

2021-22

Evaluation of the State Compensatory Education Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



2021-22

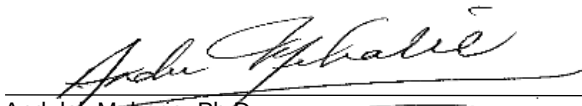
Evaluation of the State Compensatory Education Program

Approved Report of the Department of Evaluation and Assessment

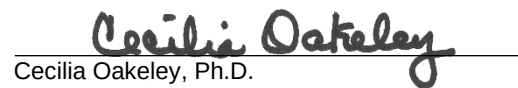
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ACRONYMS AND ABBREVIATIONS

AEP	Alternative Education Program
AI	Accelerated Instruction
Approaches+	Approaches Grade Level or Above
CIP	Campus Improvement Plan
DAEP	Disciplinary Alternative Education Program
DIP	District Improvement Plan
EB	Emergent Bilingual (formerly Limited English Proficiency [LEP])
EC	Early Childhood
EOC	<i>End-of-Course</i>
EOY	End-of-Year
GPM	Goal Performance Measure
HB	House Bill
ISD	Independent School District
KN	Kindergarten
MAP	<i>Measures of Academic Progress</i>
NWEA	Northwest Evaluation Association
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

Evaluation of the State Compensatory Education Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

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 (TEC) 1995, amended 2013) 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 Emergent Bilingual (EB) 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.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different

school calendars in 2021-22 (School-Day Redesign, Intercession, and Base/Traditional) and other supports.¹

The scope of this evaluation report includes the program context, implementation, and results of the 2021-22 SCE Program. It examines and summarizes budget allocations and expenditures, including how SCE direct cost funds were used for supplemental services and programs, as described in the district and campus improvement plans (DIP and CIPs, respectively). The report describes the characteristics of the 2021-22 At Risk student population in Dallas ISD and compares their graduation and dropout rates with those of Not-At-Risk students. Finally, performance outcomes on the Northwest Evaluation Association (NWEA) *Measures of Academic Progress* (MAP) and the *State of Texas Assessments of Academic Readiness* (STAAR) assessments are compared across At-Risk and Not-At-Risk student groups.

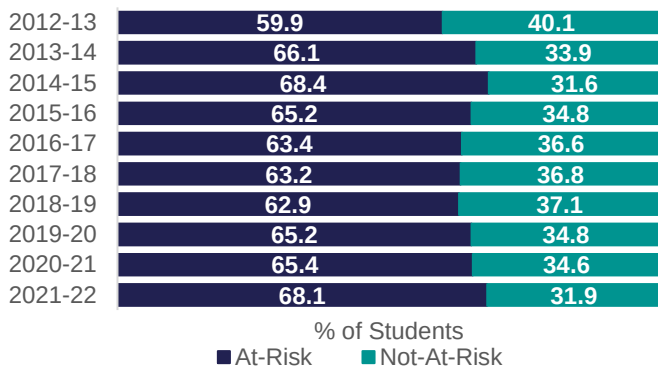
EVALUATION QUESTIONS/OUTCOMES

What were the demographic characteristics of 2021-22 Dallas ISD At-Risk students?

Results

- In 2021-22, 68.1 percent ($n = 96,322$) of the district's Early Childhood (EC) – Grade 12 students ($N = 141,504$) were identified as At-Risk (Figure 1).
- The percentage of students identified as At-Risk has gradually increased since 2018-19.

¹ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esset>

Figure 1: 2012-13 through 2021-22 District Student Population by At-Risk Status

Source: TEA 2013 to 2022 TAPR reports. District At-Risk indicator data file, 06/07/22.

- The largest percentages of At-Risk students were in grades 4 through 12 (Table 1).
- Hispanic/Latino students and EB students were over-represented among the At-Risk student segment, compared to their proportions of the overall district student population.
- The most common At-Risk indicators for Dallas ISD students in 2021-22 were EB designation, STAAR/EOC failure, two or more course failures, and retained in one or more grades.

Table 1: 2021-22 Student Enrollment by Grade

Grade	District	At-Risk	
	N	n	%
EC	542	176	32.5
PK	10,009	4,661	46.6
KN	10,355	5,092	49.2
1	10,640	5,384	50.6
2	10,309	5,487	53.2
3	10,077	5,645	56.0
4	10,188	7,587	74.5
5	10,094	7,930	78.6
6	9,654	7,345	76.1
7	10,051	7,735	77.0
8	10,181	8,209	80.6
9	12,649	9,986	78.9
10	9,669	7,644	79.1
11	8,432	6,600	78.3
12	8,654	6,841	79.1
Total	141,504	96,322	68.1

Source: District student data file, 05/16/22.

Note: Data from district student data file may differ from TAPR report data. EC = Early Childhood. PK = Prekindergarten. KN = Kindergarten.

What programs and services were funded by the SCE Program?

2020-21 SCE Funding

In 2020-21, the district received an SCE program allotment of \$213,339,646 from the state. The minimum direct cost

requirement was 55 percent for the 2020-21 school year, or \$117,336,805. The district budgeted \$109,937,466 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$102,893,917.13.

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.

District Improvement Plan

- The 2021-22 DIP was reviewed for SCE components. The district plan contained broad statements regarding goals, strategies, and activities targeting specific At-Risk criteria, while detailed plans were developed at the campus level.

Campus Improvement Plans

- A review of 30 CIPs 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 23 to 96 percent.
- Strategies outlined to assist struggling students generally fell into one of six areas: parent-focused (e.g., increased parental involvement), teacher-focused (e.g., use of differentiated instruction), direct academic student support (e.g., before- and after-school tutoring), non-academic student support (e.g., extra- and co-curricular activities), campus-focused (e.g., partnerships with outside agencies), and use of data (e.g., daily checks for understanding with immediate feedback).

