

2018-19

Evaluation of the State Compensatory Education Program for Texas Education Agency

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



2018-19

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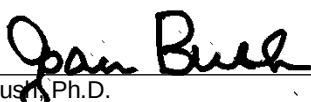
Approved Report of the Department of Evaluation and Assessment

EA20-301-2.1
June 2020

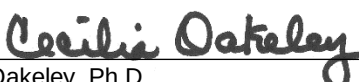
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ACRONYMS AND ABBREVIATIONS

AEIS	Academic Excellence Indicator System
AEP	Alternative Education Program
Alt. Ed.	Alternative Education
Approaches+	Approaches Grade Level or Above
CIP	Campus Improvement Plan
DAEP	Disciplinary Alternative Education Program
DIP	District Improvement Plan
EC	Early Childhood
EL	English learner, formerly Limited English Proficiency (LEP)
EOC	<i>End-of-Course</i>
FTE	Full-time Equivalent
HB	House Bill
ISD	Independent School District
KN	Kindergarten
PEIMS	Public Education Information Management System
PIC	Program Intent Code
PK	Prekindergarten
SB	Senate Bill
SCE	State Compensatory Education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
STEM	Science, Technology, Engineering and Mathematics
TAPR	Texas Academic Performance Report
TEA	Texas Education Agency
TEC	Texas Education Code
Title I, Part A SCE	Title I, Part A Schoolwide Activities Related to SCE
TxCHSE	Texas Certificate of High School Equivalency

2018-19 Evaluation of the State Compensatory Education Program for Texas Education Agency

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

Compensatory education is defined in law as programs and services designed to supplement the regular education program with compensatory, intensive, and accelerated instruction for students identified as at risk of dropping out of school (At-Risk). The purpose of the State Compensatory Education (SCE) program is to increase academic achievement and reduce the dropout rate of At-Risk students. The goal is to reduce disparities between At-Risk and all other students in (a) performance on state-mandated assessments and (b) rates of high school completion.

State criteria for identifying At-Risk students are defined by Texas Education Code (TEC) §29.081. Students who meet any of the criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year. Among the 13 criteria are English learners (EL) or students of limited English proficiency (LEP), students who failed a state assessment, or students who were retained. The district is required to submit the District Improvement Plan (DIP), two Campus Improvement Plans (CIP), and the local evaluation of state compensatory education strategies, activities and programs to the Texas Education Agency (TEA) annually.

The scope of the evaluation includes the program context, implementation, and results of the SCE Program budget for 2018-19. It outlines how SCE direct cost funds were used for supplemental services and programs, as described in district and campus improvement plans and in budget allocations and expenditures. The report also describes the characteristics of 2018-19 At-Risk students in the Dallas Independent School District (Dallas ISD) and examines how their assessment performance, graduation rate, and dropout rate compared to their Not-At-Risk peers.

EVALUATION QUESTIONS/OUTCOMES

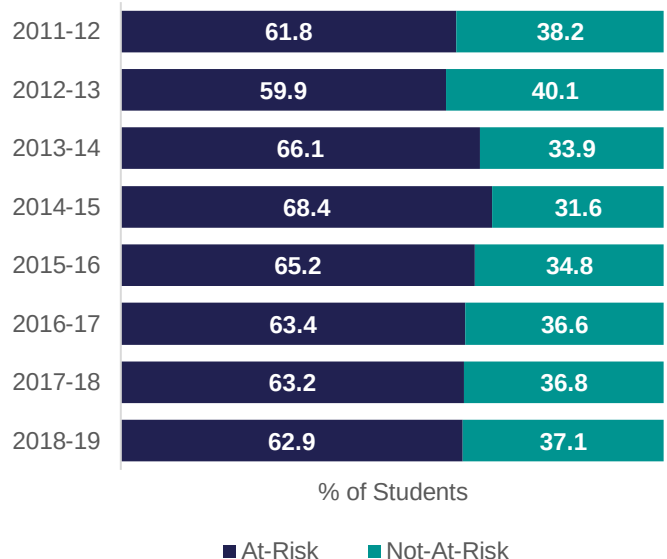
What were the demographic characteristics of 2018-19 Dallas ISD At-Risk students?

Results

During the 2018-19 school year, a total of 97,476 Dallas ISD students were identified as At-Risk according to the TEA Texas Academic Performance Report (TAPR) District

Profile, representing 62.9 percent of the district's grades EC-12 enrollment ($N=155,030$). As shown in Figure E1, the percentage of At-Risk students increased between 2012-13 and 2014-15. From 2014-15 through 2018-19, a gradual decline in the percentage of At-Risk students was found.

Figure E1: 2011-12 through 2018-19 District Student Population by At-Risk Status



Source: TEA 2012 AEIS and 2013 to 2019 TAPR reports.

The largest number of At-Risk students were in grades 5 and 9; grades 4 through 10 had the largest percentages of students identified as At-Risk (see Table E1). A larger proportion of At-Risk students were identified as Hispanic compared to the overall district student population. Similarly, a larger proportion of At-Risk students were identified as EL compared to the overall district student population.

Table E1: 2018-19 Student Enrollment by Grade

Grade	District N	At-Risk	
		n	%
EC	180	41	22.8
PK	12,737	6,369	50.0
KN	10,992	5,478	49.8
1	11,234	5,925	52.7
2	11,314	6,260	55.3
3	11,518	6,414	55.7
4	12,197	8,470	69.4
5	12,248	9,378	76.6
6	11,144	8,064	72.4
7	10,554	8,011	75.9
8	10,424	7,728	74.1
9	12,192	9,041	74.2
10	10,603	6,803	64.2
11	9,398	5,332	56.7
12	8,502	4,054	47.7
Total	155,237	97,368	62.7

Source: PEIMS district data file, 10/26/18.

Note: Data from the PEIMS submission may differ from data obtained from the TAPR report.

What programs and services were funded by the SCE Program?

2018-19 SCE Funding

In 2018-19, the district received an SCE program allotment of \$178,339,900 from the state. The minimum direct cost requirement was 52 percent for the 2018-19 school year, or \$92,736,748. The district budgeted \$95,306,764 in direct cost to support programs and services for At-Risk students, and actual expenditures totaled \$86,273,103.

The primary sources of documents for SCE program expenditures are the DIPs and CIPs, which are required by state law. SCE funded programs and services must be described in the DIP if the program is implemented districtwide, or in CIP if implemented at the campus level.

District Improvement Plan

The 2018-19 DIP was reviewed for SCE components. The DIP contained relatively broad statements regarding strategies and activities targeting At-Risk students, with detailed plans to be developed at the campus level.

Campus Improvement Plans

A review of 26 CIPs (six comprehensive high schools, seven middle schools, and thirteen elementary schools) showed that all schools conducted a needs assessment as required and set achievement targets aligned with campus needs assessments. The percentage of At-Risk students at sampled schools ranged from 26 to 92 percent. Strategies utilized to provide assistance to struggling students included differentiated instruction, increased use of data for progress monitoring and identification of individual students'

strengths and weaknesses, greater emphasis placed on quality instruction and strategies such as small-group, and in-school and out-of-school tutoring. Greater emphasis was also placed on increased teacher professional development, parental involvement and education, and use of Personalized Learning Communities (PLCs).

What were the academic performance outcomes, graduation rates, and dropout rates of At-Risk and Not-At-Risk students?

STAAR 3-8 and STAAR EOC Performance

On nearly all STAAR 3-8 and STAAR EOC tests in 2019, the percentage of At-Risk students at Approaches Grade Level or Above (Approaches+) was lower than the percentage of Not-At-Risk students (Table E2). On the STAAR Reading tests in grade 3, the percentage of At-Risk students at Approaches+ was the same as the percentage of Not-At-Risk students. On the STAAR Mathematics tests in grade 3, the percentage of At-Risk students at Approaches+ was one percentage point higher than the percentage of Not-At-Risk students.

