

2020-21

Evaluation of the State Compensatory Education Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Michael Hinojosa, Ed. D.
Superintendent of Schools*



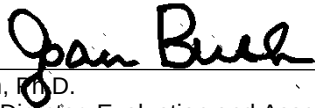
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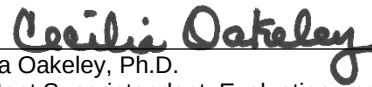
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ACRONYMS AND ABBREVIATIONS

AEIS	Academic Excellence Indicator System
AEP	Alternative Education Program
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>
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

Evaluation of the State Compensatory Education Program

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 14 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.

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.

The scope of the evaluation includes the program context, implementation, and results of the SCE Program budget for 2019-20. 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 the 2019-20 At-Risk student population in Dallas Independent School District (Dallas ISD), and compares the MAP performance, graduation rates, and dropout rates of At-Risk and Not-At-Risk students.

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19

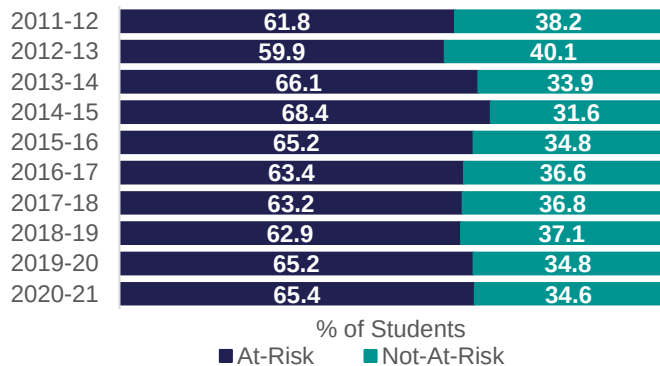
pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols. Due to the impact of the COVID-19 pandemic, Dallas ISD opted to administer the *State of Texas Assessments of Academic Readiness (STAAR)* online for the 2020-21 school year.

EVALUATION QUESTIONS/OUTCOMES

What were the demographic characteristics of 2020-21 Dallas ISD At-Risk students?

Results

During the 2020-21 school year, a total of 94,468 Dallas ISD students were identified as At-Risk, representing 65.4 percent of the district's grades Early Childhood (EC) - 12 enrollment ($N=144,437$). As shown in Figure E1, 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 but the percentage increased in 2019-20 and 2020-21.

Figure E1: 2011-12 through 2020-21 District Student Population by At-Risk Status

Source: TEA 2012 AEIS and 2013 to 2020 TAPR reports. District At-Risk indicator data files dated 08/19/21.

The largest percentages of At-Risk students were in grades 6 through 12 (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. The most common At-Risk indicators for Dallas ISD students in 2020-21 were ELs, grade-level retention, and two or more course failures.

Table E1: 2020-21 Student Enrollment by Grade

Grade	District	At-Risk	
	N	N	%
EC	398	119	29.9
PK	8,973	4,279	47.7
KN	10,301	5,009	48.6
1	10,595	5,458	51.5
2	10,560	5,745	54.4
3	10,460	5,859	56.0
4	10,514	6,029	57.3
5	10,804	7,400	68.5
6	10,476	7,820	74.6
7	10,578	8,008	75.7
8	10,664	7,937	74.4
9	11,296	8,625	76.4
10	10,862	8,669	79.8
11	9,194	6,994	76.1
12	8,762	6,517	74.4
Total	144,437	94,468	65.4

Source: District student data file, 05/24/21.

Note: Data from the district student data file may differ from data obtained from the TAPR report.

What programs and services were funded by the SCE Program?

2019-20 SCE Funding

In 2019-20, the district received an SCE program allotment of \$213,050,262 from the state. The minimum direct cost requirement was 55 percent for the 2019-20 school year, or \$117,177,644. The district budgeted \$84,597,700 in direct

cost to support programs/services for At-Risk students, and actual expenditures totaled \$99,346,724.

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 2020-21 DIP was reviewed for SCE components. Like previous years, the DIP contained broad statements regarding strategies and activities targeting At-Risk students, with detailed plans to be set at the campus level.

Campus Improvement Plans

A review of 27 CIPs (five comprehensive high schools, seven middle schools, and fifteen 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 17 to 91 percent. Strategies utilized to provide assistance to struggling students included culturally relevant and responsive teaching strategies, social and emotional skills training, mentorships, increased parental involvement and student engagement, differentiated instruction, increased use of data for progress monitoring and identification of individual students' strengths and weaknesses, greater emphasis placed on quality instruction, and in-school and out-of-school tutoring. Greater emphasis was also placed on increased school culture and climate, teacher professional development, teacher proficiency, 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 Achievement Outcomes and Performance Gaps

In 2021, the percentage of At-Risk students at Approaches+ on STAAR 3-8 and STAAR EOC varied by grade level and subject (Table E2). Overall, the percentage of At-Risk students at Approaches+ was lower than the percentage of Not-At-Risk students on nearly all STAAR 3-8 and STAAR EOC tests, resulting in a performance gap between the two groups. On the 2021 STAAR Mathematics test in grade 3, the percentage of At-Risk students at Approaches+ was four percentage points higher than the percentage of Not-At-Risk students and in grade 4, the percentage of At-Risk students at Approaches+ was two percentage points higher than the percentage of Not-At-Risk students.

