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. There is also no mention of any supplemental services campuses are expected to provide for at-risk students.

There is some misleading information included in the DIP that could cause campuses to incorrectly use SCE funding. The DIP clearly states that SCE funds can be used to support both students who are economically disadvantaged or at-risk. This is not in compliance with legislative guidelines. This miscommunication could explain some of the inconsistencies found in the individual campus improvement plans.

Campus Improvement Plan (CIP)

As part of the evaluation 30 individual campus CIPs were randomly selected (nine elementary, nine middle schools, eight high schools, and four combination schools) and reviewed for information regarding use of SCE funds by campuses to support at-risk students. The following concerns were observed:

Several campuses did not complete the required SCE sections outlining the use of SCE funds on their campus. More monitoring should be implemented to ensure that campuses comply with providing this information in the CIP.

For the campuses that provided the required information, there was no consistency with how and what information was reported. The information provided was often vague and nondescript. There was often no mention of specific interventions, programs, or targeted instructional strategies tied to the use of the SCE funds. More guidance needs to be provided to campuses including guidelines or templates on how to detail this information in the CIP.

Money was often allocated to pay for staff or supplies that could not be directly tied to programs helping at-risk students. A common practice appears to be to use SCE fund to pay the salary for additional staff members on a campus. However, the staff member's duties are not identified as providing services specifically designated for students who are identified as at-risk.

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 is in compliance with the minimum state legal requirements. General corrective actions that are needed going forward. Minimum recommendations are included in the recommendations section.

Result 3: STAAR Performance Grades 3–8

The performance gap between at-risk and not-at-risk students scoring at or above the Approaches Grade Level Standard on the STAAR 3–8 assessment is presented below in **Table 3**. At-risk students scored below their not-at-risk peers in every subject and grade level with the performance gap ranging between 13 percentage points in third grade math and 44 percentage points in seventh grade writing. There is a positive correlation between grade level tested and the magnitude of the performance gap with the gap between at-risk and not-at-risk increasing at higher grade levels. The biggest gaps appeared on the reading and social studies assessments while math tended to have the lowest gaps.

Table 3. STAAR 3-8 At or Above Approaches Grade Level Standard, 2020–2021

Subject	Grade	Not At-Risk		At-Risk		% pt. Diff.
		N	%	N	%	
Math	3	3,185	56.3	2,750	43.3	-13.0
	4	3,240	56.5	2,346	37.7	-18.8
	5	3,917	67.7	2,868	48.5	-19.2
	6	2,975	66.2	1,601	37.6	-28.6
	7	2,200	55.7	945	25.0	-30.7
	8	1,361	48.2	758	22.8	-25.4
	Total		16,878	59.4	11,268	37.7
Reading	3	3,753	66.6	3,129	49.0	-17.6
	4	3,823	66.9	2,680	43.1	-23.8
	5	4,441	76.8	3,188	53.7	-23.1
	6	3,156	70.0	1,436	33.6	-36.4
	7	3,494	78.1	1,462	39.0	-39.1
	8	3,340	80.0	1,600	42.9	-37.1
	Total		22,007	72.7	13,495	44.6
Science	5	3,546	61.6	1,990	34.0	-27.6
	8	2,626	66.6	1,096	30.3	-36.3
	Total		6,172	63.6	3,086	32.6
Social Studies	8	2,270	55.4	623	17.3	-38.1
Writing	4	3,154	55.4	1,941	31.1	-24.3
	7	3,233	71.4	1,056	27.4	-44.0
	Total		6,387	62.5	2,997	29.7

Source: TEA-ETS STAAR Student Data Files, Spring 2021. English & Spanish combined. Excludes STAAR Alt 2.

Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports.

Note: 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, while summer and fall administrations primarily used for providing retesting opportunities. **Table 4** (page 15) examines the performance gap between all at-risk and not-at-risk students for first-time testers and re-testers combined scoring at or above the Approaches Grade Level Standard on the spring administration. **Tables 5 and 6** (page 15) limit the analysis to only re-tester performance for the summer and fall administrations, respectively.