Table E2: 2019 STAAR 3-8/STAAR EOC Approaches Grade Level or Above Rates and Performance Gaps

Subject	Grade	2019 % Approaches+		Diff.
		At-Risk	Not-At-Risk	
Reading	3	72	72	0
	4	59	89	-30
	5	81	98	-17
	6	48	85	-37
	7	58	94	-36
	8	74	99	-25
English I EOC		49	93	-44
English II EOC		47	94	-47
Mathematics	3	77	76	1
	4	69	91	-22
	5	86	98	-12
	6	69	92	-23
	7	55	87	-32
	8	86	98	-12
Algebra I EOC		81	97	-16
Science	5	63	93	-30
	8	69	95	-26
Biology EOC		78	98	-20
Social Studies	8	53	91	-38
US History EOC		87	99	-12
Writing	4	58	81	-23
	7	50	91	-41

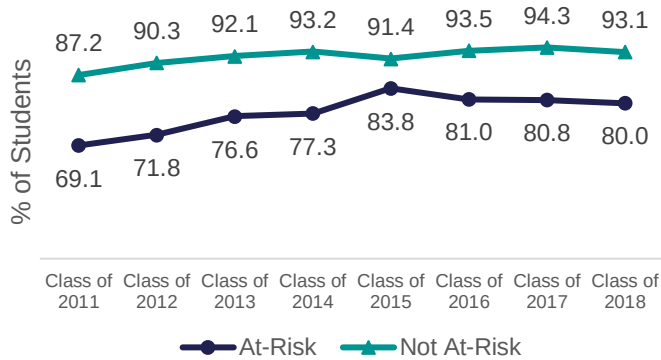
Source: TEA 2019 TAPR reports.

Note: Data include all students in the Accountability Subset for each year reported. Diff.=Difference. Approaches+=Approaches Grade Level or Above.

High School Graduation and Completion Rates

Overall, there has been a positive trend in graduation rates of At-Risk students since 2011. However, graduation rates of At-Risk students continue to be lower than those of Not-At-Risk students, resulting in a *gap* between the two groups (Figure E2). The *gap* for the Class of 2018 decreased slightly but is due to the 1.2-point decrease in Not-At-Risk student graduation rate.

Figure E2: Graduation Rates by Cohort and At-Risk Status: Class of 2011 to Class of 2018

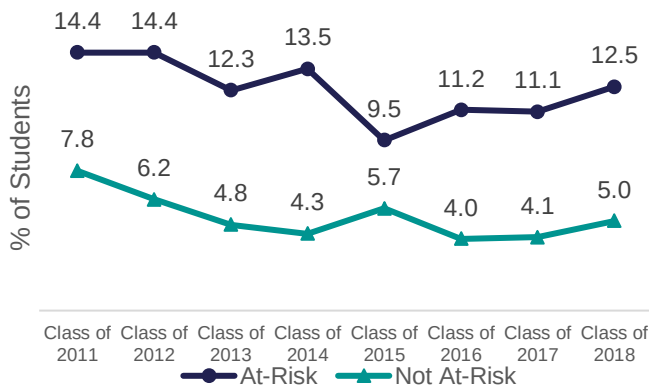


Source: TEA Completion, Graduation, and Dropouts data.

Note: Data reported are the federal graduation rates and are different than prior year reports which reported state accountability graduation rates.

Overall, dropout rates of At-Risk students were lower for the Classes of 2015 to 2018 compared to the Classes of 2011 to 2014. The Class of 2015 had the lowest dropout rate (9.5%) but rates increased gradually in subsequent years. Dropout rates of At-Risk students are higher than those of Not-At-Risk students, resulting in a *gap* between the two groups (Figure E3). The *gap* widened for the Class of 2014 but decreased markedly for the Class of 2015. For the Classes of 2016 and 2017, the *gap* narrowed slightly but increased for the Class of 2018.

Figure E3: Dropout Rates by Cohort and At-Risk Status: Class of 2011 to Class of 2018



Source: TEA Completion, Graduation, and Dropouts data.

RECOMMENDATIONS

As recommended in previous years, designate a full-time SCE program administrator.

Investigate how the passage of House Bill 3 will impact the funds allocated for prekindergarten compensatory education.

As recommended in previous years, require central organizations to apply for SCE funds.

Ensure adequate funding and support is provided through SCE to decrease At-Risk student dropout rates.

2018-19

Evaluation of the State Compensatory Education Program for Texas Education Agency

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PROGRAM DESCRIPTION

The purpose of the State Compensatory Education (SCE) program is to supplement the regular education program with compensatory, intensive, and accelerated instruction for students identified as being at-risk of dropping out of school (At-Risk). The program is designed to reduce or eliminate disparities between At-Risk and all other students in (a) performance on assessment instruments administered under Subchapter B, Chapter 39 of the Texas Education Code (1995, amended 2013) and (b) rates of high school completion. A history of the program since its inception in 1975 can be found in Appendix A.

Funds allocated under SCE must be used for programs and services that are supplemental to the regular education program and offer academic support to students who meet At-Risk eligibility criteria established by the state, as defined in Texas Education Code (TEC) §29.081.¹ School districts must provide accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on a *STAAR EOC* assessment required for graduation. For SCE funds to be allocated to a campus, services provided to students must be described in the district and campus improvement plan. A district's SCE allotment may be used for costs such as program and student evaluation; instructional materials, equipment, and other supplies required for quality instruction; supplemental staff expenses; salaries for teachers of At-Risk students; and reduced class size and individualized instruction. In 2018-19, the district received an SCE program allotment of \$178,339,900 from the state. The minimum direct cost requirement was 52 percent for the 2018-19 school year, or \$92,736,748. The district budgeted \$95,306,764 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$86,273,103. Dallas ISD SCE program allocations, budget, and expenditures can be found in Appendix B Tables 4 to 15.

Funding allocated for compensatory education is based on the largest six-weeks enrollment of economically disadvantaged students in the district during the previous school year. However, economic disadvantage is not itself a criterion for At-Risk status for individual students. Districts receiving SCE funds are required to have policies and procedures in place for the identification and reporting of At-Risk students. See Appendix B tables for detailed Dallas ISD SCE program budget allocations, funding, and expenditures. Students who meet any of the state and district criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year. The Dallas Independent School

¹ Texas Education Code (TEC) §29.081, available at <http://www.statutes.legis.state.tx.us/SOTWDocs/ED/htm/ED.29.htm#29.081>; TEA Financial Accountability System Resource Guide (FASRG) 9.2.3.1, available at https://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/

District's (Dallas ISD's) policies can be found in EHBC (LOCAL) and EHBC (LEGAL). See Appendices C to E for detailed SCE information.

State and District Criteria for At-Risk Students

According to state criteria for the 2018-19 school year, "Student at-risk of dropping out of school" includes each student who is under 26 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years;²
2. Is in grades 7-12 and did not maintain an average equivalent to at least 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 under TEC Chapter 39, Subchapter B, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a grade level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is in prekindergarten to grade 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 PEIMS to have dropped out of school;³
10. Is a student of limited English proficiency (LEP), as defined by TEC §29.052;⁴
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, as defined by NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", 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.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the evaluation was to comply with the TEC §29.081 evaluation requirement and evaluate the effectiveness of the SCE program in eliminating any disparity in:

² Student remains At-Risk for the remainder of his/her public-school education. Excludes a student not advancing from prekindergarten or kindergarten into the next grade level only as a result of the request of the student's parents.

³ Student remains At-Risk for the remainder of his/her public-school education.

⁴ The student no longer meets this criterion once the student has been exited from the program.

1. Performance on assessment instruments between students at risk of dropping out of school and all other district students, and
2. High school completion rates between students at risk of dropping out of school and all other district students.

The scope of this evaluation report includes the program context, implementation, and results of the SCE Program 2018-19. It examines and summarizes how SCE direct cost funds were used for supplemental services and programs, as described in the district and campus improvement plans (DIPs and CIPs, respectively) and budget allocations and expenditures.⁵ The report does not address the expenditure of indirect cost SCE allocations, which are designed to defray administrative costs associated with the program and may be used for “any lawful purpose”.⁶ The report also describes the characteristics of the 2018-19 At-Risk student population in Dallas ISD, and compares the *STAAR* performance, graduation rates, and dropout rates of At-Risk and Not-At-Risk students.⁷

EVALUATION QUESTIONS AND RESULTS

What were the demographic characteristics of 2018-19 Dallas ISD At-Risk students?

Methodology

Student data were obtained from the Texas Education Agency (TEA) Academic Excellence Indicator System (AEIS) and Texas Academic Performance Reports (TAPR), and from the district’s 2018-19 PEIMS Fall snapshot submission. Additional data were obtained from the district’s student data system and from the district’s student discipline system. Descriptive statistics were used to examine trends and differences between At-Risk and Not-At-risk students.