Table E2: 2020-21 STAAR 3-8/STAAR EOC Approaches+ Rates and Performance Gaps

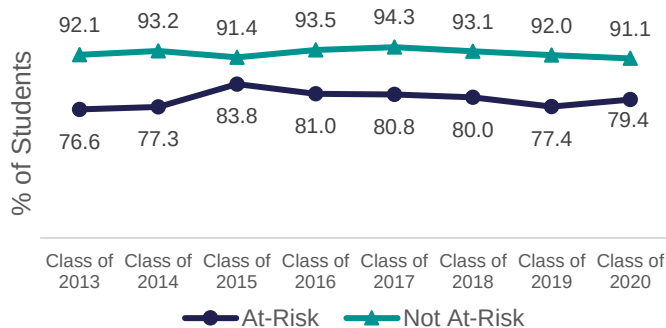
Subject	Grade	At-Risk %	Not-At-Risk %	Diff. %
Reading	3	58.2	62.9	-4.7
	4	55.8	58.6	-2.8
	5	68.8	83.9	-15.1
	6	45.6	82.5	-36.9
	7	53.4	84.0	-30.6
	8	59.9	87.9	-28.0
English I EOC		44.6	83.8	-39.2
English II EOC		50.5	90.2	-39.7
Mathematics	3	59.2	54.8	4.4
	4	56.3	54.0	2.3
	5	65.2	78.7	-13.5
	6	55.9	81.3	-25.4
	7	44.8	71.1	-26.3
	8	38.3	62.6	-24.3
Algebra I EOC		60.9	83.0	-22.1
Science	5	47.7	70.7	-23.0
	8	47.5	78.2	-30.7
Biology EOC		66.8	92.1	-25.3
Social Studies	8	35.6	69.7	-34.1
US History EOC		77.5	96.9	-19.4
Writing	4	43.3	47.8	-4.5
	7	39.2	80.2	-41.0

Source: District STAAR data file dated 07/12/21 and STAAR EOC data file dated 07/29/21.

Note: Diff. = Difference between student groups.

High School Graduation and Completion Rates

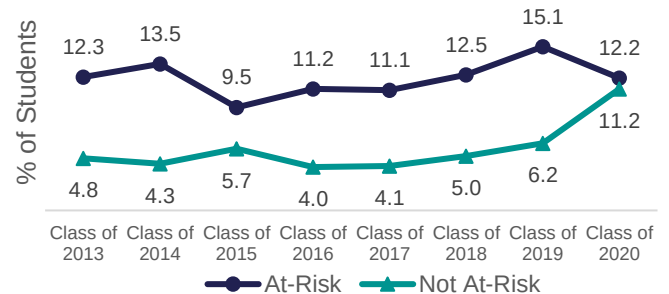
For the Class of 2020, there was a slight increase in graduation rates for At-Risk students (77.4% to 79.4%) while Not-At-Risk students' graduation rates decreased slightly (92.0% to 91.1%, Figure E2). Overall, graduation rates of At-Risk students are lower than those of Not-At-Risk students, resulting in a gap between the two groups. The gap for the Class of 2020 decreased markedly due to a 2.0-point increase in the At-Risk student graduation rate and a 0.9-point decrease in the Not-At-Risk student graduation rate.

Figure E2: Graduation Rates by Cohort and At-Risk Status: Class of 2013 to Class of 2020

Source: TEA Completion, Graduation, and Dropout data.

Note: Data reported are the federal graduation rates. Due to the COVID-19 pandemic, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

For the Class of 2020, there was a noticeable decrease in dropout rates for At-Risk students (15.1% to 12.2%) while Not-At-Risk student dropout rates increased markedly (6.2% to 11.2%, Figure E3). The Class of 2020 dropout rate for At-Risk students was lower than the prior two graduating classes. 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 E3: Dropout Rates by Cohort and At-Risk Status: Class of 2013 to Class of 2020

Source: TEA Completion, Graduation, and Dropouts data.

Note: Due to the COVID-19 pandemic, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

RECOMMENDATIONS

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

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

As recommended in previous years, ensure adequate funding and support is provided through SCE to decrease At-Risk student dropout rates.

2020-21

Evaluation of the State Compensatory Education Program

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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.

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 2019-20, the district received an SCE program allotment of \$213,050,262 from the state. The minimum direct cost requirement was 55 percent for the 2019-20 school year, or \$117,177,644. The district budgeted \$84,597,700 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$99,346,724. Dallas ISD SCE program allocations, budget, and expenditures can be found in Appendix B.

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

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

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/

on a *State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC)* assessment required for graduation.

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols. Due to the impact of the COVID-19 pandemic, Dallas ISD opted to administer the *State of Texas Assessments of Academic Readiness (STAAR)* online for the 2020-21 school year.²

State and District Criteria for At-Risk Students

According to state criteria for the 2020-21 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;³
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 three 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;

² Due to the impact of the COVID-19 pandemic, TEA cancelled the STAAR administration for the 2019-20 school year.

³ 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.

8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through PEIMS to have dropped out of school;⁴
10. Is a student of limited English proficiency (LEP), as defined by TEC §29.052;⁵
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.
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, Penal Code.

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:

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 2020-21. 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.⁶ 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”.⁷ The report also describes the characteristics of the 2020-21 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.⁸

⁴ Student remains At-Risk for the remainder of his/her public-school education.