Double digit performance gaps are seen for each subject in each administration. When looking at all students tested in spring 2021, the largest performance gap is for the English I and II EOC assessments. This outcome is not consistent when looking at summer 2021 EOC re-tester performance where U.S. History has the highest performance gap between at-risk and not-at-risk students.

Table 4. STAAR EOC All Testers Approaches+ Rates and Performance Gaps, Spring 2021

Subject	Not At-Risk		At-Risk		% pt. Diff.
	N	%	N	%	
Algebra I	4,919	76.9	2,394	41.3	-35.6
Biology	5,759	90.5	3,090	50.9	-39.6
English I	5,094	83.8	2,313	34.1	-49.7
English II	4,841	88.1	2,900	41.7	-46.4
U.S. History	5,292	96.7	3,727	67.8	-28.9

Source: TEA-ETS 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.

Note: Diff.= Difference between student groups.

Table 5. STAAR EOC Re-testers Approaches+ Rates and Performance Gaps, Fall 2020

Subject	Not At-Risk		At-Risk		% pt. Diff.
	N	%	N	%	
Algebra I	5	35.7	91	15.0	-20.7
Biology	4	*	106	17.5	*
English I	22	45.8	321	18.8	-27.0
English II	15	35.7	226	18.3	-17.4
U.S. History	0	--	6	21.4	--

Source: TEA-ETS STAAR Student Data Files, Third Administration. Excludes first-time testers. *N < 5.

Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports.

Note: Diff.= Difference between student groups.

Table 6. STAAR EOC Re-testers Approaches+ Rates and Performance Gaps, Summer 2021

Subject	Not At-Risk		At-Risk		% pt. Diff.
	N	%	N	%	
Algebra I	252	38.7	406	25.6	-13.1
Biology	120	48.6	395	29.3	-19.3
English I	136	30.4	247	11.8	-18.6
English II	92	34.2	211	14.8	-19.4
U.S. History	63	78.8	308	40.3	-38.5

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

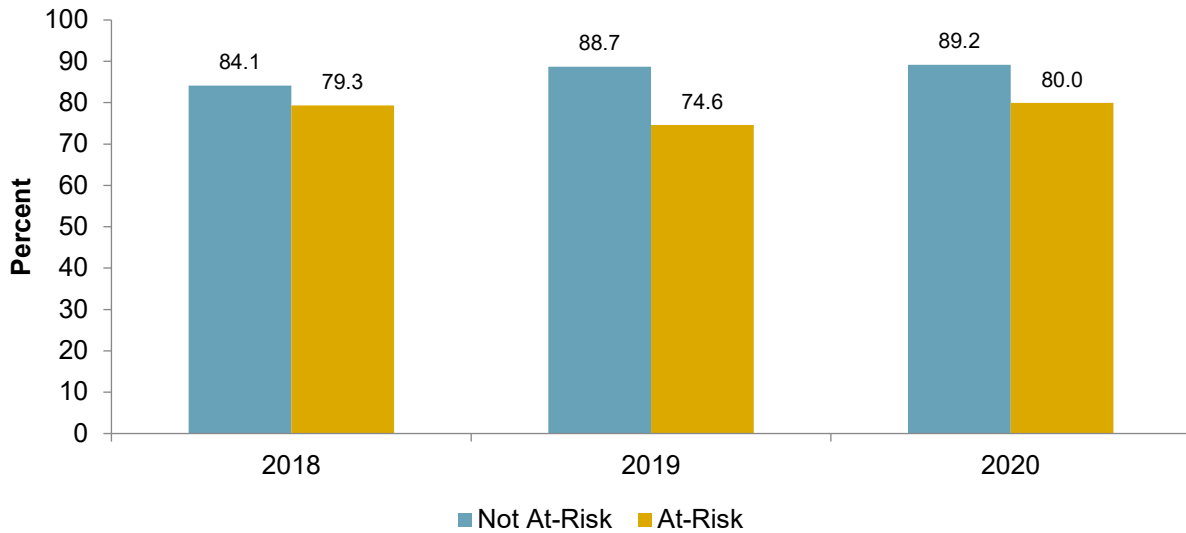
Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports.