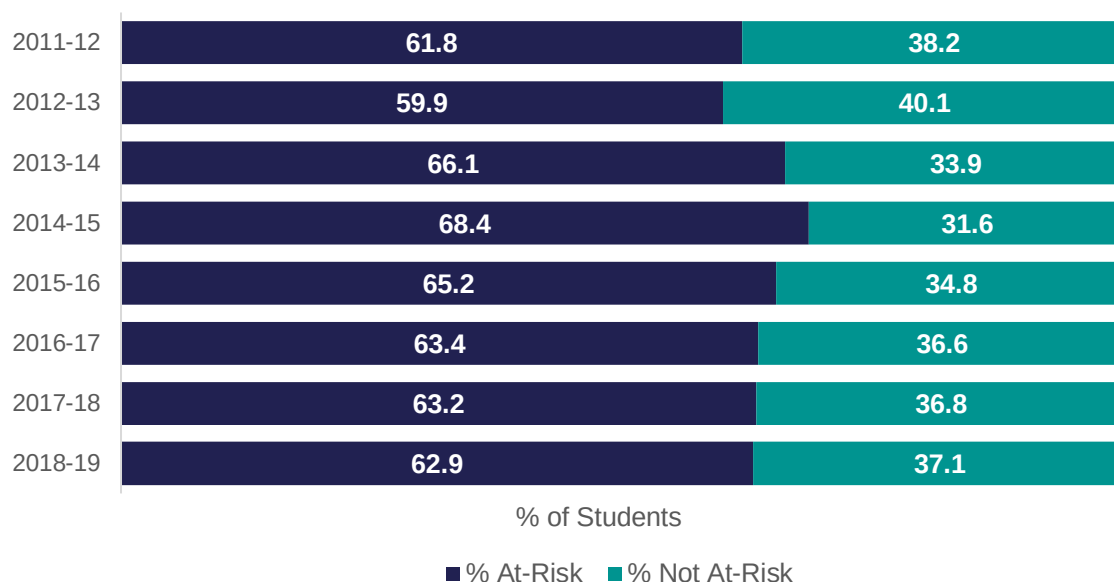
Results

In 2018-19, a total of 97,476 Dallas ISD students were identified as At-Risk by the TEA’s TAPR District Profile, representing 62.9 percent of the district’s grades EC-12 enrollment ($N=155,030$). As shown in Figure 1, the percentage of At-Risk students increased between 2012-13 and 2014-15. From 2014-15 through 2018-19, there was a gradual decline in the percentage of At-Risk students.

⁵ Budget and expenditure information were provided by Dallas ISD Budget Services.

⁶ For additional information regarding indirect cost, view <http://ritter.tea.state.tx.us/rules/tac/chapter105/ch105b.html>. See Appendix B for detailed SCE budget allocations, funding, and expenditures.

⁷ The report summarizes the performance results of At-Risk and Not-At-Risk students; it does not link student performance to specific programs or services.

Figure 1: 2011-12 through 2018-19 District Student Population by At-Risk Status

Source: TEA 2012 AEIS and 2013 to 2019 TAPR reports.

Student demographic data by grade, gender, ethnicity, and EL status for the district population and At-Risk students, as reported on the Fall 2018 PEIMS district database are displayed in Tables 1 and 2. The largest number of At-Risk students were in grades 5 and 9; grades 4 through 10 had the largest percentages of students identified as At-Risk. A larger proportion of At-Risk students were identified as Hispanic compared to the overall district student population. Similarly, a larger proportion of At-Risk students were identified as EL compared to the overall district student population.

Table 1: 2018-19 Student Enrollment by Grade

Grade	District	At-Risk	
	<i>N</i>	<i>n</i>	%
EC	180	41	22.8
PK	12,737	6,369	50.0
KN	10,992	5,478	49.8
1	11,234	5,925	52.7
2	11,314	6,260	55.3
3	11,518	6,414	55.7
4	12,197	8,470	69.4
5	12,248	9,378	76.6
6	11,144	8,064	72.4
7	10,554	8,011	75.9
8	10,424	7,728	74.1
9	12,192	9,041	74.2
10	10,603	6,803	64.2
11	9,398	5,332	56.7
12	8,502	4,054	47.7
Total	155,237	97,368	62.7

Source: PEIMS district data file, 10/26/18.

Note: Data from the PEIMS submission may differ from data obtained from the TAPR report.

Table 2: 2018-19 Student Demographic Characteristics

	District (N=155,237)		At-Risk (N=97,368)	
	N	%	N	%
Gender				
Male	79,209	51.0	51,334	52.7
Female	76,028	49.0	46,034	47.3
Ethnicity				
Hispanic/Latino	108,385	69.8	79,436	81.6
African American	33,663	21.7	13,847	14.2
White	7,969	5.1	1,744	1.8
Other	5,220	3.4	2,341	2.4
English Proficiency				
Non-EL	85,781	55.3	28,030	28.8
EL	69,456	44.7	69,338	71.2

Source: PEIMS district data file, 10/26/18.

Note: Data from the PEIMS submission may differ from data obtained from the TAPR report.

The most common At-Risk indicators for Dallas ISD students in 2018-19 were ELs, prior failure of state assessments, and grade-level retention (Table 3). Note that data included duplicated counts, as students may meet more than one of the At-Risk criteria. District student data system did not identify any students as (a) expelled or (b) currently on parole, probation, or conditional release. As well, only one currently enrolled student was identified as previously reported as having dropped out of school, and two as being in the custody of the Department of Protective and Regulatory Services. Current district interpretation of state requirements for students on parole, probation, deferred prosecution, or other conditional release require identification, provision, and documentation of appropriate services at the campus level (see Appendix D). The district is continuing efforts to improve documentation for identifying students as At-Risk according to all state criteria.

Table 3: 2018-19 Students Reported as At-Risk by At-Risk Indicator

Description	Number	Percent of At-Risk Students	Percent of All Students
English learners	69,338	71.2	44.7
Prior failure on state assessment (<i>STAAR 3-8, STAAR EOC</i>)	22,121	22.7	14.2
Retained in one or more grades	13,977	14.4	9.0
Two or more course failures in preceding/current school year (7-12)	1,549	1.6	1.0
Homeless	1,357	1.4	0.9
Placement in Alternative Education Program	1,207	1.2	0.8
Pregnant or parenting	131	0.1	0.1
Resides in residential placement facility	251	0.3	0.2
Unsatisfactory performance on readiness assessment (PK-3)	0	0.0	0.0
Previously reported as a dropout	1	0.0	0.0
In custody of Texas Dept. of Protective and Regulatory Services	2	0.0	0.0

Source: Data were obtained from the Dallas ISD student data system as of 01/28/20.

Note: Data from the PEIMS submission may differ from data obtained from the TAPR report. The total number of students enrolled per PEIMS was 155,237 and the number with At-Risk indicators was 97,368.

The proportion of At-Risk students due to EL status varied from grade to grade (Table 4). These data serve as a reminder that SCE programs and services should take into account the underlying factors that determine students' At-Risk status at each grade level. Specific strategies and activities targeting various groups with different needs are necessary for programs and services to be effective. For example, programs and services appropriate for grades PK-3 At-Risk students due to language or readiness factors

could be quite different from those recommended for grades 9-12 At-Risk students due to disciplinary issues or multiple course failures.

Table 4: 2018-19 Number and Percentage of At-Risk Students by Grade and LEP Status

Grade	Non-EL		EL	
	N	%	N	%
EC	4	9.8	37	90.2
PK	289	4.5	6,080	95.5
KN	190	3.5	5,288	96.5
1	325	5.5	5,600	94.5
2	447	7.1	5,813	92.9
3	544	8.5	5,870	91.5
4	2,414	28.5	6,056	71.5
5	3,263	34.8	6,115	65.2
6	2,673	33.2	5,391	66.9
7	2,990	37.3	5,021	62.7
8	2,985	38.6	4,743	61.4
9	3,815	42.2	5,226	57.8
10	3,084	45.3	3,719	54.7
11	2,782	52.2	2,550	47.8
12	2,225	54.9	1,829	45.1
Total	28,030	28.8	69,338	71.2

Source: PEIMS district data file, 10/26/18.

Note: Data from the PEIMS submission may differ from data obtained from the TAPR report. Percentages may not sum to 100 due to rounding.

What programs and services were funded by the SCE Program?

Methodology

Budget Services provided budget allocation, funding, and expenditure information to the evaluator in May 2020. The evaluator reviewed the DIP and 26 CIPs to identify particular programs and services funded by SCE. CIPs were reviewed for six comprehensive high schools, seven middle schools, and thirteen elementary schools.