⁵ The student no longer meets this criterion once the student has been exited from the program.

⁶ Budget and expenditure information were provided by Dallas ISD Budget Services.

⁷ 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.

⁸ 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.

EVALUATION QUESTIONS AND RESULTS

What were the demographic characteristics of 2020-21 Dallas ISD At-Risk students?

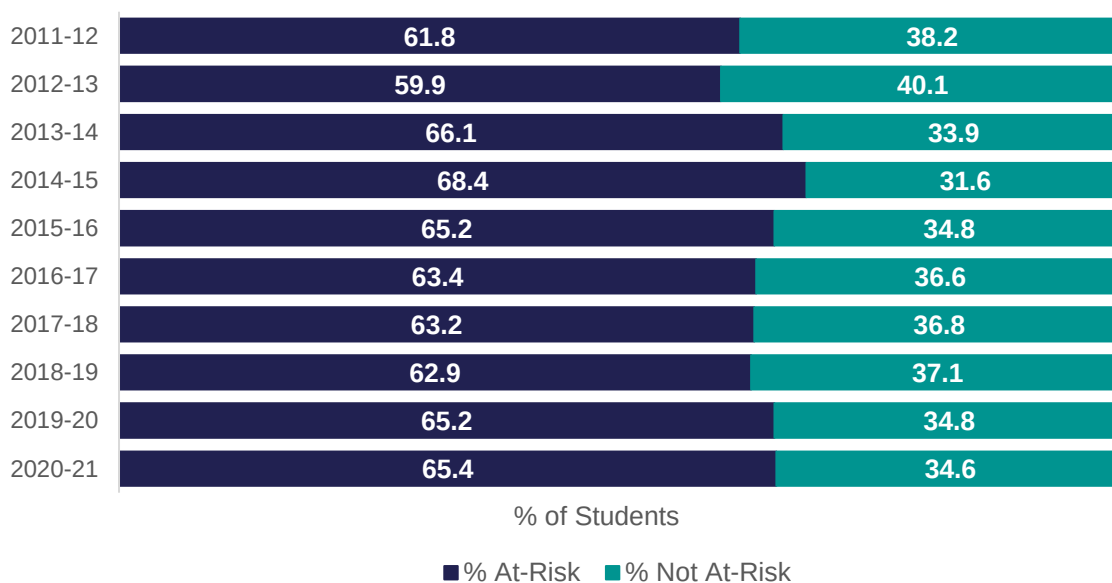
Methodology

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 2020-21 student enrollment data file dated May 24, 2021. 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 2020-21, a total of 94,468 Dallas ISD students were identified as At-Risk, representing 65.4 percent of the district's grades Early Childhood (EC) - 12 enrollment ($N=144,437$). 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 but the percentage increased in 2019-20 and 2020-21.

Figure 1: 2011-12 through 2020-21 District Student Population by At-Risk Status



Source: TEA 2012 AEIS and 2013 to 2020 TAPR reports. District At-Risk indicator data files dated 08/19/21.

Student demographic data by grade, gender, ethnicity, and English learner (EL) status for the district population and At-Risk students, as reported on the district student data file are displayed in Tables 1 and 2. The largest percentages of At-Risk students were in grades 6 through 12. 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: 2020-21 Student Enrollment by Grade

Grade	District	At-Risk	
	<i>N</i>	<i>n</i>	%
EC	398	119	29.9
PK	8,973	4,279	47.7
KN	10,301	5,009	48.6
1	10,595	5,458	51.5
2	10,560	5,745	54.4
3	10,460	5,859	56.0
4	10,514	6,029	57.3
5	10,804	7,400	68.5
6	10,476	7,820	74.6
7	10,578	8,008	75.7
8	10,664	7,937	74.4
9	11,296	8,625	76.4
10	10,862	8,669	79.8
11	9,194	6,994	76.1
12	8,762	6,517	74.4
Total	144,437	94,468	65.4

Source: District student data file, 05/24/21.

Note: Data from the district student data file may differ from data obtained from the TAPR report.

Table 2: 2020-21 Student Demographic Characteristics

	District (N=144,437)		At-Risk (N=94,468)	
	<i>N</i>	%	<i>N</i>	%
Gender				
Male	73,371	50.8	48,905	51.8
Female	71,066	49.2	45,563	48.2
Ethnicity				
Hispanic/Latino	102,198	70.8	78,811	83.4
African American	29,949	20.7	12,086	12.8
White	7,179	5.0	1,370	1.5
English Proficiency				
Non-EL	76,997	53.3	23,632	25.0
EL	67,440	46.7	70,836	75.0

Source: District student data file, 05/24/21.

Note: Data from the district student data file may differ from data obtained from the TAPR report.