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

MAP

- In 2022, the percentage of At-Risk students scoring at the Average or Above Growth Quintile for end-of-year (EOY) Reading and Math on MAP varied by grade level and test language (Table 2).
- A smaller percentage of At-Risk students obtained the Average or Above Growth Quintile, compared to Not At-Risk students, on nearly all tests.
- The EOY Mathematics test for Grades 1, 2, 3, and 5 were exceptions, with a greater proportion (between 2 to 5 percentage points higher) of At-Risk students scoring at the Average or Above Growth Quintile, compared to Not At-Risk students.
- The largest performance gaps between At-Risk and Not-At-Risk students scoring at the Average or Above Growth Quintile were found on Grade 4 EOY Reading–Spanish (21 percentage points), Grades 7 and 8 EOY

Reading–English (16 percentage points each), and Grade 7 Mathematics (10 percentage points).

Table 2: 2021-22 MAP End-of-Year Average or Above Growth Quintile Rates and Performance Gaps

Grade	At-Risk %	Not-At-Risk %	Diff. %
Reading (English)			
1	36.8	35.7	1.1
2	44.6	51.1	-6.5
3	53.3	59.1	-5.8
4	51.4	62.8	-11.4
5	53.4	62.3	-8.9
6	48.2	57.8	-9.6
7	45.8	61.6	-15.8
8	47.0	63.3	-16.3
9	44.8	56.6	-11.8
10	43.1	55.6	-12.5
11	47.2	53.6	-6.4
Reading (Spanish)			
1	41.9	42.3	-0.4
2	37.4	43.1	-5.7
3	70.4	75.0	-4.6
4	62.3	83.3	-21.0
5	57.9	66.7	-8.7
Mathematics			
1	50.9	45.8	5.1
2	50.7	46.2	4.5
3	69.1	63.7	5.4
4	58.9	62.2	-3.3
5	52.2	50.2	2.0
6	51.6	59.6	-8.0
7	43.8	54.0	-10.2
8	49.8	54.5	-4.8
9	50.2	58.5	-8.3
10	51.5	58.5	-7.0
11	52.2	57.9	-5.7

Source: District EOY MAP data file, 06/22/22.

Note: Diff. = Difference between student groups.

STAAR

- In 2022, the percentage of At-Risk students at Approaches+ on STAAR 3-8 and STAAR EOC varied by grade level and subject (Table 3).
- The percentage of At-Risk students at Approaches+ was lower than the corresponding percentage of Not-At-Risk students on nearly all tests.
- The Grade 3 STAAR Mathematics test was an exception, with a greater proportion (four percentage points higher) of At-Risk students scoring at Approaches+, compared to Not-At-Risk students.
- The largest performance gaps between At-Risk and Not-At-Risk students were on English I EOC and English II EOC (36.8 and 37.1 percentage points, respectively), followed by Grade 8 Social Studies (32.8 percentage points).

Table 3: 2021-22 STAAR 3-8/STAAR EOC Approaches+ Rates and Performance Gaps

Subject	Grade	At-Risk %	Not-At-Risk %	Diff. %
Reading	3	63.3	70.2	-6.9
	4	60.6	84.0	-23.4
	5	72.0	88.4	-16.4
	6	54.8	82.3	-27.5
	7	65.5	88.7	-23.2
	8	73.0	89.7	-16.7
	English I EOC	47.0	83.8	-36.8
	English II EOC	53.9	91.0	-37.1
Mathematics	3	67.9	63.5	4.4
	4	61.9	76.6	-14.7
	5	72.1	83.0	-10.9
	6	62.4	81.3	-18.9
	7	53.2	79.3	-26.1
	8	55.9	67.6	-11.7
	Algebra I EOC	63.8	86.6	-22.8
	Science	55.2	76.5	-21.3
Biology EOC	8	55.6	83.5	-27.9
		72.0	93.4	-21.4
Social Studies	8	44.0	76.8	-32.8
US History EOC		80.4	97.9	-17.5

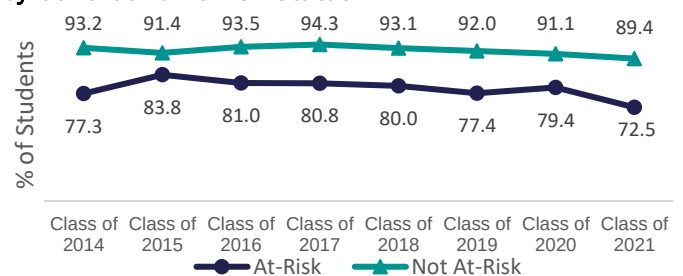
Source: District STAAR and STAAR EOC data files, 06/27/22.

Note: Diff.=Difference between student groups.

High School Graduation and Completion Rates

- Historically, the graduation rate of At-Risk students has been lower than that of Not-At-Risk students (Figure 2).
- The Class of 2021 had the lowest graduation rate in recent years, for both At-Risk and Not-At-Risk students (72.5% and 89.4%, respectively).
- The graduation rate of At-Risk students in 2021 exhibited a much greater decline (6.9 percentage points), compared to that of Not-At-Risk students (1.7 percentage points).
- The gap in graduation rates between At-Risk and Not-At-Risk students in the Class of 2021 was the widest it has been in recent history (16.9 percentage points).

Figure 2: 2013-14 through 2020-21 Graduation Rates by Cohort and At-Risk Status

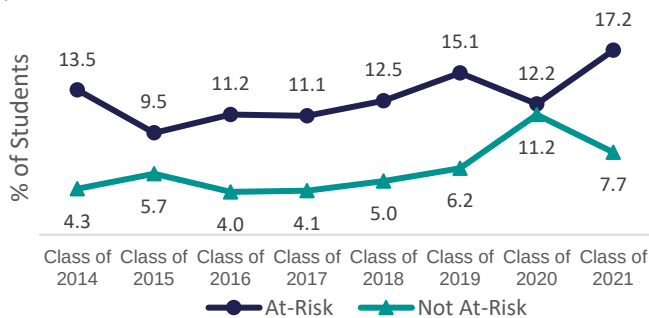


Source: TEA Completion, Graduation, and Dropout data.

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.