2018-19 SCE Funding

As mentioned previously, in 2018-19, the district received an SCE program allotment of \$178,339,900 from the state. The minimum direct cost requirement was 52 percent for the 2018-19 school year, or \$92,736,748. The district budgeted \$95,306,764 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$86,273,103. Refer to Appendix B Tables 4 to 15 for Dallas ISD State Compensatory Education program budget allocations, funding, and expenditures.

District and Campus Improvement Plans

The DIP and CIPs are the primary sources of record for expenditures attributed to the SCE program required by the state. The program and services must be described in the DIP if the program is implemented districtwide or in the CIP if implemented at the campus level. Based on TEA's guidelines⁸, the district and campus improvement plan must include the following:

⁸ TEA *Financial Accountability System Resource Guide (FASRG)* 9.2.3

- Comprehensive needs assessment – conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective;
- Total amount of SCE funds allocated for resources and staff;
- Identified strategies - specific strategies aligned with the comprehensive needs assessment;
- Supplemental financial resources for SCE - indication of the approximate dollar amount for activities and/or strategies;
- Supplemental Full-time Equivalents (FTEs) for SCE;
- Measurable performance objectives based on needs assessment data;
- Timelines for monitoring strategies and reaching goals; and
- Formative and summative evaluation criteria.

Supplemental Programs and Services to be Funded

According to district procedures EHBC (LOCAL), SCE funds are to be allocated based on At-Risk student needs; the funds cannot be used to pay for services and materials that students must have as part of their basic educational program. Examples of supplemental programs or services include but are not limited to:

- tutorials;
- class size reduction (not to meet state or federal mandated rules);
- computer-assisted instruction;
- specialized staff development related to At-Risk students;
- special reading and mathematics programs;
- STAAR remediation;
- individualized instruction;
- extended day sessions for prekindergarten;
- accelerated instruction; and
- extended day, week, or year instructional services.

Results

District Improvement Plan

The 2018-19 DIP was reviewed for required SCE components. The plan contained Board-approved student achievement goals; a detailed needs assessment based on Board goals; Key Performance Indicators (KPIs) to be used to assess progress towards goals; Key Actions aligned with the needs assessment and tied to KPIs; and timelines for attainment of specific achievement outcomes. Highly detailed district and campus budgets were presented for approval along with the DIP, with funding tied to Board goals. The district plan contains relatively broad statements regarding goals, strategies and activities targeting specific At-Risk criteria, with detailed plans to be developed at the campus level.

Campus Improvement Plans

CIPs were reviewed for six comprehensive high schools, seven middle schools, and thirteen elementary schools. All 26 schools conducted a needs assessment as required, closely aligned with the district needs assessment and set achievement targets aligned with the needs assessment and district goals. All needs assessments included analysis of *STAAR 3-8* or *STAAR EOC* student performance as applicable. Campus plans did not include specific data regarding At-Risk students or At-Risk subgroups. The percentage of At-Risk students at the sampled schools ranged from 26 to 92 percent.

Key Actions directly addressed *STAAR 3-8*, *STAAR EOC* or *Assessment of Course Performance (ACP)* performance in almost all plans, with a focus on content areas in greatest need of improvement. Some plans provided specific sub-actions directed towards improving the academic performance of At-Risk students or subgroups, but, as with the Needs Assessments, strategies aimed at improving achievement schoolwide are by definition aimed primarily at At-Risk students, because of their numbers in the student population. Strategies utilized to provide assistance to struggling students included differentiated instruction, increased use of data for progress monitoring and identification of individual students' strengths and weaknesses, greater emphasis placed on quality instruction and strategies such as small-group, and in-school and out-of-school tutoring. Greater emphasis was also placed on increased teacher professional development, parental involvement and education, and use of Personalized Learning Communities (PLCs). Reviewed plans did not specify use of SCE funds at the campus level, as funds were categorized under the broadest categories, almost always General Operating Fund (199), which would include SCE funds, or Title I (211).

Effectiveness of SCE Funded Programs

SCE programs and services provided to secondary students are more difficult to evaluate than those provided to elementary students, such as prekindergarten and bilingual programs, which are comprehensively evaluated on an annual basis. In past years, secondary services were monitored for compliance on each campus, rather than intentionally directed at the central level. Secondary Summer School is an exception and is fully evaluated annually. In comparison, tutoring during the school year is difficult to track and document, as assignment to tutoring may vary according to student needs, and attendance records may be incomplete or difficult to access. SCE funding of the Reconnection Centers program, beginning in 2015-16, has added a coordinated program component for secondary students. The Reconnection Centers program targets primarily At-Risk students, providing recovery of credits for students who have failed a course or courses in a core subject area, allowing them to remain on track to be promoted or graduate with their cohort.

What were the academic performance outcomes, graduation rates, and dropout rates of At-Risk and Not-At-Risk students?

Methodology

Student academic performance and graduation data were obtained from TEA's 2017-18 and 2018-19 district-level TAPR reports and Completion, Graduation, and Dropouts data for Dallas ISD. Data include all students in the Accountability Subset for each year reported.

Results

STAAR Achievement Outcomes and Performance Gaps

In 2018-19, the percentage of At-Risk students at Approaches Grade Level or Above (Approaches+) increased from 2017-18 on 13 of 17 *State of Texas Assessments of Academic Readiness* 3-8 (STAAR 3-8) and on three out of five *STAAR End-of-Course* (EOC) tests (Table 5). In 2018-19, the percentage of At-Risk students at Approaches+ remained the same compared to 2017-18 for STAAR Reading test in grade 6 and Mathematics test in grade 4, and STAAR EOC test in United States (U.S.) History. In 2018-19, the percentage of At-Risk students at Approaches+ decreased compared to 2017-18 for STAAR Reading test in grade 3 and Science test in grade 5, and STAAR EOC test in Biology.

On nearly all STAAR 3-8 and STAAR EOC tests in 2018 and 2019, the percentage of At-Risk students at Approaches+ was lower than the percentage of Not-At-Risk students (Table 5). On the STAAR Reading test in grade 3, the percentage of At-Risk students at Approaches+ was the same as the percentage of Not-At-Risk students in both years. On the 2019 STAAR Mathematics test in grade 3, the percentage of At-Risk students at Approaches+ was one percentage point higher than the percentage of Not-At-Risk students.

Performance gaps between At-Risk and Not-At-Risk students were calculated for both years. As seen in Table 5, from 2018 to 2019, the performance gap decreased on 12 of 17 STAAR 3-8 tests and remained the same on grade 3 Reading. The greatest decreases in the performance gap due to increases in the performance of At-Risk students occurred on the STAAR Reading tests in grades 5, 7 and 8, and STAAR Mathematics tests in grades 6, 7, and 8. The large decrease in the performance gap on the STAAR Reading test in grade 6 and Writing test at grade 7 was primarily due to decreases in the performance of Not-At-Risk students. For STAAR EOC tests, the gap decreased for all subjects, except for Biology, which remained the same.

Table 5: 2018 and 2019 STAAR 3-8 and STAAR EOC Approaches Grade Level or Above Rates and Performance Gaps

Subject	Grade	2018 Approaches Grade Level of Above			2019 Approaches Grade Level or Above			Diff. Change ^a %
		At-Risk %	Not-At-Risk %	Diff. %	At-Risk %	Not-At-Risk %	Diff. %	
Reading	3	73	73	0	72	72	0	0
	4	57	86	-29	59	89	-30	-1
	5	77	97	-20	81	98	-17	3
	6	48	89	-41	48	85	-37	4
	7	55	95	-40	58	94	-36	4
	8	69	99	-30	74	99	-25	5
English I EOC		45	94	-49	49	93	-44	5
English II EOC		46	95	-49	47	94	-47	2
Mathematics	3	76	76	0	77	76	1	-1
	4	69	92	-23	69	91	-22	1
	5	85	98	-13	86	98	-12	1
	6	62	91	-29	69	92	-23	6
	7	51	86	-35	55	87	-32	3
	8	81	98	-17	86	98	-12	5
Algebra I EOC		75	98	-23	81	97	-16	7
Science	5	64	92	-28	63	93	-30	-2
	8	59	96	-37	69	95	-26	11
Biology EOC		79	99	-20	78	98	-20	0
Social Studies	8	51	93	-42	53	91	-38	4
US History EOC		87	100	-13	87	99	-12	1
Writing	4	54	76	-22	58	81	-23	-1
	7	47	95	-48	50	91	-41	7

Source: TEA 2018 and 2019 TAPR reports.