The most common At-Risk indicators for Dallas ISD students in 2020-21 were ELs, grade-level retention, and two or more course failures (Table 3). Note that data included duplicated counts, as students may meet more than one of the At-Risk criteria. The district student data system did not identify any students as (a) previously reported as a dropout, (b) currently on parole, probation, or conditional release, (c) expelled in proceeding or current school year, or (d) has been incarcerated or has a parent or guardian who has been incarcerated. 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: 2020-21 Students Reported as At-Risk by At-Risk Indicator

Description	N	Percent of At-Risk Students	Percent of All Students
English learners	70,836	75.0	49.0
Retained in one or more grades	11,876	12.6	8.2
Two or more course failures in preceding/current school year (7-12)	9,991	10.6	6.9
Prior failure on state assessment (STAAR 3-8, STAAR EOC)	5,830	6.2	4.0
Homeless	3,585	3.8	2.5
In custody of Texas Department of Family and Protective Services	328	0.4	0.0
Resides in residential placement facility	55	0.1	0.0
Placement in Alternative Education Program	55	0.1	0.0
Pregnant or parenting	43	0.1	0.0
Unsatisfactory performance on readiness assessment (PK-3)	1	0.0	0.0
Previously reported as a dropout	0	0.0	0.0
Is currently on parole, probation, or deferred prosecution	0	0.0	0.0
Has been expelled in proceeding or current school year	0	0.0	0.0
Has been incarcerated or has a parent/guardian who has been incarcerated	0	0.0	0.0

Source: Data were obtained from the Dallas ISD student data system as of 08/19/21.

Note: The total number of students enrolled was 144,437 and the number with At-Risk indicators was 94,468.

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: 2020-21 Number and Percentage of At-Risk Students by Grade and EL Status

Grade	Non-EL		EL	
	N	%	N	%
EC	9	7.6	110	92.4
PK	302	7.1	3,977	92.9
KN	295	5.9	4,714	94.1
1	395	7.2	5,063	92.8
2	476	8.3	5,269	91.7
3	538	9.2	5,321	90.8
4	537	8.9	5,492	91.1
5	1,866	25.2	5,534	74.8
6	2,523	32.3	5,297	67.7
7	2,654	33.1	5,354	66.9
8	2,505	31.6	5,432	68.4
9	3,128	36.3	5,497	63.7
10	3,176	36.6	5,493	63.4
11	2,621	37.5	4,373	62.5
12	2,607	40.0	3,910	60.0
Total	23,632	25.0	70,836	75.0

Source: District student data file, 05/24/21.

Note: Data from the district student data file may differ from data obtained from the TAPR report.

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 2021. The evaluator reviewed the DIP and 29 CIPs to identify particular programs and services funded by SCE. CIPs were reviewed for six comprehensive high schools, eight middle schools, and fifteen elementary schools.

2019-20 SCE Funding

In 2019-20, the district received an SCE program allotment of \$213,050,262 from the state. The minimum direct cost requirement was 55 percent for the 2019-20 school year, or \$117,177,644. The district budgeted \$84,597,700 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$99,346,724. Dallas ISD State Compensatory Education program budget allocations, funding, and expenditures are displayed in Appendix B.

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 guidelines,⁹ the district and campus improvement plan must include the following:

- 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;

⁹ TEA *Financial Accountability System Resource Guide (FASRG)* 9.2.3

- 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 2020-21 DIP was reviewed for required SCE components. The plan contained Board-approved student achievement goals; a detailed needs assessment based on Board goals; Goal Performance Measures (GPMs) to be used to assess progress towards goals; Key Actions aligned with the needs assessment and tied to GPMs; 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. Like the past few years, 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 five comprehensive high schools, seven middle schools, and fifteen elementary schools. All 27 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. Some campus plans did include specific data regarding At-Risk students or At-Risk student groups. The percentage of At-Risk students at the sampled schools ranged from 17 to 91 percent.

Key Actions directly addressed STAAR 3-8, STAAR EOC, Assessment of Course Performances (ACPs), NWEA Measures of Academic Progress (MAP), or Common Assessments performance in almost all plans, with a focus on content areas in greatest need of improvement. Additionally, at the high school level, student performance on the Texas Success Initiative Assessment (TSIA), ACT, Scholastic Aptitude Test (SAT), and Advanced Placement (AP) exams was directly addressed. Some plans provided specific sub-actions directed towards improving the academic performance of At-Risk students or student groups, 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 culturally relevant and responsive teaching strategies, social and emotional skills training, mentorships, increased parental involvement and

student engagement, differentiated instruction, increased use of data for progress monitoring and identification of individual students' strengths and weaknesses, greater emphasis placed on quality instruction, and in-school and out-of-school tutoring. Greater emphasis was also placed on increased school culture and climate, teacher professional development, teacher proficiency, and use of Professional Learning Communities (PLCs). Reviewed plans did specify use of SCE funds at the campus level.

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 district STAAR data files and TEA's 2019-20 district-level 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 2021, the percentage of At-Risk students at Approaches+ on STAAR 3-8 and STAAR EOC varied by grade level and subject (Table 5). Overall, the percentage of At-Risk students at Approaches+ was lower than the percentage of Not-At-Risk students on nearly all STAAR 3-8 and STAAR EOC tests, resulting in a performance gap between the two groups. On the 2021 STAAR Mathematics test in grade 3, the percentage of At-Risk students at Approaches+ was four percentage points higher than the percentage of Not-At-Risk students and in grade 4, the percentage of At-Risk students at Approaches+ was two percentage points higher than the percentage of Not-At-Risk students. The largest performance gap between At-Risk and Not-At-Risk students was for Grade 7 Writing (41 percentage points) followed by English I EOC and English II EOC (39.2 percentage points and 39.7 percentage points, respectively).