- Historically, the dropout rate has been higher for At-Risk students compared to Not-At-Risk students.
- In 2021, the dropout rate for At-Risk students increased to an eight-year high of 17.2 percent (up from 12.2 percent in 2020).
- Conversely, the dropout rate for Not-At-Risk students in 2021 decreased, in nearly equal proportion, to 7.7 percent (down from 11.2 percent in 2020).
- The size of the gap between dropout rates for At-Risk and Not-At-Risk students increased starkly in 2021 to 9.5 percentage points (up from 1.0 percentage point in 2020).

Figure 3: 2013-14 through 2020-21 Dropout Rates by Cohort and At-Risk Status



Source: TEA Completion, Graduation, and Dropout 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. At its current level of funding, with an overall budget of over \$213 million, oversight would help to ensure that funds are used efficiently and effectively. With up to approximately \$96 million available in 2020-21 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 mitigate achievement and completion disparities between At-Risk and Not-At-Risk students. Utilize the full SCE amount allocated, on programs and services for Dallas ISD's At-Risk students. According to Dallas ISD budget data for 2020-21, the district spent less on SCE direct costs than the 55 percent minimum of the total allocation. The district should ensure that SCE funds are fully utilized on the compensatory, intensive, and accelerated instruction needed to stem poor academic outcomes for the district's most vulnerable students.

Evaluate the impact of alternative school calendars on At-Risk student outcomes. To help mitigate learning loss and further support students, the Dallas ISD Board of Trustees adopted three calendars (traditional, Intersession, and School Day Redesign) for the 2021-22 and 2022-23 school years. In 2021-22, forty-one campuses implemented the intersession school year calendar, five campuses implemented the school day redesign school year calendar, and the remaining campuses implemented the traditional school year calendar. Program evaluators should examine the impact of these initiatives on At-Risk student learning outcomes.

REFERENCES

Texas Education Agency (2021a). *Completion, Graduation, and Dropouts*. Retrieved from <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts>.

Texas Education Agency (2021b). *Texas Academic Performance Report (TAPR): 2012-13 through 2020-21*. Retrieved from <https://tea.texas.gov/perfreport/tapr/index.html>.

2021-22

Evaluation of the State Compensatory Education Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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 ([TEC] 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 2020-21, the district received an SCE program allotment of \$213,339,646 from the state. The minimum direct cost requirement was 55 percent for the 2020-21 school year, or \$117,336,805. The district budgeted \$109,937,466 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$102,893,917.13. Dallas Independent School District (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. 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. Dallas ISD policies can be found in EHBC (LOCAL) and EHBC (LEGAL). See Appendices C through 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 TEC §29.081.² School districts must provide accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on a *State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC)* assessment required for graduation.

² 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* 9.2.3.1, available at
<https://tea.texas.gov/finance-and-grants/financial-accountability/financial-accountability-system-resource-guide>

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) as well as other supports³. Because of these variations in instructional time and support activities, all results should be reviewed with caution.

State and District Criteria for At-Risk Students

According to state criteria for the 2021-22 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;⁴
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;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through PEIMS to have dropped out of school;⁵

³ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

⁴ 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.

⁵ Student remains At-Risk for the remainder of his/her public-school education.

10. Is an Emergent Bilingual (EB) student, or student of limited English proficiency (LEP), as defined by TEC §29.052;⁶
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 42 U.S. Code § 11302 and its subsequent amendments;
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; or
15. Is participating in a dropout recovery or adult education program.

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 2021-22 SCE Program. It examines and summarizes budget allocations and expenditures, including how SCE direct cost funds were used for supplemental services and programs, as described in the district and campus improvement plans (DIP and CIPs, respectively).⁷ 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”.⁸ The report describes the characteristics of the 2021-22 At-Risk student population in Dallas ISD and compares their graduation and dropout rates with those of Not-At-Risk students. Finally, At-Risk student performance outcomes on the *STAAR* and the Northwest Evaluation Association (NWEA) *MAP (Measures of Academic Progress)* assessments are compared to Not-At-Risk students.⁹

⁶ The student no longer meets this criterion once the student has been exited from the program.

⁷ Budget and expenditure information were provided by Dallas ISD Budget Services.

⁸ For additional information regarding indirect cost, view <https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-109>. See Appendix B for detailed SCE budget allocations, funding, and expenditures.

⁹ 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 2021-22 Dallas ISD At-Risk students?

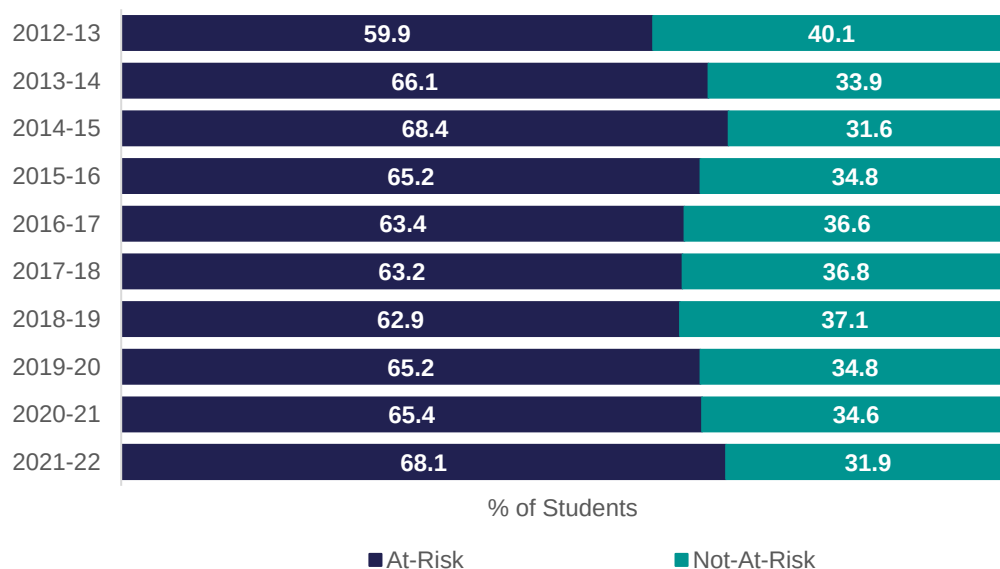
Methodology

Student data were obtained from the Texas Education Agency (TEA) Texas Academic Performance Reports (TAPR) and Texas Performance Reporting System, and from the district's 2021-22 student enrollment data file dated May 16, 2022. 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 2021-22, a total of 96,322 Dallas ISD students were identified as At-Risk, representing 68.1 percent of the district's grades Early Childhood (EC) - 12 enrollment ($N = 141,504$). As shown in Figure 1, the percentage of At-Risk students increased between 2012-13 and 2014-15. From 2015-16 through 2018-19, there was a gradual decline in the percentage of At-Risk students. However, this decline was followed by rising percentages of At-Risk students over the most recent three-year period, from 2019-20 through 2021-22.