Note: Data include all students in the Accountability Subset for each year reported. Diff.=Difference between student groups.

^aDifference Change is the year-to-year change in the performance gap between student groups. A positive value in the Difference Change denotes a decrease in the gap between the student groups from 2018 to 2019, whereas a negative value denotes an increase in the gap.

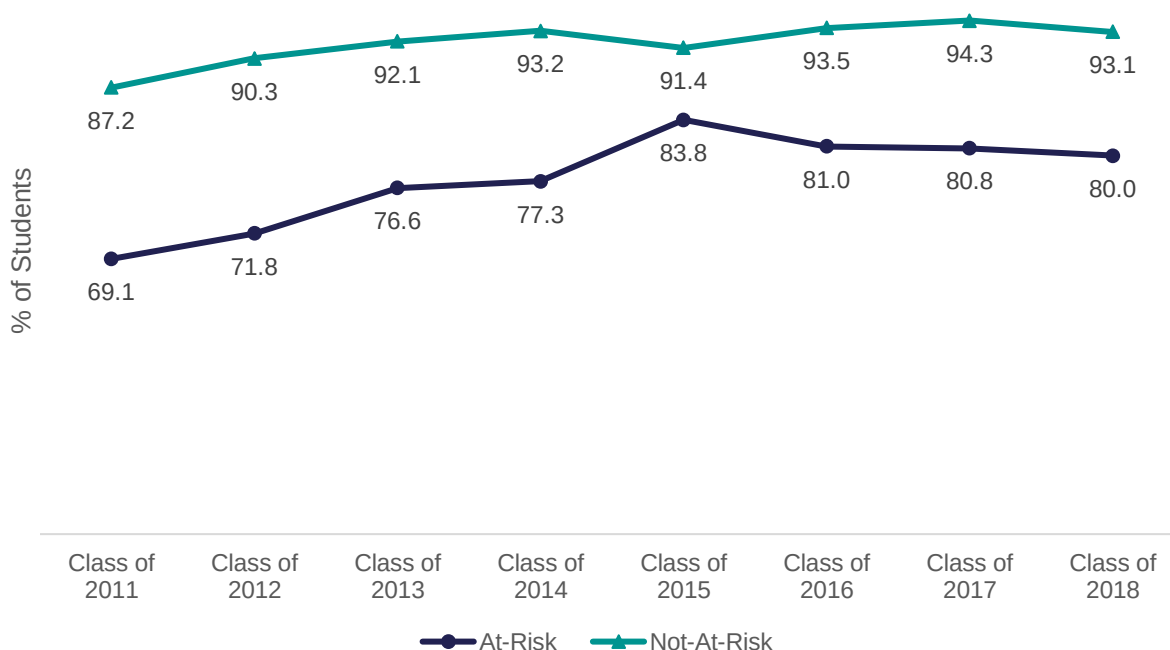
High School Graduation and Completion Rates

Four-year graduation rates, the percentage of students who graduate on-time in four years, are used for federal and state accountability⁹.

$$\text{Graduation Rate} = \frac{\text{Graduates}}{\text{graduates} + \text{continuers} + \text{TxCHE recipients} + \text{dropouts}}$$

Graduation rates of At-Risk students were lower than those of Not-At-Risk students, resulting in a gap between the two groups (Figure 2). Even so, there has been a positive trend in the graduation rates of At-Risk students since 2011. The gap decreased most markedly for the Class of 2015 but increased again for the Classes of 2016 and 2017. The gap for the Class of 2018 decreased slightly but was due to the 1.2-point decrease in the Not-At-Risk student graduation rate. Despite the increase, the gap remained smaller for these cohorts (13.5 points for the Class of 2017 and 13.1 points for the Class of 2018) than for any cohort prior to the Class of 2015.

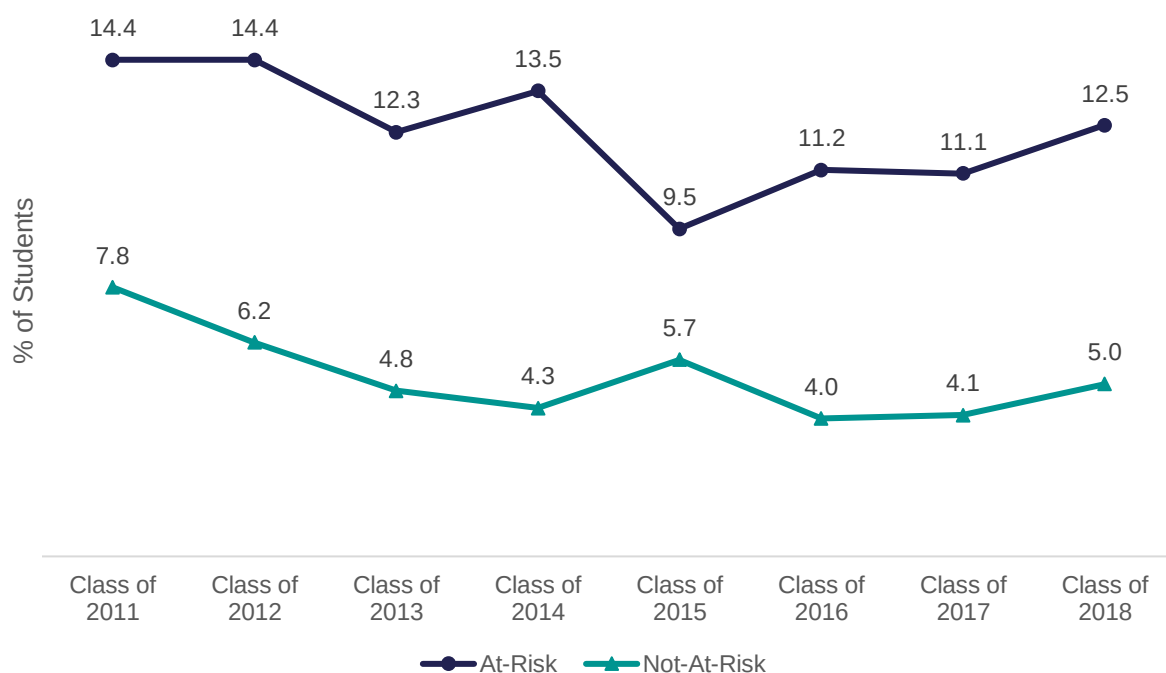
⁹ See TEA Technical Document available at http://www.tea.state.tx.us/acctres/dropcomp_index.html#documentation. For example, the four-year graduation rate for Class of 2018 is the percentage of students who began ninth grade for the first time in 2014-15 and graduated by August 31, 2018.

Figure 2: Graduation Rates by Cohort and At-Risk Status: Class of 2011 to Class of 2018

Source: TEA Completion, Graduation, and Dropouts data.

Note: Data reported are the federal graduation rates and are different than prior year reports which reported state accountability graduation rates.

Overall, the dropout rates of At-Risk students were lower for the Classes of 2015 to 2018 than for the Classes of 2011 to 2014; however, the dropout rate for the Class of 2015 (9.5%) was not maintained for the Class of 2016 (11.2%), 2017 (11.1%), or 2018 (12.5%). Dropout rates of At-Risk students were higher than those of Not-At-Risk students for all years, resulting in a gap between the two groups (Figure 3). The gap widened for the Class of 2014 but decreased markedly for the Class of 2015. For the Classes of 2016 and 2017, the gap narrowed slightly but increased for the Class of 2018. The Class of 2018 had slightly higher dropout rates compared to the Class of 2016 and Class of 2017 for both At-Risk and Not-At-Risk students. As stated in prior reports, it is difficult to distinguish effects of district programs and policies from effects of sometimes substantial changes in the state accountability system, which have affected the composition of the At-Risk student population from year to year, as well as the academic outcomes of all students.

Figure 3: Dropout Rates by Cohort and At-Risk Status: Class of 2011 to Class of 2018

Source: TEA Completion, Graduation, and Dropouts data.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The purpose of the SCE program is to supplement the regular education program with compensatory, intensive, and accelerated instruction for At-Risk students. The program is designed to reduce or eliminate disparities between At-Risk and all other students in (a) performance on assessment instruments administered under Subchapter B, Chapter 39 of the Texas Education Code (1995, amended 2013) and (b) rates of high school completion.