Table 5: 2020-21 STAAR 3-8 and STAAR EOC Approaches+ Rates and Performance Gaps

Subject	Grade	At-Risk		Not-At-Risk		Diff. %
		n	%	n	%	
Reading	3	3,250	58.2	2,633	62.9	-4.7
	4	3,175	55.8	2,346	58.6	-2.8
	5	4,728	68.8	2,602	83.9	-15.1
	6	3,102	45.6	1,889	82.5	-36.9
	7	3,626	53.4	1,823	84.0	-30.6
	8	4,105	59.9	2,043	87.9	-28.0
English I EOC		4,138	44.6	1,924	83.8	-39.2
English II EOC		4,422	50.5	1,815	90.2	-39.7
Mathematics	3	3,308	59.2	2,305	54.8	4.4
	4	3,208	56.3	2,173	54.0	2.3
	5	4,480	65.2	2,441	78.7	-13.5
	6	3,821	55.9	1,851	81.3	-25.4
	7	3,038	44.8	1,537	71.1	-26.3
	8	1,599	38.3	560	62.6	-24.3
Algebra I EOC		5,348	60.9	2,290	83.0	-22.1
Science	5	3,261	47.7	2,172	70.7	-23.0
	8	3,372	47.5	1,882	78.2	-30.7
Biology EOC		5,357	66.8	2,194	92.1	-25.3
Social Studies	8	2,382	35.6	1,588	69.7	-34.1
US History EOC		5,291	77.5	2,071	96.9	-19.4
Writing	4	2,467	43.3	1,900	47.8	-4.5
	7	2,690	39.2	1,736	80.2	-41.0

Source: District STAAR data file dated 07/12/21 and STAAR EOC data file dated 07/29/21.

Note: Diff.=Difference between student groups.

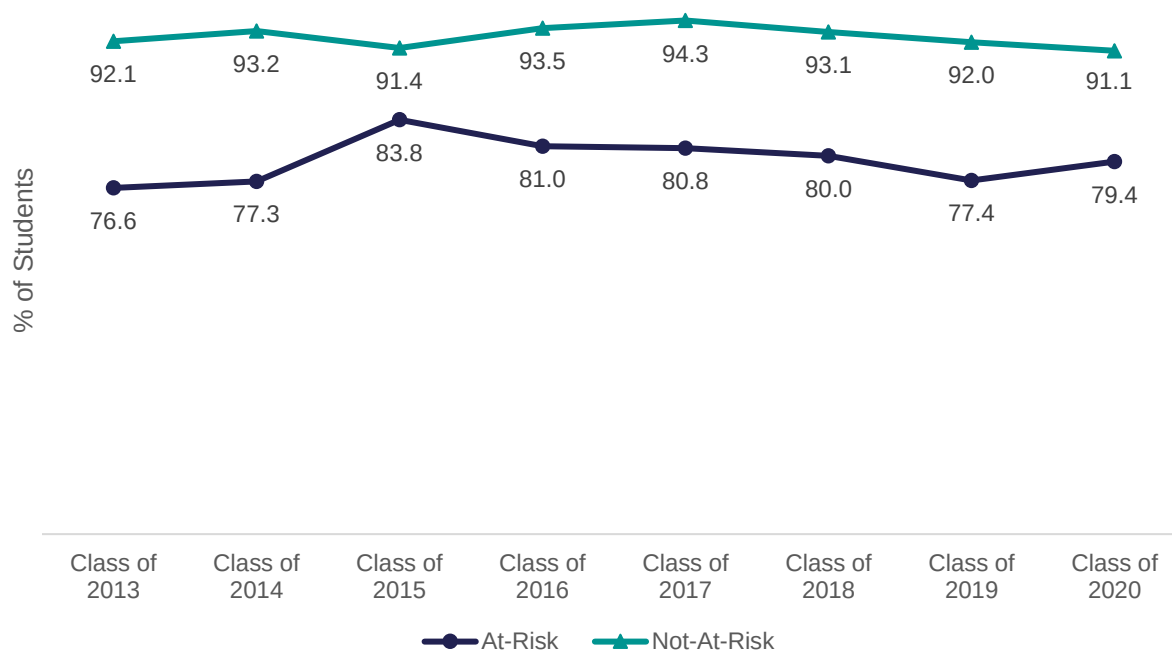
High School Graduation and Completion Rates

Four-year graduation rates, the percentage of students who graduate on-time in four years, are used for federal and state accountability¹⁰.

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

For the Class of 2020, there was a slight increase in graduation rates for At-Risk students (77.4% to 79.4%) while Not-At-Risk students' graduation rates decreased slightly (92.0% to 91.1%, Figure 2). Overall, graduation rates of At-Risk students are lower than those of Not-At-Risk students, resulting in a gap between the two groups. 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 due largely to the 1.2-point decrease in the Not-At-Risk student graduation rate. The gap for the Class of 2020 decreased markedly due to a 2.0-point increase in the At-Risk student graduation rate and a 0.9-point decrease in the Not-At-Risk student graduation rate.