Figure 1: 2012-13 through 2021-22 District Student Population by At-Risk Status



Source: TEA 2013 to 2022 TAPR reports. District At-Risk indicator data file, 06/07/22.

Student demographic data by grade, gender, ethnicity, and EB 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 4 through 12, with approximately 75-81 percent of students in each of these grade levels designated At-Risk. Hispanic/Latino students and EB students were over-

represented among the At-Risk student segment, compared to their proportions of the overall district student population.

Table 1: 2021-22 Student Enrollment by Grade

Grade	District		At-Risk	
	<i>N</i>	<i>n</i>	%	
EC	542	176	32.5	
PK	10,009	4,661	46.6	
KN	10,355	5,092	49.2	
1	10,640	5,384	50.6	
2	10,309	5,487	53.2	
3	10,077	5,645	56.0	
4	10,188	7,587	74.5	
5	10,094	7,930	78.6	
6	9,654	7,345	76.1	
7	10,051	7,735	77.0	
8	10,181	8,209	80.6	
9	12,649	9,986	78.9	
10	9,669	7,644	79.1	
11	8,432	6,600	78.3	
12	8,654	6,841	79.1	
Total	141,504	96,322	68.1	

Source: District student data file, 05/16/22.

Note: Data from district student data file may differ from TAPR report data. EC = Early Childhood. PK = Prekindergarten. KN = Kindergarten.

Table 2: 2021-22 Student Demographic Characteristics

	District (<i>N</i> = 141,504)		At-Risk (<i>N</i> = 96,322)	
	<i>n</i>	%	<i>n</i>	%
Gender				
Male	72,056	50.9	49,616	51.5
Female	69,448	49.1	46,706	48.5
Ethnicity				
Hispanic/Latino	100,309	70.9	79,223	82.2
African American	28,738	20.3	13,227	13.7
White	7,664	5.4	1,785	1.9
Emergent Bilingual				
Non-EB	69,960	49.4	27,283	28.3
EB	71,544	50.6	69,039	71.7

Source: District student data file, 05/16/22.

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

The most common At-Risk indicators for Dallas ISD students in 2021-22 were EB designation, STAAR/EOC failure, two or more course failures, and retained in one or more grades (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 deferred prosecution, (c) has been incarcerated or has a parent or guardian who has been incarcerated, or (d) participation in a dropout recovery or adult education program. 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: 2021-22 Students Reported as At-Risk by At-Risk Indicator

Description	<i>n</i>	Percent of At-Risk Students	Percent of All Students
Emergent Bilingual	69,039	71.7	48.8
Prior failure on state assessment (<i>STAAR</i> 3-8, <i>STAAR EOC</i>)	38,487	40.0	27.2
Two or more course failures in preceding/current school year (7-12)	12,680	13.2	9.0
Retained in one or more grades	12,298	12.8	8.7
Homeless	3,130	3.2	2.2
In custody of Texas Department of Family and Protective Services	126	0.1	0.1
Pregnant or parenting	62	0.1	0.0
Placement in Alternative Education Program	37	0.0	0.0
Resides in residential placement facility	27	0.0	0.0
Has been expelled in proceeding or current school year	3	0.0	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 incarcerated or has a parent/guardian who has been incarcerated	0	0.0	0.0
Participation in dropout recovery or adult education program	0	0.0	0.0

Source: Dallas ISD student data system, 06/07/22.

Note: The total number of students enrolled was 141,504 and the number with At-Risk indicators was 96,322.

The proportion of At-Risk students due to EB 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 could be quite different from interventions recommended for grades 9-12 At-Risk students due to *STAAR EOC* or multiple course failures.

Table 4: 2021-22 Number and Percentage of At-Risk Students by Grade and EB Status

Grade	Non-EB		EB	
	<i>n</i>	%	<i>n</i>	%
EC	12	6.8	164	93.2
PK	325	7.0	4,336	93.0
KN	294	5.8	4,798	94.2
1	420	7.8	4,964	92.2
2	499	9.1	4,988	90.9
3	516	9.1	5,129	90.9
4	2,354	31.0	5,233	69.0
5	2,578	32.5	5,352	67.5
6	2,476	33.7	4,869	66.3
7	2,608	33.7	5,127	66.3
8	3,052	37.2	5,157	62.8
9	3,799	38.0	6,187	62.0
10	2,899	37.9	4,745	62.1
11	2,524	38.2	4,076	61.8
12	2,927	42.8	3,914	57.2
Total	27,283	28.3	69,039	71.7

Source: District student data file, 05/16/22.

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

What programs and services were funded by the SCE Program?

Methodology

Dallas ISD Budget Services provided budget funding, allocation, and expenditure information to the evaluators in June 2022, for the preceding (2020-21) schoolyear. The evaluators reviewed the DIP and 30 CIPs to identify particular programs and services funded by SCE funds.

2020-21 SCE Funding

In 2020-21, the district received an SCE program allotment of \$213,339,646 from the state. The minimum direct cost requirement was 55 percent for the 2020-21 school year, or \$117,336,805. The district budgeted \$109,937,466 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$102,893,917.13. Dallas ISD State Compensatory Education program budget funding, allocations, 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 guidelines¹⁰, 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 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);

¹⁰ TEA *Financial Accountability System Resource Guide* 9.2.3

- 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 2021-22 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. As in the past few years, the district plan contained broad statements regarding goals, strategies, and activities targeting specific At-Risk criteria, while detailed plans were developed at the campus level.