- In 2018-19, the district received an SCE program allotment of \$178,339,900 from the state. The minimum direct cost requirement was 52 percent for the 2018-19 school year, or \$92,736,748. The district budgeted \$95,306,764 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$86,273,103.
- In school year 2018-19, a total of 97,476 Dallas ISD students (62.9%) were identified as At-Risk. From 2014-15 through 2018-19, there was a gradual decline in the percentage of At-Risk students.
- A larger proportion of At-Risk students were identified as Hispanic compared to the overall district student population. Similarly, a larger proportion of At-Risk students were identified as EL compared to the overall district student population.
- Documentation is unavailable to directly link SCE program funding to student outcomes. However, in 2019, the percentage of At-Risk students at Approaches+ increased compared to 2018 on 13 of

17 STAAR 3-8 tests and on three out of five STAAR EOC tests. On nearly all STAAR 3-8 and STAAR EOC tests in both 2018 and 2019, the percentage of At-Risk students at Approaches+ was lower than the percentage of Not-At-Risk students.

- From 2018 to 2019, the performance gap decreased on 12 of 17 STAAR 3-8 tests and on four out of five STAAR EOC tests.
- The Class of 2018 had a graduation rate of 80.0 percent. From the Class of 2015 through Class of 2018, there was a gradual decline in the graduation rate of At-Risk students.
- The Class of 2018 had a dropout rate of 12.5 percent. From the Class of 2015 through Class of 2018, there was a gradual increase in the dropout rate of At-Risk students.
- In May 2019, the 86th Texas Legislature passed House Bill 3 [HB 3] mandating the state to provide funding for full-time prekindergarten. In 2018-19, \$34.6 million was expended centrally (\$4.0 million) and at the campus level (\$30.6 million) on prekindergarten compensatory education.

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

As recommended in previous years, designate a full-time SCE program administrator. At its current level of funding, with an overall budget of approximately \$178 million, oversight would help to ensure that funds are used efficiently and effectively. With more than \$85 million available in 2018-19 in indirect cost allocations intended primarily to defray program administrative costs, the SCE program should be able to meet the expense of a designated program manager assigned the responsibility of overseeing program implementation and data collection.

Investigate how the passage of House Bill 3 will impact the funds allocated for prekindergarten compensatory education. Based on the 86th Texas Legislature passage of HB 3 mandating the state to provide funding for full-time prekindergarten, it will be important for district staff to carefully consider how HB 3 funding will interact with SCE funding.

As recommended in previous years, require central organizations to apply for SCE funds. In 2011-12 and 2012-13, central organizations that received SCE funds were required to submit Project Workscopes to the district's Budget Services department. That requirement was discontinued in 2014-15. Reinstatement would provide documentation for the use of SCE funds and facilitate evaluation of services and activities supported by central SCE expenditures.

Ensure adequate funding and support is provided through SCE to decrease At-Risk student dropout rates. The dropout rate was higher for the Class of 2018 (12.5%) compared to the Class of 2015 (9.5%), 2016 (11.2%), and 2017 (11.1%).

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APPENDICES

Appendix A

Appendix A: Program History of State Compensatory Education

Year	Bill / Legislature	Main Point
1975	House Bill (HB) 1126	State Compensatory Education (SCE) began. The SCE program as required by HB 1126 paralleled federal program requirements in that funds were defined as supplemental to other state and local monies and mandated to be spent on identified students.
1995	Senate Bill (SB) 1	Repealed all previously adopted SCE rules.
2001	SB 702	Amended Texas Education Code (TEC) Section 29.081 which governs SCE. Changed the state criteria and required the use of student performance results on assessments and tests administered under TEC Chapter 39 Subchapter B to design supplemental programs or services for students at-risk of dropping out of school. School districts were required to design and provide compensatory intensive or accelerated instructional services and remedial and support programs for students at-risk of dropping out of school and include the description in the district and campus improvement plans. SB 702 also required evaluation and documentation of the effectiveness of the SCE program in reducing disparities in performance or disparities in the high school completion rates between at-risk students and all other district students. It required the Commissioner of Education to adopt accountability measures for assessing student progress or lack of in determining district accreditation ratings.
2003	HB 3459	Lowered the required threshold percentage for low-income students on a campus to 40 percent (or greater). This expanded the use of the SCE allotment to supplement schoolwide components of federal <i>No Child Left Behind</i> projects. Additional legislation has allowed SCE expenditures for mentoring services and programs to treat students who have dyslexia.
2009	The 81 st Legislature	Made two changes to the SCE program with respect to: (1) student identification and (2) the percent of the indirect cost. First, excluding "a student who did not advance from prekindergarten to the next grade level only as a result of the request of the parents." Second, Texas Administrative Code (TAC) amended 19 TAC Chapter 105, <u>Foundation School Program</u> , Subchapter B, <u>Use of State Funds</u> , §105.11, <u>Maximum Allowable Indirect Cost</u> from 15 percent to "no more than 45 percent" of the district's allotment for indirect costs related to the compensatory education program. Changes were made to <i>Module 9 Compensatory Education Guidelines, Financial Accounting Treatments, and an Auditing and Reporting System (FASRG)</i> .
2010	House Bill 3	High school, grade-based testing represented by TAKS was replaced with course-based EOC assessments in Algebra I, geometry, Algebra II, world geography, world history, U.S. history, biology, chemistry, physics, and English I, II, and III under STAAR. In order to graduate, a student was required to achieve a cumulative score at least equal to the product of the number of STAAR EOC assessments taken in each foundation content area (English language arts, mathematics, science, and social studies) and a scale score indicating satisfactory performance.

table continues

Appendix A (continued)

Year	Bill / Legislature	Main Point
2013	House Bill 5	Required students to pass five STAAR end-of-course exams to meet new graduation requirements. Exams required under HB3 are no longer being required and some students were classified as at-risk based on their failure on assessments that are no longer in use. A student who was identified as At-Risk based on this category in 2012-2013 should continue to be identified as At-Risk in 2013-2014, but the At-Risk status should be removed at the end of the 2013-2014 school year. Beginning with the 2009-2010 school year, added a provision to TEC Section 29.018(d)(1) that changed the compensatory education definition of "student at risk of dropping out of school" by excluding a student who did not advance from prekindergarten or kindergarten to the next grade level <u>only</u> as a result of the request of the student's parents. Therefore, school personnel need to ensure that all requests for retention are carefully maintained for auditing purposes. Added a new section to education code specific to providing accelerated instruction (AI) to all high school students who fail to perform satisfactorily on required end-of-course exams. Beginning in 2014-2015, mandates that the district use appropriated compensatory education funds for the AI. Requires a district to separately budget compensatory education funds for the AI and prohibits use of the funds for any other purpose until the district adopts a budget to support the AI. Required districts to evaluate the effectiveness of the AI programs and hold an annual public hearing to consider the results. Increased the age of students considered at risk for dropping out of school from 21 to 26 years of age for CE eligibility purposes.

Source: TEA Financial Accountability System Resource Guide.

Appendix B

Appendix B Table 1: Major Function and Object Codes

Major Function Code	Object Code
10 Instruction & Instruction-Related Services	6100 Payroll Costs
20 Instructional & School Leadership	6200 Professional & Contracted Services
30 Support Services-Student	6300 Supplies & Materials
40 Administrative Support Services	6400 Other Operating Costs
50 Support Services-Non-Student Based	
60 Ancillary Services	
90 Intergovernmental Charges	

Source: Dallas ISD Chart of Accounts, 5/28/19.

Appendix B Table 2: Program Intent Codes (PICs)

Program Intent Code	
PIC 24	Accelerated Education
PIC 26	Non-Disciplinary Alternative Education Programs – AEP Basic Services
PIC 28	Disciplinary Alternative Education Program – DAEP Basic Services
PIC 29	Disciplinary Alternative Education Program – DAEP SCE Costs
PIC 30	Title I, Part A Schoolwide Activities Related to SCE costs on campuses with 40 percent or more educationally disadvantaged students
PIC 34	Prekindergarten – Compensatory Education

Source: Dallas ISD Chart of Accounts, 5/28/19

Appendix B Table 3: 2018-19 Function Codes Used for SCE Allocations

Function	Campus	Central
10 Instruction and Instruction-Related		
11 Instruction	X	X
12 Instructional Resources, Media	X	X
13 Curriculum Dvlp and Instructional Staff Dvlp	X	X
20 Instructional & School Leadership		
21 Instructional Leadership		X
23 School Leadership	X	X
30 Support Services-Student		
31 Guidance Counseling & Evaluation Service	X	X
32 Social Work Services		X
33 Health Services		X
34 Student Transportation		X
50 Support Services-Non-Student Based		
51 Facilities Maintenance/Operations		X
52 Security and Monitoring Services		X
53 Data Processing Services		X
60 Ancillary Services		
61 Community Services		X
90 Intergovernmental Charges		
95 Payments to Juvenile Justice Alt. Ed. Program		X

Source: Dallas ISD Budget Services Department, May 2019.