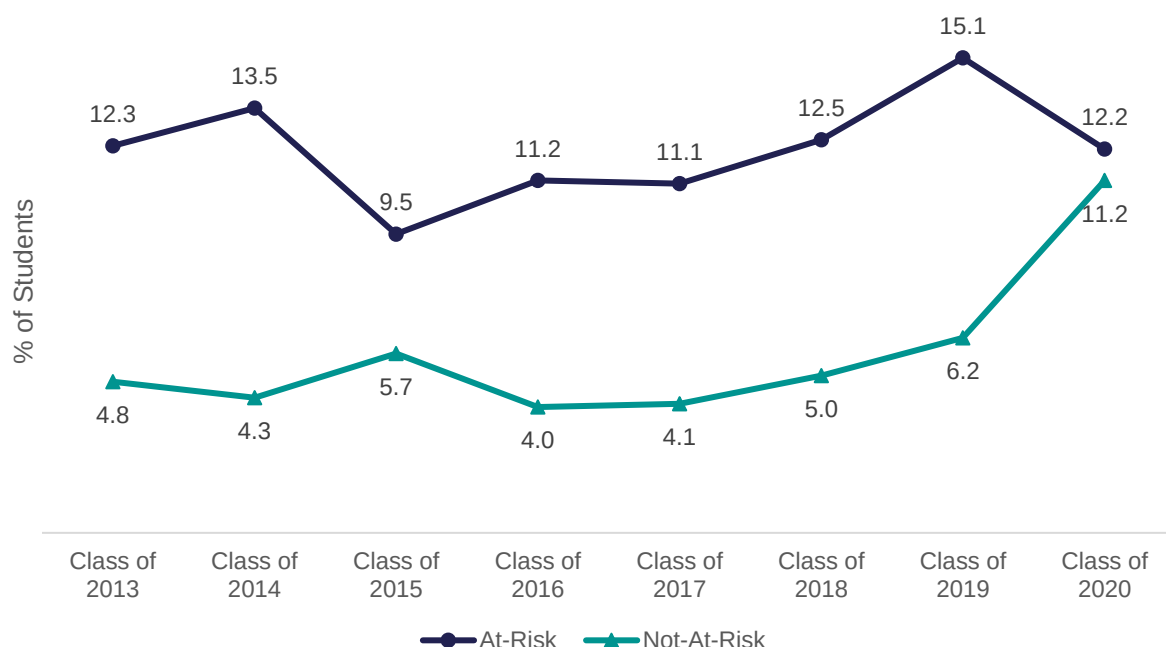
¹⁰ See TEA Technical Document available at http://www.tea.state.tx.us/acctres/dropcomp_index.html#documentation. For example, the four-year graduation rate for Class of 2020 is the percentage of students who began ninth grade for the first time in 2016-17 and graduated by August 31, 2020.

Figure 2: Graduation Rates by Cohort and At-Risk Status: Class of 2013 to Class of 2020

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. Due to the COVID-19 pandemic, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

For the Class of 2020, there was a noticeable decrease in dropout rates for At-Risk students (15.1% to 12.2%) while Not-At-Risk students dropout rates increased markedly (6.2% to 11.2%, Figure 3). The Class of 2020 dropout rate for At-Risk students was lower than the prior two graduating classes. On the other hand, the Class of 2020 dropout rate for Not-At-Risk students was higher than the prior seven graduating classes. 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. 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 2013 to Class of 2020

Source: TEA Completion, Graduation, and Dropouts data.

Note: Due to the COVID-19 pandemic, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

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. On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease

Control (CDC) as well as state and local COVID safety protocols. Due to the impact of the COVID-19 pandemic, Dallas ISD opted to administer the *State of Texas Assessments of Academic Readiness (STAAR)* online for the 2020-21 school year.

- In 2019-20, the district received an SCE program allotment of \$213,050,262 from the state. The minimum direct cost requirement was 55 percent for the 2019-20 school year, or \$117,177,644. The district budgeted \$84,597,700 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$99,346,724.
- In school year 2020-21, a total of 94,468 Dallas ISD students (65.4%) were identified as At-Risk. From 2018-19 through 2020-21, there was a gradual increase 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.
- Overall, the percentage of At-Risk students at Approaches+ was lower than the percentage of Not-At-Risk students on nearly all *STAAR 3-8* and *STAAR EOC* tests, resulting in a performance gap between the two groups. On the 2021 *STAAR* Mathematics test in grade 3, the percentage of At-Risk students at Approaches+ was four percentage points higher than the percentage of Not-At-Risk students and in grade 4, the percentage of At-Risk students at Approaches+ was two percentage points higher than the percentage of Not-At-Risk students. The largest performance gap between At-Risk and Not-At-Risk students was for grade 7 Writing followed by English I *EOC* and English II *EOC* (39.2 percentage points and 39.7 percentage points respectively).
- For the Class of 2020, there was a slight increase in graduation rates for At-Risk students (77.4% to 79.4%) while Not-At-Risk student graduation rates decreased slightly (92.0% to 91.1%).
- The Class of 2020 At-Risk students had a dropout rate of 12.2 percent. The dropout rate was lower for the Class of 2020 At-Risk students compared to the prior two graduating classes.

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 \$213 million, oversight would help to ensure that funds are used efficiently and effectively. With more than \$95 million available in 2019-20 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.

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.

As recommended in previous years, ensure adequate funding and support is provided through SCE to decrease At-Risk student dropout rates. The dropout rate for the Class of 2020 At-Risk students (12.2%) continues to be higher than Not-At-Risk students over the past eight classes (4.0% to 11.2%).

