

Compensatory Education Public Meeting

April 5, 2023



Texas Education Code § 29.081(b)(b-3) requires districts to evaluate the effectiveness of the accelerated instruction programs created with the compensatory education funds and annually hold a public hearing to consider the results.

Purpose of Compensatory Education Allotment

- Increase the academic performance of students:
 - identified as being at-risk of dropping out of school based on the state's eligibility criteria
 - educationally disadvantaged
 - district's board approved local at-risk criteria



Compensatory Education Program Goal

- Reduce any disparity between
 - students who are educationally disadvantaged and students who are not educationally disadvantaged
 - students at-risk of dropping out of school as defined by TEC 29.081
 - all other students on
 - (a) performance on state assessments
 - (b) rates of high school completion (graduation rates).



Use of funds is Supplemental

- These funds may not be used to “take the place” of the use of other funds.
- They are supplemental or “additional” to the use of other funds.



2021-22 Allocation to CFISD

- \$99.9 million allocation
- \$54.9 million (55%) required to be spent on SCE eligible strategies
- \$60.9 million (65%) total CFISD SCE related expenditures



CFISD 2021-22 Student Population

- 116,913 Total
- 54.8% At-risk
- 57.6% Economically disadvantaged



What qualifies a student to be at-risk?



- retained
- in grade 7, 8, 9, 10, 11, or 12, and they failed two or more subjects in the foundation curriculum
- did not perform satisfactorily on STAAR at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
- in prekindergarten, kindergarten, or grade 1, 2, or 3, and failed a readiness test

What qualifies a student to be at-risk?

- pregnant or is a parent
- placed in ALC-E, ALC-W, or JJAEP
- expelled
- currently on parole, probation, deferred prosecution, or conditional release
previously dropped out of school



What qualifies a student to be at-risk?



- Emergent Bilingual
- in the custody or care of the Department of Family and Protective Services
- Homeless
- resides(ed) in a residential placement facility
- has been incarcerated or has a parent or guardian who has been incarcerated

Program Strategies

- Supplemental support services for language arts, math, and science
- Staffing and benefits
- High schools with over 60% economically disadvantaged students
- Apartment tutoring
- Vietnamese itinerant teachers
- ALC-E, ALC-W, Brautigam
- District level curriculum coaches



High School Completion Rates/Findings

Content	CFISD	State	Diff	High School Completion					
				CFISD At Risk	CFISD Non-At Risk	Diff	State At Risk	State Non-At Risk	Diff
Class of 2021	92.6	90	2.6	83.3	96.9	-13.6	85.4	93.6	-8.2
Content	CFISD	State	Diff	High School Completion					
				CFISD Eco Dis	CFISD Non-Eco Dis	Diff	State Eco Dis	State Non-Eco Dis	Diff
Class of 2021	92.6	90	2.6	89.6	95.3	-5.7	86.7	93.6	-6.9

Source: <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout/four-year-graduation-and-dropout-data-class-of-2021>

Student Achievement Results/Findings

Content	CFISD	State	Diff	Approaches Grade Level or Above					
				CFISD At Risk	CFISD Non-At Risk	Diff	State At Risk	State Non-At Risk	Diff
ELA/Reading	83	75	8	73	96	-23	62	92	-30
Math	78	72	6	68	93	-25	60	88	-28
Science	85	76	9	78	96	-18	64	91	-27
Social Studies	84	75	9	70	97	-27	62	91	-29
Content	CFISD	State	Diff	Approaches Grade Level or Above					
				CFISD Eco Dis	CFISD Non-Eco Dis	Diff	State Eco Dis	State Non-Eco Dis	Diff
ELA/Reading	83	75	8	77	91	-14	68	86	-18
Math	78	72	6	70	89	-19	72	84	-12
Science	85	76	9	79	93	-14	75	87	-12
Social Studies	84	75	9	77	92	-15	76	86	-10

Source: https://rptsvr1.tea.texas.gov/perfreport/tpsr/tpsr_srch.html

Conclusions/Recommendations



Recommendation 1: Conduct campus and district level needs assessments

Recommendation 2: Identify eligible students

Recommendation 3: Monitor the performance of at-risk and economically disadvantaged students via local assessments, STAAR data, and graduation data.

Recommendation 4: Investigate new supplemental programs while continuing current supplemental programs



2021-22 Annual Report

DEIC Public Meeting
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Texas Education Code §11.252 (e) requires the district level committee to hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives.

District Accreditation Status

- January 20, 2022, To the Administrator Addressed Letter
- TEA suspended the assignment of accreditation statuses until the 2022-23 school year.
- Due to:
 - Ongoing impact of COVID-19 and the unique challenges faced by school districts
 - Accountability rating of “Not Rated: SB 1365” used

**TEA**
Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	January 20, 2022
SUBJECT:	2021-2022 Assignment of Accreditation Statuses
CATEGORY:	Accreditation
NEXT STEPS:	Share with Appropriate Staff

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability. Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warning, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the [Texas Administrative Code](https://tea.texas.gov/sites/default/files/ch097ee.pdf) link available at <https://tea.texas.gov/sites/default/files/ch097ee.pdf>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the Accreditation Status homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.