Note: Dvlp=Development.

Appendix B Table 4: 2018-19 Summary of SCE Funding and Budget

Description	Amount
SCE 2018-19 Allocation Amount (Dallas ISD Received)	\$ 178,339,900
Required Direct Cost (At least 52% of the received amount)	\$ 92,736,748
PIC 24 (Accelerated Education)	\$ 15,945,988
PIC 26 (AEP Basic Services)	\$ 1,735,672
PIC 28 (DAEP Basic Services)	\$ 2,991,178
PIC 29 (DAEP SCE Costs)	\$ 14,918
PIC 30 (Title I, Part A Schoolwide Activities Related to SCE)	\$ 38,421,009
PIC 34 (Prekindergarten - Compensatory)	\$ 36,197,999
Total SCE Direct Cost Budget	\$ 95,306,764

Source: Dallas ISD Budget Services Department, May 2020. TEA Foundation School Program (FSP) School District State Aid Reports¹⁰

Appendix B Table 5: 2018-19 SCE Budget Allocations by Program Intent Code

Description	Amount	%
Title I, Part A Schoolwide Activities Related to SCE	\$ 38,421,009	40.3
Compensatory Prekindergarten	\$ 36,197,999	38.0
Accelerated Education	\$ 15,945,988	16.7
Disciplinary Alternative Education Program Basic	\$ 2,991,178	3.2
Alternative Education Program Basic	\$ 1,735,672	1.8
Disciplinary Alternative Education Program SCE	\$ 14,918	<1.0

Source: Dallas ISD Budget Services Department, May 2020.

Note: Percentages may not sum to 100 due to rounding.

Appendix B Table 6: 2018-19 SCE Expenditures by Major Function

Function	Expenditure	%
Instruction & Related Services	\$ 73,679,086.63	85.4
Support Services – Student	\$ 11,926,315.36	13.8
Instructional & School Leadership	\$ 586,173.94	<1.0
Support Services – Non-Student Based	\$ 73,048.58	<1.0
Ancillary Services	\$ 5,478.00	<1.0
Intergovernmental Charges	\$ 3,000.00	<1.0

Source: Dallas ISD Budget Services Department, May 2020.

Note: Percentages may not sum to 100 due to rounding.

Appendix B Table 7: 2018-19 SCE Expenditures by Object

Object	Expenditure	%
Payroll Costs	\$ 82,621,427.11	95.8
Supplies and Materials	\$ 1,547,834.12	1.8
Professional and Contracted Services	\$ 1,575,755.82	1.8
Other Operating Costs	\$ 528,085.46	0.6

Source: Dallas ISD Budget Services Department, May 2020.

Appendix B Table 8: 2018-19 SCE Expenditures by Program Intent Code

Program Intent Code	Expenditure	%
Title I, Part A Schoolwide Activities Related to SCE	\$ 35,649,092.10	41.3
Compensatory Prekindergarten	\$ 34,552,720.51	40.1
Accelerated Education	\$ 11,668,228.41	13.5
Disciplinary Alternative Education Program Basic	\$ 2,799,797.47	3.2
Alternative Education Program Basic	\$ 1,585,799.03	1.8
Disciplinary Alternative Education Program SCE	\$ 17,464.99	<1.0

Source: Dallas ISD Budget Services Department, May 2020.

Note: Percentages may not sum to 100 due to rounding.

¹⁰<https://tealprod.tea.state.tx.us/fsp/Reports/ReportSelection.aspx>

Appendix B Table 9: 2018-19 SCE Expenditures by Major Function and Organization Type

Major Function	Campus	Central	Total
10 Inst. & Inst.-Related Services	\$ 59,356,321.19	\$ 14,322,765.44	\$ 73,679,086.63
20 Inst. & School Leadership	\$ 21,920.31	\$ 564,253.63	\$ 586,173.94
30 Sup. Svcs.-Student	\$ 11,119,460.57	\$ 806,854.79	\$ 11,926,315.36
50 Sup. Svcs.-Non-Student Based	\$ 289.82	\$ 72,758.76	\$ 73,048.58
60 Ancillary Services	\$ 0.00	\$ 5,478.00	\$ 5,478.00
90 Intergovernmental Charges	\$ 0.00	\$ 3,000.00	\$ 3,000.00
Total	\$ 70,497,991.89	\$ 15,775,110.62	\$ 86,273,102.51

Source: Dallas ISD Budget Services Department, May 2020.

Note: Inst.=Instructional. Sup.=Support. Svcs.=Services.

Appendix B Table 10: 2018-19 SCE Expenditures by Object and Organization Type

Object	Campus	Central	Total
6100 Payroll Costs	\$ 69,643,578.17	\$ 12,977,848.94	\$ 82,621,427.11
6200 Prof. & Contracted Services	\$ 35,977.42	\$ 1,511,856.70	\$ 1,547,834.12
6300 Supplies & Materials	\$ 620,876.40	\$ 954,879.42	\$ 1,575,755.82
6400 Other Operating Costs	\$ 197,559.90	\$ 330,525.56	\$ 528,085.46
Total	\$ 70,497,991.89	\$ 15,775,110.62	\$ 86,273,102.51

Source: Dallas ISD Budget Services Department, May 2020.

Note: Prof.=Professional.

Appendix B Table 11: 2018-19 SCE Expenditures by Program Intent Code (PIC) and Organization Type

Program Intent Code (PIC)	Campus	Central	Total
Accelerated Education	\$ 664,487.66	\$ 11,003,740.75	\$ 11,668,228.41
AEP Basic Services	\$ 1,142,051.58	\$ 443,747.45	\$ 1,585,799.03
DAEP Basic Services	\$ 2,766,364.78	\$ 33,432.69	\$ 2,799,797.47
DAEP SCE	\$ 17,464.99	\$ 0.00	\$ 17,464.99
Title I, Part A SCE	\$ 35,324,814.14	\$ 324,277.96	\$ 35,649,092.10
Prekindergarten - Compensatory	\$ 30,582,808.74	\$ 3,969,911.77	\$ 34,552,720.51
Total	\$ 70,497,991.89	\$ 15,775,110.62	\$ 86,273,102.51

Source: Dallas ISD Budget Services Department, May 2020.

Appendix B Table 12: 2018-19 SCE Budget and Expenditures for Alternative Education

	Budget	Actuals
Non-Disciplinary Alternative Education Programs		
John L. Patton Jr. Academic Center	\$ 1,088,727.00	\$ 952,257.40
Maya Angelou High School	\$ 249,300.00	\$ 190,333.80
Continuing Education	\$ 398,145.00	\$ 421,802.54
Excess Personnel	\$ 0.00	\$ 21,944.91
Total	\$ 1,736,172.00	\$ 1,586,338.65
Disciplinary Alternative Education Programs		
School Community Guidance Center	\$ 1,568,519.00	\$ 1,482,745.40
Elementary Disciplinary Alternative Education Program	\$ 336,453.00	\$ 287,508.42
Student Discipline	\$ 96,879.00	\$ 3,000.00
Excess Personnel	\$ 0.00	\$ 30,432.69
Total	\$ 2,001,851.00	\$ 1,803,686.51

Source: Dallas ISD Budget Services Department, May 2020.

Appendix B Table 13: 2018-19 SCE Central Organizations Budget and Expenditures

Department	Budget	Actuals	Balance
Extended Year School	\$ 5,453,091.00	\$ 2,942,365.53	\$ 2,510,725.47
Districtwide Student Initiatives	\$ 2,653,031.00	\$ 2,549,444.42	\$ 103,586.58
Dyslexia Services	\$ 3,509,249.00	\$ 3,324,237.57	\$ 185,011.43
Out of School Time Department	\$ 831,262.00	\$ 709,763.81	\$ 121,498.19
Attendance Improvement and Truancy	\$ 328,873.00	\$ 271,029.13	\$ 57,843.87
Health Services	\$ 394,592.00	\$ 319,826.69	\$ 74,765.31
Continuing Education	\$ 398,145.00	\$ 421,802.54	\$ (23,657.54)
Student Discipline	\$ 96,879.00	\$ 3,000.00	\$ 93,879.00
STEM	\$ 23,184.00	\$ 19,291.46	\$ 3,892.54

Source: Dallas ISD Budget Services Department, May 2020.