Campus Improvement Plans

CIPs were reviewed for seven comprehensive high schools, six middle schools, and seventeen elementary schools. All 30 schools conducted a needs assessment as required, in alignment with the district needs assessment, and set achievement targets aligned with both their 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 23 to 96 percent.

In accordance with the district's student outcome goals and goal progress measures, key actions directly addressed STAAR 3-8 and STAAR EOC performance in almost all plans, focusing on content areas in greatest need of improvement. While most plans did not directly state that certain strategies specifically targeted At-Risk students, it is understood that strategies aimed at improving achievement schoolwide are by definition aimed primarily at At-Risk students, in part due to their numbers in the student population.

Strategies generally fell into one of six areas: parent-focused, teacher-focused, direct academic student support, non-academic student support, campus-focused, and use of data. Parent-focused strategies included increasing parental involvement, improved communication methods, regularly scheduled parent conference nights and coffees with the principal, parents sharing at career day, and evening/weekend English-learning sessions for both parents and students. Teacher-focused strategies included use of differentiated instruction, culturally responsive teaching, open-ended questions, project-

based learning, and hands-on science experiences; employment of co-teaching, teacher group planning, professional learning communities, and mentorship for teachers; and opportunities for increased instructional support, professional development, and training, including on how to support English fluency and positive behavior management. Direct student academic support initiatives included before and after school tutoring (including mandatory), Saturday school, small-group instruction, collaborative learning, peer tutoring, and planned reteach sessions. Non-academic student support efforts included offering and encouraging participation in extra- and co-curricular activities, utilizing social-emotional learning tools, focusing on physical and mental wellness, and the use of advisories, transition camps between school levels, and community mentors. Campus-level strategies included partnering with outside agencies, employing learning specialists, built-in intervention classes, extended day and double-blocked core scheduling, a print-rich environment, purchasing technology and online resources, employing incentive/recognition campaigns for students and teachers, offering career institutes and professional certificates, and focusing on standardizing instruction across grade levels. Finally, strategies also focused on improved utilization of student data in the classroom, with continuous monitoring (e.g., daily checks for understanding), immediate feedback, and rapid interventions, with levels of support needed assessed every few weeks.

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?

Student formative and summative academic performance, graduation and dropout data were obtained from district MAP and STAAR data files and TEA's 2020-21 district-level Completion, Graduation, and Dropout data for Dallas ISD. Graduation and dropout data include all students in the Accountability Subset for each year reported.

Methodology

MAP

MAP is a computer adaptive assessment that provides continual monitoring of progress in reading and mathematics skills. *MAP* scores are assigned to quintiles based on student score percentiles. In addition, *MAP* also provides conditional growth scores that are likewise divided into quintiles. These growth scores take into account a student's actual growth compared to their projected growth, based on growth norms that are conditioned on starting performance and instructional week.

Data for the "Fall to Spring Conditional Growth Quintile" was taken from the 2021-22 end-of-year (EOY) district *MAP* data file.¹¹ English and Spanish versions of the *MAP* were pulled separately and labeled as distinct tests in the combined *MAP* data file to be analyzed separately. If a student completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the assessment more than once in a period, the latest score was used. The EOY district *MAP* data file was merged with the PEIMS demographic file.

The evaluators used frequency and crosstab analyses to determine the percentage of first through eleventh grade students demonstrating growth at the Average Quintile or above, by At-Risk status and grade level, for both Math and Reading. English and Spanish versions of the *MAP* Reading assessment were analyzed separately.¹²

STAAR

STAAR exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the elementary and secondary grades. Students were tested in grades three to eight in mathematics and reading. Students also were tested in science in grades five and eight, and social studies in grade eight. Students at the high school level took *STAAR EOC* assessments in various subjects. Academic performance standards represent the degree to which students have mastered required content as measured by test scores. *STAAR* assessment scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores divide student scores into these four categories.

The evaluators merged the 2022 district *STAAR*, demographic, and At-Risk indicator data files. Evaluators then ran crosstab and frequency analyses on all versions of the *STAAR* and *EOCs* to calculate percentages of students at the Approaches+ performance standard for 2022, by At-Risk and Not-At-Risk student groups.

¹¹ 2021-22 *MAP* assessment windows include BOY (08/23/21 to 09/03/21), MOY (01/02/22 to 01/21/22), and EOY (04/11/22 to 06/17/22).

¹² Comparisons between the English and Spanish Reading versions of *MAP* are not recommended because the two versions are normed differently.

Results

MAP

In 2022, the percentage of At-Risk students scoring at the Average or Above Growth Quintile in Reading varied by grade level and test language (Table 5). This percentage ranged from 37 to 53 percent of At-Risk students for EOY Reading–English and 37 to 70 percent for EOY Reading–Spanish. In nearly all grade levels, a smaller percentage of At-Risk students obtained the Average or Above Growth Quintile for Reading when compared with Not At-Risk students, revealing a performance gap between the two groups. Only on EOY Reading–English for Grade 1 did a slightly greater percentage of At-Risk students obtain the Average or Above Growth Quintile compared with their Not At-Risk counterparts (37% for At-Risk and 36% for Not At-Risk). Similarly, EOY Reading–Spanish results showed that, for Grade 1, equal percentages of At-Risk and Not At-Risk students reached the Average or Above Growth Quintile (42% each).

The largest performance gap between At-Risk and Not-at-Risk students scoring at the Average or Above Growth Quintile on EOY Reading–English was found in Grades 7 and 8 (16 percentage points each). For EOY Reading–Spanish, the largest performance gap between At-Risk and Not-at-Risk students scoring at the Average or Above Growth Quintile was found in Grade 4 (21 percentage points).