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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 <i>STAAR</i> 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.
2019	House Bill 3	Beginning with the 2019-20 school year, a new method for funding estimates was implemented. Calculation of the compensatory education weight will be based on (a) the student’s designation as educationally disadvantaged and (b) the census block group where the individual students’ home or residence address is located. Census block groups are categorized into five tiers according to the relative severity of economic disadvantage. To determine the severity of economic disadvantage in a census block group, consideration will be given to: (1) the median household income; (2) the average educational attainment of the population; (3) the percentage of single parent households; (4) the rate of homeownership; and (5) other economic criteria the commissioner determines likely to disadvantage a student’s preparedness and ability to learn. New uses of SCE funds permitted include (a) childcare services, (b) assistance with childcare expenses for students at risk of dropping out of school, and (c) to pay the costs associated with services provided through a life skills program.

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, 04/02/2021.

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, 04/02/2021.

Appendix B, Table 3: 2019-20 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
40 Administrative Support Services		
41 General Administration		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, 04/02/2021.

Note: Alt. Ed. = Alternative Education. Dvlp=Development.

Appendix B, Table 4: 2019-20 Summary of SCE Funding and Budget

Description	Amount
SCE 2019-20 Allocation Amount (Dallas ISD Received)	\$ 213,050,262.00
Required Direct Cost (At least 55% of the received amount)	\$ 117,177,644.00
PIC 24 (Accelerated Education)	\$ 13,905,826.00
PIC 26 (AEP Basic Services)	\$ 907,246.00
PIC 28 (DAEP Basic Services)	\$ 3,268,790.00
PIC 29 (DAEP SCE Costs)	\$ 2,967.00
PIC 30 (Title I, Part A Schoolwide Activities Related to SCE)	\$ 48,469,245.00
PIC 34 (Prekindergarten - Compensatory)	\$ 18,043,626.00
Total SCE Direct Cost Budget	\$ 84,597,700.00

Source: Dallas ISD Budget Services Department, May 2021. TEA Foundation School Program (FSP) School District State Aid Reports¹¹

Appendix B, Table 5: 2019-20 SCE Budget Allocations by Program Intent Code

Description	Amount	%
Title I, Part A Schoolwide Activities Related to SCE	\$ 48,469,245.00	57.3
Compensatory Prekindergarten	\$ 18,043,626.00	21.3
Accelerated Education	\$ 13,905,826.00	16.4
Disciplinary Alternative Education Program Basic	\$ 3,268,790.00	3.9
Alternative Education Program Basic	\$ 907,246.00	1.1
Disciplinary Alternative Education Program SCE	\$ 2,967.00	<0.1

Source: Dallas ISD Budget Services Department, May 2021.

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

Appendix B, Table 6: 2019-20 SCE Expenditures by Major Function

Function	Expenditure	%
Instruction & Related Services	\$ 79,940,649.32	80.5
Support Services – Student	\$ 18,062,317.47	18.2
Instructional & School Leadership	\$ 1,243,513.60	1.3
Support Services – Non-Student Based	\$ 88,401.03	<0.1
Intergovernmental Charges	\$ 10,296.00	<0.1
Ancillary Services	\$ 1,202.61	<0.1
General Administration	\$ 343.67	<0.1

Source: Dallas ISD Budget Services Department, May 2021.

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

Appendix B, Table 7: 2019-20 SCE Expenditures by Object

Object	Expenditure	%
Payroll Costs	\$ 94,414,433.83	95.0
Supplies and Materials	\$ 2,558,893.27	2.6
Professional and Contracted Services	\$ 2,162,648.70	2.2
Other Operating Costs	\$ 210,747.90	0.2

Source: Dallas ISD Budget Services Department, May 2021.

¹¹<https://tealprod.tea.state.tx.us/fsp/Reports/ReportSelection.aspx>

Appendix B, Table 8: 2019-20 SCE Expenditures by Program Intent Code

Program Intent Code	Expenditure	%
Title I, Part A Schoolwide Activities Related to SCE	\$ 53,956,832.38	54.3
Compensatory Prekindergarten	\$ 23,529,382.38	23.7
Accelerated Education	\$ 18,132,649.34	18.3
Disciplinary Alternative Education Program Basic	\$ 3,004,607.41	3.0
Alternative Education Program Basic	\$ 719,604.46	<0.1
Disciplinary Alternative Education Program SCE	\$ 3647.73	<0.1

Source: Dallas ISD Budget Services Department, May 2021.

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

Appendix B, Table 9: 2019-20 SCE Expenditures by Major Function and Organization Type

Major Function	Campus	Central	Total
10 Inst. & Inst.-Related Services	\$ 67,669,485.52	\$ 12,271,163.80	\$ 79,940,649.32
20 Inst. & School Leadership	\$ 775,236.16	\$ 468,277.44	\$ 1,243,513.60
30 Sup. Svcs.-Student	\$ 12,926,263.29	\$ 5,136,054.18	\$ 18,062,317.47
40 Administrative Support Services	\$ 0.00	\$ 343.67	\$ 343.67
50 Sup. Svcs.-Non-Student Based	\$ 17,448.96	\$ 70,952.07	\$ 88,401.03
60 Ancillary Services	\$ 0.00	\$ 1,202.61	\$ 1,202.61
90 Intergovernmental Charges	\$ 0.00	\$ 10,296.00	\$ 10,296.00
Total	\$ 81,388,433.93	\$ 17,958,289.77	\$ 99,346,723.70

Source: Dallas ISD Budget Services Department, May 2021.