Note: Diff.= Difference between student groups.

Result 5: Graduation and Dropout Rates

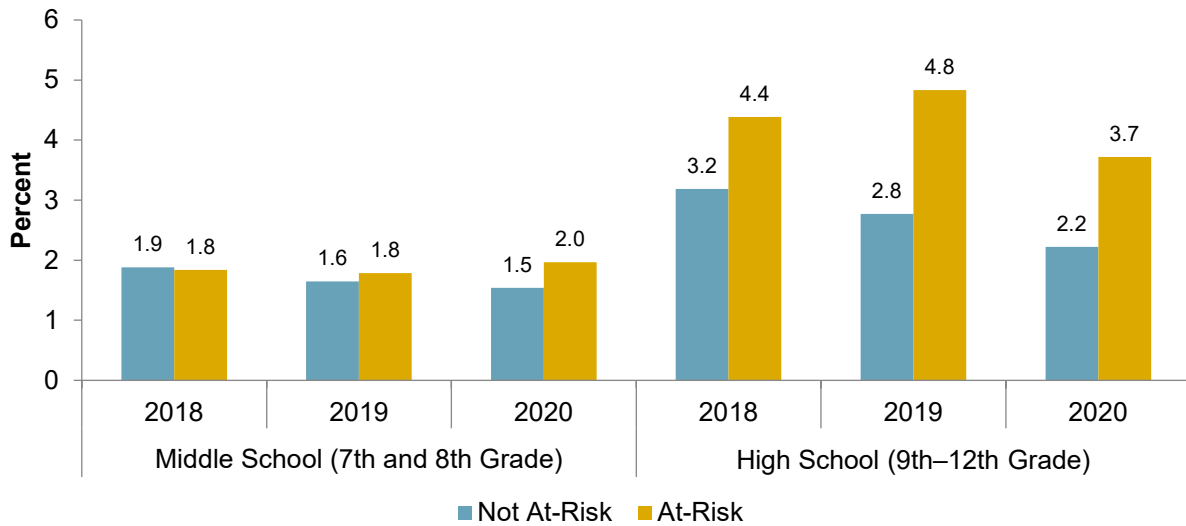
As seen in **Figure 3** below, the completion rate has increased for all students between the Class of 2018 and the Class of 2020. However, the completion gap between at-risk and not-at-risk students has increased from 4.8 percent for the Class of 2018 to 9.2 percent for the Class of 2020.

Figure 3. Graduation Rates for Not-At-Risk and At-Risk Students, Class of 2018–2020



Source: Texas Education Agency (TEA) Four-Year Class of 2018, 2019, and 2020 Student Listing Data File.

Figure 4. Annual Dropout Rates by Grade Level Enrolled, 2018–2020



Source: Texas Education Agency (TEA) 2017-2018, 2018-2019, and 2019-2020 Annual Dropout Summary Reports.

References

Texas Education Agency. (2020). Module 6: State Compensatory Education Guidelines, Financial Treatment, and an Auditing and Reporting System. *Financial Accountability System Resource Guide Version 17*. Retrieved from <https://tea.texas.gov/sites/default/files/fasrg17-module6-final-accessible.pdf>

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

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 limited English proficiency, as defined by TEC §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory 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, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
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.

Local Criteria

In addition to the 14 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
2. Students who are placed into a Disciplinary Alternative Education Program (DAEP) for reasons other than those in TEC §37.006, such as continued misbehavior in the classroom.

Appendix B 2020–2021 SCE Allocations, Budgets, and Expenditures

Appendix B, Table 1: Summary SCE Related Budget Allocation and Expenditures by Object Code, 2020–2021

Object Codes		Budget	Actual	Residual
6100	Payroll Costs	125,562,300.00	106,785,898.00	18,776,402.00
6200	Professional & Contracted Services	11,189,238.00	15,771,877.00	-4,582,639.00
6300	Supplies & Materials	4,516,057.00	6,911,739.00	-2,395,682.00
6400	Other Operating Costs	22,390,396.00	196,363.00	22,194,033.00
6600	Capital outlay for land, buildings, and equipment	1,019,747.00	2,293,711.00	-1,273,964.00
Total		164,677,738.00	131,959,588.00	32,718,150.00