In Mathematics, the percentage of At-Risk students who performed at the Average or Above Growth Quintile also varied by grade level, ranging from 44 to 69 percent. In 1st through 3rd grades and in 5th grade, a larger proportion (between 2 to 5 percentage points) of At-Risk students, compared to Not At-Risk students, achieved the Average or Above Growth Quintile. The remaining grade levels had lower percentages of At-Risk, compared to Not At-Risk, students achieving the Average or Above Growth Quintile, with Grade 7 demonstrating the largest performance gap (10 percentage points). Comparing across subject, within grade level, reveals that at each grade level the performance gap in Mathematics is smaller than the performance gap in Reading–English.

Table 5: 2021-22 MAP End-of-Year Average or Above Growth Quintile Rates and Performance Gaps

	At-Risk		Not-At-Risk		Diff.
Grade	<i>n</i>	%	<i>n</i>	%	%
Reading (English)					
1	249	36.8	1,409	35.7	1.1
2	381	44.6	1,913	51.1	-6.5
3	475	53.3	2,054	59.1	-5.8
4	1,292	51.4	1,201	62.8	-11.4
5	1,473	53.4	973	62.3	-8.9
6	2,984	48.2	986	57.8	-9.6
7	2,861	45.8	1,033	61.6	-15.8
8	3,133	47.0	917	63.3	-16.3
9	3,038	44.8	958	56.6	-11.8
10	2,262	43.1	815	55.6	-12.5
11	1,935	47.2	659	53.6	-6.4
Reading (Spanish)					
1	1,693	41.9	85	42.3	-0.4
2	1,455	37.4	44	43.1	-5.7
3	2,539	70.4	33	75.0	-4.6
4	2,148	62.3	30	83.3	-21.0
5	1,830	57.9	14	66.7	-8.7
Mathematics					
1	2,483	50.9	1,951	45.8	5.1
2	2,548	50.7	1,820	46.2	4.5
3	3,550	69.1	2,267	63.7	5.4
4	4,004	58.9	1,232	62.2	-3.3
5	3,701	52.2	802	50.2	2.0
6	3,224	51.6	1,027	59.6	-8.0
7	2,726	43.8	909	54.0	-10.2
8	3,312	49.8	775	54.5	-4.8
9	3,177	50.2	936	58.5	-8.3
10	2,443	51.5	778	58.5	-7.0
11	1,902	52.2	646	57.9	-5.7

Source: District EOY MAP data file, 06/22/22.

Note: Diff. = Difference between student groups.

STAAR

In 2022, the percentage of At-Risk students at Approaches+ on STAAR 3-8 and STAAR EOC varied by grade level and subject (Table 6). Overall, the percentage of At-Risk students at Approaches+ was lower than the corresponding percentage of Not-At-Risk students on nearly all STAAR 3-8 and STAAR EOC tests, revealing performance gaps between the two groups. On the 2022 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. The largest performance gaps between At-Risk and Not-At-Risk students were on English II EOC and English I EOC (37.1 and 36.8 percentage points, respectively), followed by Grade 8 Social Studies (32.8 percentage points).

In comparing 2021-22 STAAR 3-8 and STAAR EOC performance with 2020-21 STAAR 3-8 and STAAR EOC performance, data show increases in the percentage of At-Risk students achieving the Approaches+ performance level, across all grade levels and subjects. The largest increases in the percentage of At-Risk students achieving the Approaches+ performance level were found on Grade 8 Mathematics (17.6 percentage points) and Grade 7 and 8 Reading (12.1 and 13.1 percentage points,

respectively). When comparing performance gaps between At-Risk and Not-at-Risk students in 2021-22 to performance gaps found in 2020-21, data show the performance gaps between the two groups closing on 14 of the 20 STAAR 3-8 and STAAR EOC tests. The largest reductions in performance gaps were found on Grade 8 Mathematics and Reading (12.6 percentage points and 11.3 percentage points, respectively), followed by Grade 6 and 7 Reading and Grade 6 Mathematics (9.4 percentage points, 7.4 percentage points, and 6.5 percentage points, respectively). Conversely, performance gaps notably widened for Grade 4 Reading and Mathematics (20.6 percentage points and 17 percentage points, respectively). Appendix F contains the 2020-21 to 2021-22 comparison data for STAAR 3-8 and STAAR EOC assessments, by grade level and subject.

Table 6: 2021-22 STAAR 3-8 and STAAR EOC Approaches+ Rates and Performance Gaps

Subject	Grade	At-Risk		Not-At-Risk		Diff. %
		<i>n</i>	%	<i>n</i>	%	
Reading	3	3,561	63.3	3,076	70.2	-6.9
	4	4,571	60.6	2,158	84.0	-23.4
	5	5,667	72.0	1,890	88.4	-16.4
	6	3,985	54.8	1,868	82.3	-27.5
	7	4,990	65.5	2,011	88.7	-23.2
	8	5,787	73.0	1,663	89.7	-16.7
English I EOC		6,116	47.0	2,076	83.8	-36.8
English II EOC		5,690	53.9	1,799	91.0	-37.1
Mathematics	3	3,820	67.9	2,784	63.5	4.4
	4	4,672	61.9	1,967	76.6	-14.7
	5	5,682	72.1	1,775	83.0	-10.9
	6	4,523	62.4	1,841	81.3	-18.9
	7	4,048	53.2	1,795	79.3	-26.1
	8	2,870	55.9	521	67.6	-11.7
Algebra I EOC		7,401	63.8	1,918	86.6	-22.8
Science	5	4,342	55.2	1,635	76.5	-21.3
	8	4,634	55.6	1,821	83.5	-27.9
Biology EOC		7,160	72.0	2,018	93.4	-21.4
Social Studies	8	3,536	44.0	1,480	76.8	-32.8
US History EOC		6,409	80.4	1,764	97.9	-17.5

Source: District STAAR and STAAR EOC data files, 06/27/22.

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 accountability¹³.