Recognizing the ongoing impact of COVID-19 and the unique challenges schools faced during the past school year, the agency did not issue A–F accountability ratings for the 2020–2021 school year. Pursuant to 19 TAC §97.1055(a)(13) when a rating of *Not Rated* or similar rating is issued to a school district, the commissioner of education (Commissioner) may withhold the assignment of an accreditation status. The Commissioner has decided not to assign accreditation statuses until the 2022–2023 school year under the authority of 19 TAC §97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018–2019 school year and the 2021–2022 school year are consecutive. 19 TAC §97.1055(a)(10). In addition, the accreditation statuses issued for the 2019–2020 school year and for the 2022–2023 school year are consecutive, per 19 TAC §97.1055(a)(12).

Districts, including charter schools, that would have been assigned a status of Accredited-Warning, Accredited-Probation, or Not Accredited-Revoked for the 2021–2022 school year due to the ratings assigned to the district in the state’s financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,

Jeff Cottrill
Deputy Commissioner of Governance & Accountability



Texas Academic Performance Report

To access the Texas Academic Performance Report:

- www.cfisd.net
- Our District
- School Ratings
- Select District
- Select 2021-22
- Click 2021-22 Texas Academic Performance Report

2021-22 Texas Academic Performance Report (TAPR)

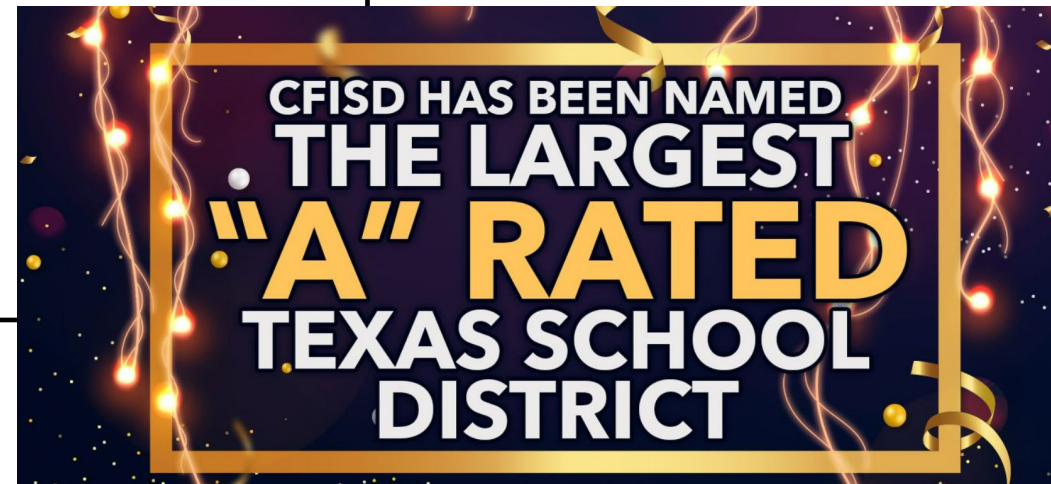
District Name: CYPRESS-FAIRBANKS ISD

District Number: 101907

2022 Accountability Rating: A

2022 Special Education Determination Status:

Meets Requirements



Measuring Change

- Difference Color code
 - Subtract prior year from current year
 - Results in a positive or negative number
 - Example: **74%** (2022) - **67%** (2021) = 7
- Growth Δ
 - Current year – prior year / prior year * 100
 - Results in a positive or negative percent
 - Example: **74%** - **67%** / **67%** * 100 = 10.5% growth

All Subjects and Grade Levels Combined

Group	2022 Enroll.	2022 Eco. Dis %	Approaches				Meets				Masters			
			2022	2021	Diff	% Growth	2022	2021	Diff	% Growth	2022	2021	Diff	% Growth
State	5,402,928	60.7%	74%	67%	+7	+10.5%	48%	41%	+7	+17.1%	23%	18%	+5	+27.8%
Region 4	1,228,557	63.8%	74%	68%	+6	+8.8%	49%	43%	+6	+14.0%	25%	20%	+5	+25.0%
Klein	53,059	51.2%	79%	74%	+5	+6.8%	54%	47%	+7	+14.9%	28%	22%	+6	+27.3%
Cypress-Fairbanks	116,913	57.6%	82%	77%	+5	+6.5%	58%	52%	+6	+11.5%	32%	26%	+6	+23.1%
Katy	88,165	39.8%	87%	86%	+1	+1.5%	68%	65%	+3	+4.6%	41%	37%	+4	+10.8%