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

Appendix B, Table 10: 2019-20 SCE Expenditures by Object and Organization Type

Object	Campus	Central	Total
6100 Payroll Costs	\$ 80,765,332.84	\$ 13,649,100.99	\$ 94,414,433.83
6200 Prof. & Contracted Services	\$ 25,928.87	\$ 2,136,719.83	\$ 2,162,648.70
6300 Supplies & Materials	\$ 565,259.10	\$ 1,993,634.17	\$ 2,558,893.27
6400 Other Operating Costs	\$ 31,913.12	\$ 178,834.78	\$ 210,747.90
Total	\$ 81,388,433.93	\$ 17,958,289.77	\$ 99,346,723.70

Source: Dallas ISD Budget Services Department, May 2021.

Note: Prof.=Professional.

Appendix B, Table 11: 2019-20 SCE Expenditures by Program Intent Code (PIC) and Organization Type

Program Intent Code (PIC)	Campus	Central	Total
Accelerated Education	\$ 977,495.57	\$ 17,155,153.77	\$ 18,132,649.34
AEP Basic Services	\$ 257,364.14	\$ 462,240.32	\$ 719,604.46
DAEP Basic Services	\$ 2,994,311.41	\$ 10,296.00	\$ 3,004,607.41
DAEP SCE	\$ 3,647.73	\$ 0.00	\$ 3,647.73
Title I, Part A SCE	\$ 53,803,753.75	\$ 153,078.63	\$ 53,956,832.38
Prekindergarten - Compensatory	\$ 23,351,861.33	\$ 177,521.05	\$ 23,529,382.38
Total	\$ 81,388,433.93	\$ 17,958,289.77	\$ 99,346,723.70

Source: Dallas ISD Budget Services Department, May 2021.

Appendix B, Table 12: 2019-20 SCE Budget and Expenditures for Alternative Education

	Budget	Actuals
Non-Disciplinary Alternative Education Programs		
John L. Patton Jr. Academic Center	\$ 0.00	\$ 8,187.04
Maya Angelou High School	\$ 247,663.00	\$ 249,423.04
Continuing Education	\$ 432,130.00	\$ 401,880.88
Excess Personnel	\$ 0.00	\$ 11,262.41
Total	\$ 679,793.00	\$ 670,753.37
Disciplinary Alternative Education Programs		
School Community Guidance Center	\$ 2,627,618.00	\$ 2,520,007.93
Elementary Disciplinary Alternative Education Program	\$ 338,613.00	\$ 322,644.27
Student Discipline	\$ 86,300.00	\$ 10,296.00
Excess Personnel	\$ 0.00	\$ 0.00
Total	\$ 3,052,531.00	\$ 2,852,948.20

Source: Dallas ISD Budget Services Department, May 2021.

Appendix B, Table 13: 2019-20 SCE Central Organizations Budget and Expenditures

Department	Budget	Actuals	Balance
Extended Year School	\$ 4,002,183.00	\$ 2,019,124.95	\$ 1,983,058.05
Districtwide Student Initiatives	\$ 2,930,901.00	\$ 3,096,475.62	\$ (165,574.62)
Dyslexia Services	\$ 2,911,386.00	\$ 2,796,574.06	\$ 114,811.94
Out of School Time Department	\$ 1,130,421.00	\$ 761,003.15	\$ 369,417.85
Attendance Improvement and Truancy	\$ 0.00	\$ 0.00	\$ 0.00
Health Services	\$ 398,433.00	\$ 2,759,245.94	\$ (2,360,812.94)
Continuing Education	\$ 432,130.00	\$ 401,880.88	\$ 30,249.12
Student Discipline	\$ 86,300.00	\$ 10,296.00	\$ 76,004.00
STEM	\$ 18,351.00	\$ 13,847.29	\$ 4,503.71

Source: Dallas ISD Budget Services Department, May 2021.

Note: STEM = Science, Technology, Engineering and Mathematics.

Appendix B, Table 14: 2019-20 SCE Full-time Equivalents (FTEs)

Organization Type	Funded	Filled
Kindergarten-Grade 12 Staff	698.00	620.41
Prekindergarten Staff	556.00	497.00
Central Staff	72.00	69.00
Total	1,326.00	1,186.41

Source: Dallas ISD Budget Services Department, May 2021.

Appendix B, Table 15: 2019-20 SCE Filled Positions by Program Intent Code (PIC) and Organization Type

Program Intent Code (PIC)	Campus	Central	Total
Accelerated Education	9.91	68.00	77.91
Non-DAEP - Basic	5.00	1.00	6.00
DAEP - Basic	40.00	0.00	40.00
Title I, Part A SCE	565.50	0.00	565.50
Compensatory Prekindergarten	497.00	0.00	497.00
Total	1,117.41	69.00	1,186.41

Source: Dallas ISD Budget Services Department, May 2021.

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: 2019-20 At-Risk Criteria

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.	Kindergarten: Students assigned to the Monitor or Support levels when administered the TX-KEA assessment. Grades 1-2: Students assessed to be in Tier 2 or Tier 3 when administered the <i>ISIP</i> . 1-2 nd Previous school year Spring <i>Terranova/Supera</i> Reading-score at or less than the 40 th %ile <u>or</u> Mathematics score at or less than the 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.
14	All	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, Penal Code	Student system is updated as campus personnel becomes aware of incidents of incarcerated of students or guardians.

Source: Dallas ISD District Improvement Plan, 2020-21.

Note: An At-Risk student, for the 2020-21 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.