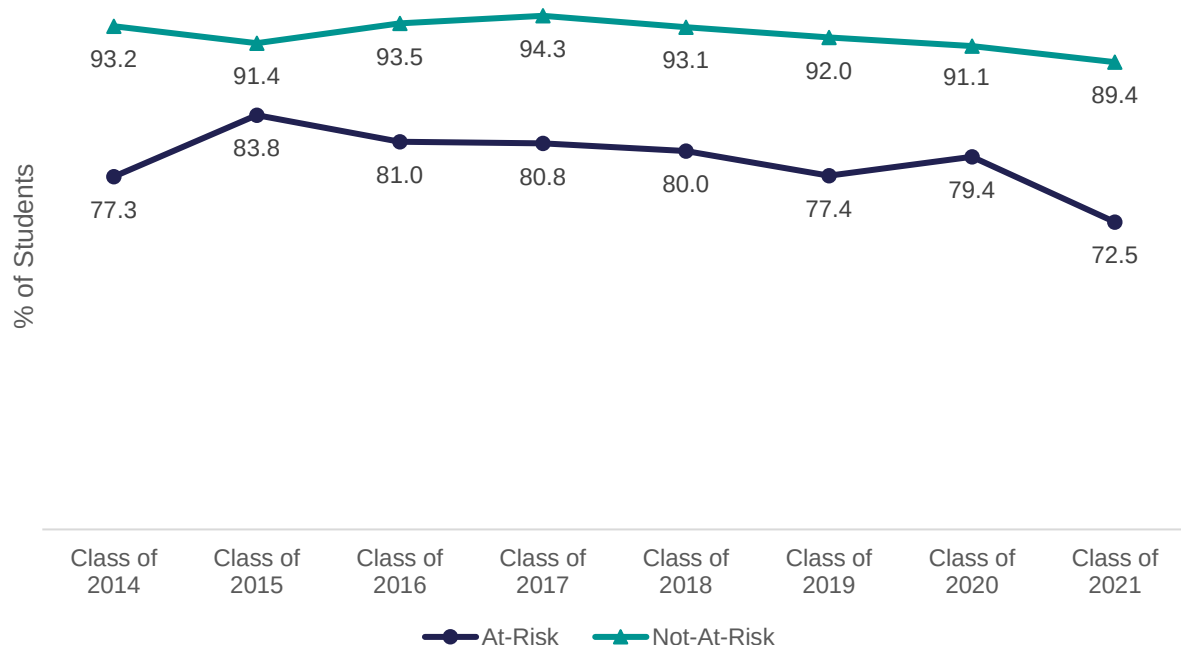
$$\text{Graduation Rate} = \frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{TX certificate of high school equivalency recipients} + \text{dropouts}}$$

Data for the Class of 2021 revealed the lowest graduation rates in recent years, for both At-Risk (72.5%) and Not-At-Risk (89.4%) students (Figure 2). While graduation rates decreased for both At-Risk and Not-At-Risk students, At-Risk students saw a much greater decline - dropping 6.9 percentage points (79.4% to 72.5%), compared with a 1.7 percentage point drop (91.1% to 89.4%) for those Not-At-Risk.

¹³ 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 2021 is the percentage of students who began ninth grade for the first time in 2017-18 and graduated by August 31, 2021.

Relatedly, the gap in graduation rates between At-Risk and Not-At-Risk students in 2021 was the widest it has been in recent history, with a difference of 16.9 percentage points (89.4% and 72.5%, respectively). In 2015, this gap had decreased to 7.6 percentage points. However, for every other of the last eight years, the gap in graduation rates has ranged from 11.7 percent (2020) to 16.9 percent (2021). The second-largest gap in recent years occurred in 2014, with a difference of 15.9 percentage points.

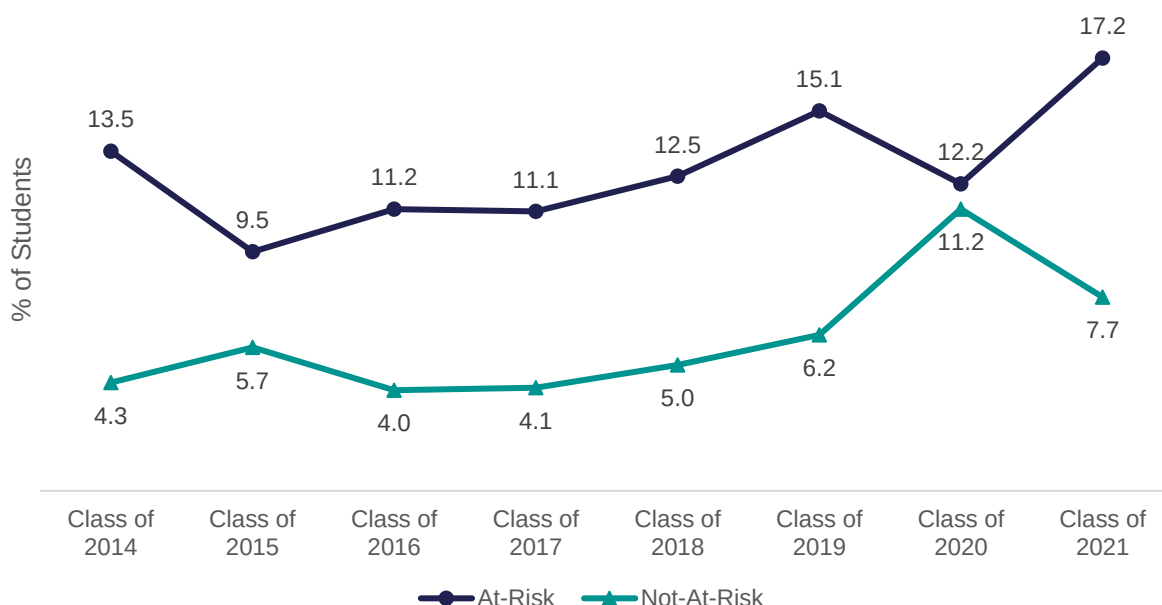
Figure 2: 2013-14 through 2020-21 Graduation Rates by Cohort and At-Risk Status



Source: TEA Completion, Graduation, and Dropout 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.