8th Grade Algebra I

District	% Taking Algebra I				% Passing Algebra I			
	2022	2021	Diff	% Growth	2022	2021	Diff	% Growth
8 th Grade Students	42%	43%	-1	-2.3	100%	98%	+2	+2.0

NOTE: In the state of Texas, roughly 1/3 (33%) of 8th grade students take Algebra 1. (TEA Performance Reporting 9-9-22)

Distinction Designations Earned

Group	Number
Total distinctions earned	211
% Campuses earning at least 1 distinction	78% (67 campuses)
% Campuses earning all possible distinctions	7% (6 campuses)

4-Year Longitudinal Graduation Rate

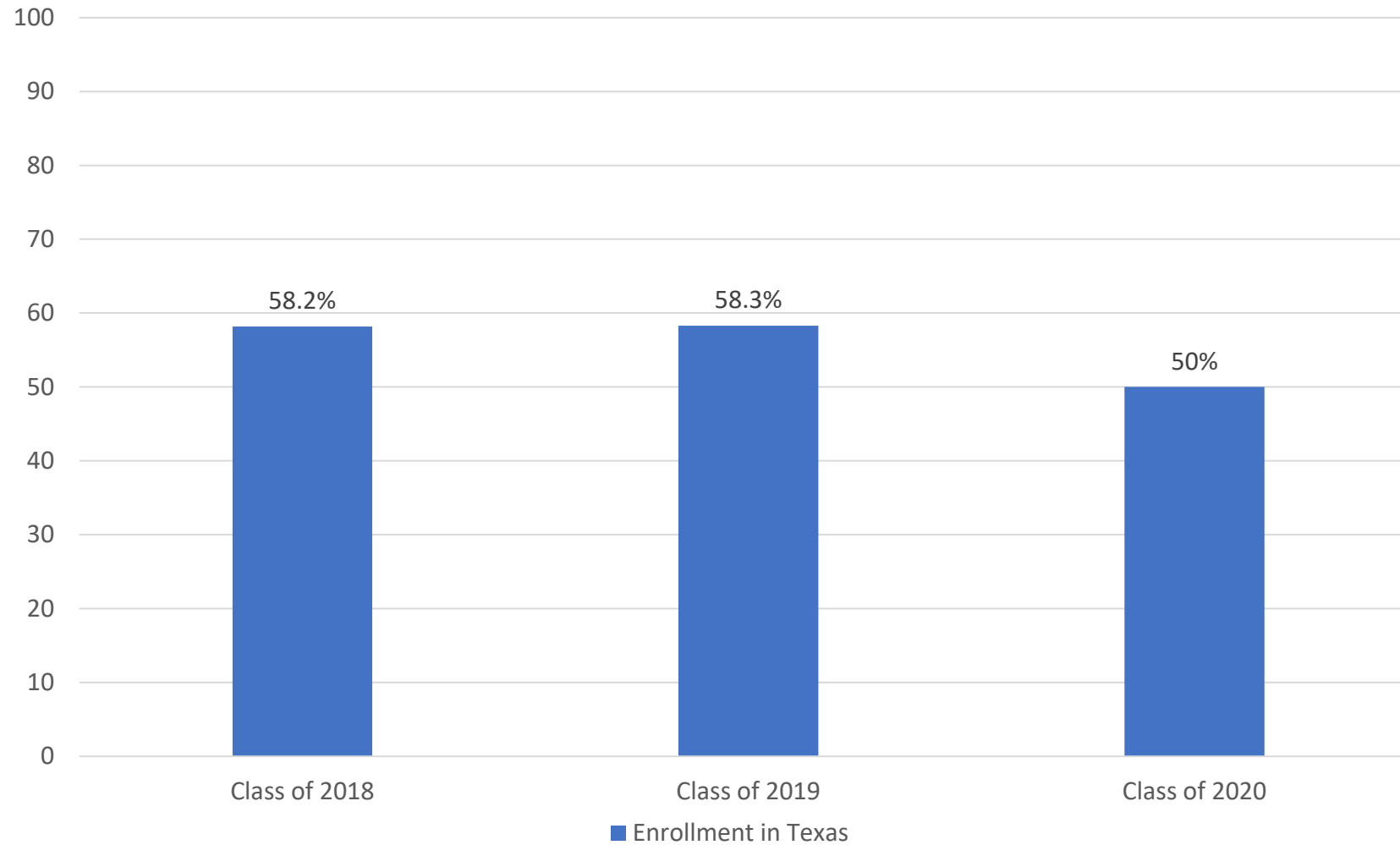
Group	Class of 2021 (CFISD)
All	92.6%
African American	90.7%
Hispanic	90.4%
White	96.6%
Economically Disadvantaged	89.6%

Campus Performance Objectives

To access the Campus Improvement Plans:

- www.cfisd.net
- Our District
- School Ratings
- Select Campus Level
- Select Campus Name and 2021-22
- Click Campus Improvement Plan

Graduates Enrolled in Texas Institutions of Higher Education



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