Appendix B Table 14: 2018-19 SCE Full-time Equivalents (FTEs)

Organization Type	Funded	Filled
Kindergarten-Grade 12 Staff	580.50	481.50
Prekindergarten Staff	756.50	685.00
Central Staff	136.00	128.41
Total	1,473.00	1,294.91

Source: Dallas ISD Budget Services Department, May 2020.

Appendix B Table 15: 2018-19 SCE Filled Positions by Program Intent Code (PIC) and Organization Type

Program Intent Code (PIC)	Campus	Central	Total
Accelerated Education	1.00	67.91	68.91
Non-DAEP - Basic	12.00	2.00	14.00
DAEP - Basic	34.00	0.00	34.00
Title I, Part A SCE	434.50	0.00	434.50
Compensatory Prekindergarten	685.00	58.50	743.50
Total	1,166.50	128.41	1,294.91

Source: Dallas ISD Budget Services Department, May 2020.

Appendix C

Appendix C: Dallas ISD District Policies Covering State Compensatory Education

Policy	Description
BQ(LEGAL)	Planning And Decision-Making Process
BQ(LOCAL)	Planning And Decision-Making Process
BQA(LEGAL)	Planning And Decision-Making Process: District-Level
BQA(LOCAL)	Planning And Decision-Making Process: District-Level
BQB(LEGAL)	Planning And Decision-Making Process: Campus-Level
BQB(LOCAL)	Planning And Decision-Making Process: Campus-Level
CB(LEGAL)	State And Federal Revenue Sources
CB(LOCAL)	State And Federal Revenue Sources
DFF(LOCAL)	Termination Of Contract, Reduction In Force
ED(LOCAL)	Organization Of Instruction
EHBA(LEGAL)	Special Education Students: Identification, Evaluation, And Eligibility
EHBC(LEGAL)	Special Programs: Compensatory/Accelerated Services
EHBC(LOCAL)	Special Programs: Compensatory/Accelerated Services
EHBD(LEGAL)	Special Programs: Federal Title I Programs
EHBD(LOCAL)	Special Programs: Federal Title I Programs
EHBD(REGULATION)	Special Programs: Federal Title I Programs
EHBE(LEGAL)	Special Programs: Bilingual Education/ESL
EHBE(LOCAL)	Special Programs: Bilingual Education/ESL
EHBE(REGULATION)	Special Programs: Bilingual Education/ESL
EIE(LEGAL)	Academic Achievement: Retention And Promotion
EIE(LOCAL)	Academic Achievement: Retention And Promotion
FEA(LEGAL)	Attendance: Compulsory Attendance
FO(LEGAL)	Student Discipline
FOA(LEGAL)	Student Discipline: Removal by a Teacher
FOB(LEGAL)	Student Discipline: Out of School Suspension
FOC(LEGAL)	Student Discipline: Placement in a Disciplinary Alternative Education Setting
FOC(EXHIBIT)	Student Discipline: Placement in a Disciplinary Alternative Education Setting
FOCA(LEGAL)	Student Discipline: Placement in a Disciplinary Alternative Education Setting: Disciplinary Alternative Education Program Operations
FOD(LEGAL)	Student Discipline: Expulsion
GNB(LEGAL)	Relations with Educational Entities: Regional Education Service Centers

Source: Dallas ISD Board Policy Manual.

Appendix D

Appendix D: At-Risk Criteria for 2018 -19

1 Row	2 Grades	3 State Criteria	4 District Interpretation
1	All	Was not advanced from one grade level to the next for one or more school years	Maintained same grade level status in any two consecutive school years.
2	7-12	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 <u>or</u> is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.	If the sum of grades <u>in any one</u> of the following pairs is less than 140 during a semester in the preceding or current school year: a. English and Mathematics, b. English and Science, c. English and Social Studies, d. Mathematics and Science, e. Mathematics and Social Studies, <u>or</u> f. Science and Social Studies.
3	3-12	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	This criterion identifies 4 population groups: (1) Students who fail to meet the passing standard on any subset of STAAR, and; (2) On subsequent STAAR, students who perform at a level equal to 110% of the level of satisfactory on any subset of STAAR will be exited from this at-risk category; (3) Students who do not perform at a level of satisfactory progress established by the ARD committee and; (4) On subsequent STAAR or STAAR-Alt, students who meet the assessment goal determined by the ARD will be exited from the at-risk category.
4	PK-3	Did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.	Pre-K & K-3 Current school year <i>ISIP</i> 1-2 nd Previous school year Spring <i>Terranova/Supera</i> Reading Total Less than or Equal to 40 th %ile <u>or</u> Mathematics Total Less than or Equal to 40 th %ile <u>Note.</u> If one test is missing, use available test; if both tests are missing, rely on remaining at-risk criteria.
5	All	Is pregnant or is a parent.	Has been identified as pregnant during the current school year and/or is a parent.
6	All	has been placed in an alternative education program in accordance with TEC Section 37.006 during the preceding or current school year.	Has been placed in a disciplinary alternative education program during the preceding or current school year.
7	All	has been expelled in accordance with TEC Section 37.007 during the preceding or current school year.	Has been expelled during the preceding or current school year.

table continues

Appendix D (continued)

1 Row	2 Grades	3 State Criteria	4 District Interpretation
8	All	Is currently on parole, probation, deferred prosecution, or other conditional release.	Each campus is required to identify and provide appropriate services to this population. Due to confidentiality, safety, and security requirements, each campus is required to maintain documentation verifying the provision of supplemental services to identified students.
9	All	Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school.	Is a dropout <u>or</u> has been previously reported through the PEIMS to have dropped out of school.
10	All	Is a student of limited English proficiency, as defined by TEC Section 29.052.	Is EL on latest database snapshot.
11	All	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.	Each campus is required to identify and provide appropriate services to this population. Due to confidentiality, safety, and security requirements, each campus is required to maintain documentation verifying the provision of supplemental services to identified students.
12	All	Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments.	Has been identified as homeless based on the McKinney-Vento Homeless Assistance Act of 2001.
13	All	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.	Resided during the preceding school year or currently resides in a residential placement facility in the district. Includes a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Source: Dallas ISD District Improvement Plan, 2018-19.

Note: An At-Risk student, for the 2018-19 school year, is defined as any student who is under 26 years of age and meets one or more of the criteria in column 4.

Appendix E

Appendix E: SCE Program Intent Codes and Description

Code	Description
24	Accelerated Education The cost incurred to use instructional strategies in accordance with the campus/district improvement plan to provide services in addition to those allocated for basic services for instruction, thereby increasing the amount and quality of instructional time for students at risk of dropping out of school.
26	Nondisciplinary Alternative Education Programs – AEP Basic Services (Effective September 1, 2004) All costs incurred for services to students who are separated from the regular classroom to a nondisciplinary alternative education program and are at-risk of dropping out of school. Services must be described in the campus improvement plan.
28	Disciplinary Alternative Education Programs – DAEP Basic Services All costs incurred to provide the basic line program (non-supplemental) services to students who are separated from the regular classroom to a disciplinary alternative education program.
29	Disciplinary Alternative Education Programs – DAEP State Compensatory Education Supplemental Costs All costs incurred to provide services to students who are separated from the regular classroom to a disciplinary alternative education program. These are supplemental costs in relation to standards for base level education resource allocations and must be described in the campus improvement plan.
30	Title I, Part A Schoolwide Activities Related to State Compensatory Education (SCE) and other Costs on Campuses with 40 percent or more Educationally Disadvantaged Students The SCE costs incurred to supplement federal awards for use on Title I, Part A schoolwide campuses with at least 40 percent educationally disadvantaged students (including fund code 211), in the amount of the SCE allotment used to supplement federal awards. This program intent code is also used in the Special Revenue Fund for fiscal budgets approved in notice of grant awards (NOGA) for schoolwide federal projects benefiting Title I, Part A schoolwide Campuses with 40 percent or more Educationally Disadvantaged Students.
34	Compensatory Prekindergarten The SCE costs incurred for prekindergarten programs designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills.

Source: TEA 2019 Financial Accountability System Resource Guide.