Source: PEIMS Financials 2020–2021 and 2021–2022 pulled April 29, 2022

Appendix B, Table 2: Summary SCE Related Budget Allocation and Expenditures by Function Code, 2020–2021

Function Codes		Budget	Actual	Residual
10 Instruction & Instruction-Related		136,774,349.00	103,953,464.00	32,820,885.00
11	Instruction	132,596,188.00	99,680,965.00	32,915,223.00
12	Media Services	3,280,020.00	2,876,911.00	403,109.00
13	Staff Development	898,141.00	1,395,588.00	-497,447.00
20 Instructional & School Leadership		2,788,013.00	3,085,222.00	-297,209.00
21	Instructional Leadership	70,507.00	33,647.00	36,860.00
23	School Leadership	2,717,506.00	3,051,575.00	-334,069.00
30 Support Services - Student		23,888,313.00	23,270,706.00	617,607.00
31	Guidance & Counseling	5,619,057.00	5,037,198.00	581,859.00
32	Social Work Services	14,968,250.00	14,771,143.00	197,107.00
33	Health Services	3,300,967.00	3,462,365.00	-161,398.00
34	Transportation	0.00	0.00	0.00
36	Extracurricular Activities	39.00	0.00	39.00
40 Administrative Support Services		0.00	5,073.00	-5,073.00
41	General Administration	0.00	5,073.00	-5,073.00
50 Support Services - Non-Student Based		176,759.00	526,908.00	-350,149.00
51	Facilities Maintenance/Operations	104,388.00	246,008.00	-141,620.00
52	Security and Monitoring Services	71,056.00	200,565.00	-129,509.00
53	Data Processing Services	1,315.00	80,335.00	-79,020.00
60 Ancillary Services		258,304.00	326,215.00	-67,911.00
61	Community Services	258,304.00	326,215.00	-67,911.00
90 Intergovernmental Charges		792,000.00	792,000.00	0.00
95	Payments to Juvenile Justice Alt. Ed. Program	792,000.00	792,000.00	0.00
Total		164,677,738.00	131,959,588.00	32,718,150.00

Source: PEIMS Financials 2020–2021 and 2021–2022 pulled April 29, 2022

Appendix B, Table 3: Summary SCE Related Budget Allocation and Expenditures by Program Intent Code (PIC), 2020–2021

Program Intent Code		Budget	Actual	Residual
24	Accelerated Education	4,651,969.00	6,329,706.00	-1,677,737.00
26	Non-disciplinary Alternative Education Programs - AEP Services	0.00	0.00	0.00
28	Disciplinary Alternative Education Program - DAEP Basic Services	9,463,222.00	7,795,081.00	1,668,141.00
29	Disciplinary Alternative Education Programs - DAEP SCE Suppl. Costs	3,946.00	0.00	3,946.00
30	Title I, Part A Schoolwide Activities	149,643,755.00	117,125,673.00	32,518,082.00
34	Prekindergarten – Compensatory Education	914,846.00	709,128.00	205,718.00
Total		164,677,738.00	131,959,588.00	32,718,150.00

Source: PEIMS Financials 2020–2021 and 2021–2022 pulled April 29, 2022

Appendix B, Table 4: SCE Expenditures by Major Object Code and Organization Type, 2020–2021

Object Codes		Campus	Central	Total Expenditures
6100	Payroll Costs	71,387,663.00	35,398,235.00	106,785,898.00
6200	Professional & Contracted Services	15,281,848.00	490,029.00	15,771,877.00
6300	Supplies & Materials	5,030,212.00	1,881,527.00	6,911,739.00
6400	Other Operating Costs	180,560.00	15,803.00	196,363.00
6600	Capital outlay for land, buildings, and equipment	1,267,769.00	1,025,942.00	2,293,711.00
Total		93,148,052.00	38,811,536.00	131,959,588.00

Source: PEIMS Financials 2020–2021 and 2021–2022 pulled April 29, 2022

Appendix B, Table 5: SCE Expenditures by Function Code and Organization Type, 2020–2021

Function Codes		Campus	Central	Total Expenditures
10 Instruction & Instruction-Related		82,764,322.00	21,189,142.00	103,953,464.00
11	Instruction	79,243,148.00	20,437,817.00	99,680,965.00
12	Media Services	2,698,870.00	178,041.00	2,876,911.00
13	Staff Development	822,304.00	573,284.00	1,395,588.00
20 Instructional & School Leadership		2,227,039.00	858,183.00	3,085,222.00
21	Instructional Leadership	0.00	33,647.00	33,647.00
23	School Leadership	2,227,039.00	824,536.00	3,051,575.00
30 Support Services - Student		7,203,487.00	16,067,219.00	23,270,706.00
31	Guidance & Counseling	4,394,632.00	642,566.00	5,037,198.00
32	Social Work Services	11,889.00	14,759,254.00	14,771,143.00
33	Health Services	2,796,966.00	665,399.00	3,462,365.00
34	Transportation	0.00	0.00	0.00
36	Extracurricular Activities	0.00	0.00	0.00
40 Administrative Support Services		0.00	5,073.00	5,073.00
41	General Administration	0.00	5,073.00	5,073.00
50 Support Services - Non-Student Based		135,325.00	391,583.00	526,908.00
51	Facilities Maintenance/Operations	21,061.00	224,947.00	246,008.00
52	Security and Monitoring Services	38,682.00	161,883.00	200,565.00
53	Data Processing Services	75,582.00	4,753.00	80,335.00
60 Ancillary Services		25,879.00	300,336.00	326,215.00
61	Community Services	25,879.00	300,336.00	326,215.00
90 Intergovernmental Charges		792,000.00	0.00	792,000.00
95	Payments to Juvenile Justice Alt. Ed. Program	792,000.00	0.00	792,000.00
Total		93,148,052.00	38,811,536.00	131,959,588.00

Source: PEIMS Financials 2020–2021 and 2021–2022 pulled April 29, 2022

Appendix B, Table 6: SCE Expenditures by Program Intent Code and Organization Type, 2020–2021

Program Intent Code		Campus	Central	Total Expenditures
24	Accelerated Education	2,858,307.00	3,471,399.00	6,329,706.00
26	Non-disciplinary Alternative Education Programs - AEP Services	0.00	0.00	0.00
28	Disciplinary Alternative Education Program - DAEP Basic Services	7,394,040.00	401,041.00	7,795,081.00
29	Disciplinary Alternative Education Programs - DAEP SCE Suppl. Costs	0.00	0.00	0.00
30	Title I, Part A Schoolwide Activities	82,224,693.00	34,900,980.00	117,125,673.00
34	Prekindergarten – Compensatory Education	671,012.00	38,116.00	709,128.00
Total		93,148,052.00	38,811,536.00	131,959,588.00

Source: PEIMS Financials 2020–2021 and 2021–2022 pulled April 29, 2022

Appendix B, Table 7: SCE Central Organizations Budget and Expenditures, 2020–2021

Department	Budget	Actuals	Residual
Indirect Costs in Function 41	0.00	5,073.00	-5,073.00
Summer School Organization	27,583,849.00	14,169,995.00	13,413,854.00
Undistributed Organization	42,011,156.00	24,636,468.00	17,374,688.00
Total	69,595,005.00	38,811,536.00	30,783,469.00

Source: PEIMS Financials 2020–2021 and 2021–2022 pulled April 29, 2022

Appendix B, Table 8: SCE Full-time Equivalents (FTEs), 2020–2021

Job Description	Funded
Assistant Principal	5
Department Head	1
Educational Aide	63
Librarian	14
LSSP/Psychologist	1
Other Campus Exempt Professional Auxiliary	7
Other District Exempt Professional Auxiliary	233
Principal	2
Registrar	1
School Counselor	51
School Nurse	37
Substitute Teacher	1
Teacher	975
Teacher Facilitator	68
Total	1459

Source: PEIMS Staff File Fall 2020 pulled April 29, 2022

Note: This table does not include hourly pay for tutors and other related services