For the Class of 2021, there was a stark increase in the size of the gap between dropout rates for At-Risk versus Not-At-Risk students, from a 1.0 percentage point difference in 2020 to 9.5 in 2021 (Figure 3). Dropout rates for At-Risk students increased to an eight-year high of 17.2 percent, up from 12.2 percent in 2020. Conversely, dropout rates for Not-At-Risk students decreased in nearly equal proportion, going from 11.2 percent in 2020 to 7.7 percent in 2021. Despite this drop, the 2021 dropout rate for Not-At-Risk students is the second highest of the past eight years and shows a return to the general trend since 2016 of gradual increases year-over-year in dropout rates for Not-At-Risk students. Similarly, despite an apparent decrease in dropout rates among At-Risk students in 2020, the 2021 rate reveals a return to the overall trend of increasing rates of dropouts, since 2015.

Figure 3: 2013-14 through 2020-21 Dropout Rates by Cohort and At-Risk Status

Source: TEA Completion, Graduation, and Dropout 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 TEC (1995, amended 2013) and (b) rates of high school completion.

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. In addition, the COVID-19 pandemic has not only affected students directly, but has also had an impact on district operations, programming, testing, and data collection.

In response to the COVID-19 pandemic, Dallas ISD transitioned to at-home learning in March 2020, following Spring Break, and continuing through the end of the 2019-20 school year. The 2020-21 school year had a delayed start, with the first month consisting of at-home learning, followed by a choice of virtual or in-person instruction (both including synchronous and asynchronous learning opportunities). Starting with the 2020-21 school year, Dallas ISD has opted to administer the STAAR online. The 2021-22 school year has seen the return of nearly all students to on-campus learning.

- In 2020-21, the district received an SCE program allotment of \$213,339,646 from the state. The minimum direct cost requirement was 55 percent for the 2020-21 school year, or \$117,336,805. The district budgeted \$109,937,466 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$102,893,917.13.
- In school year 2021-22, a total of 96,322 Dallas ISD students (68.1%) were identified as At-Risk. The percentage of At-Risk students has been growing since 2018-19, when At-Risk students made up 62.9 percent of the district, after a four-year period of declines.
- Hispanic/Latino students are over-represented among At-Risk students compared to their proportion of the overall district student population. Similarly, EB students are over-represented among At-Risk students compared to their proportion of the overall district student population.
- The percentage of At-Risk, versus Not-At-Risk, students at Approaches+ was lower on all but one of the STAAR 3-8 and STAAR EOC tests, revealing the performance gaps between the two groups. The exception was grade 3 Math, where the percentage of At-Risk students at Approaches+ was four percentage points higher than that of Not-At-Risk students. The largest performance gaps between At-Risk and Not-At-Risk students appeared on English II and English I EOCs (37.1 and 36.8 percentage points, respectively), followed by Grade 8 Social Studies (32.8 percentage points). However, year-over-year comparisons with 2020-21 data show At-Risk students making positive gains across all grades and subjects, in the percentage performing at Approaches+. Regarding closing performance gaps, year-to-year comparisons show reductions in the size of the gap on 14 of the 20 STAAR/EOC tests.
- The Class of 2021 had the lowest graduation rates in recent years, for both At-Risk (72.5%) and Not-At-Risk (89.4%) students. Despite graduation rates falling for both groups, the gap between these groups, at 16.9 percentage points, was the widest it has been in the past eight years.
- Similarly, the gap between dropout rates for At-Risk versus Not-At-Risk students, for the Class of 2021, also reached an eight-year high, with a 9.5 percentage point difference. Data reflects a return to the general trajectory seen in the few years prior to what appears as skewed 2020 data, with rising dropout rates across both groups.

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 over \$213 million, oversight would help to ensure that funds are used efficiently and effectively. With up to approximately \$96 million available in 2020-21 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 mitigate achievement and completion disparities between At-Risk and Not-At-Risk students. Utilize the full SCE amount allocated, on programs and services for Dallas ISD's At-Risk students. According to Dallas ISD budget data for 2020-21, the district spent less on SCE direct costs than the 55 percent minimum of the total allocation. The district should ensure that SCE funds are fully utilized on the compensatory, intensive, and accelerated instruction needed to stem poor academic outcomes for the district's most vulnerable students.

Evaluate the impact of alternative school calendars on At-Risk student outcomes. To help mitigate learning loss and further support students, the Dallas ISD Board of Trustees adopted three calendars (traditional, Intersession, and School Day Redesign) for the 2021-22 and 2022-23 school years. In 2021-22, forty-one campuses implemented the intersession school year calendar, five campuses implemented the school day redesign school year calendar, and the remaining campuses implemented the traditional school year calendar. Program evaluators should examine the impact of these initiatives on At-Risk student learning outcomes.

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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</i> .
2010	HB 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	HB 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.
2019	HB 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, 04/02/21.

Appendix B, Table 2: Program Intent Codes (PICs)

PIC 24	Accelerated Education
PIC 26	Alternative Education Program (AEP) Basic Services
PIC 28	Disciplinary Alternative Education Program (DAEP) Basic Services
PIC 30	Title I, Part A Schoolwide Activities Related to SCE Costs on Campuses with 40 Percent or More Educationally Disadvantaged Students (Title I, Part A SCE)
PIC 34	Compensatory PK

Source: Dallas ISD Chart of Accounts, 04/02/21.

Appendix B, Table 3: 2020-21 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: 2020-21 Summary of SCE Funding and Budget

Description	Amount
SCE 2020-21 Allocation Amount (Dallas ISD Received)	\$ 213,339,646.00
Required Direct Cost (At least 55% of the received amount)	\$ 117,336,805.00
PIC 24 - Accelerated Education	\$ 20,301,649.00
PIC 26 - AEP Basic Services	\$ 740,011.00
PIC 28 - DAEP Basic Services	\$ 3,448,047.00
PIC 30 - Title I, Part A SCE	\$ 68,628,684.00
PIC 34 - Compensatory PK	\$ 16,819,075.00
Total SCE Direct Cost Budget	\$ 109,937,466.00

Source: Dallas ISD Budget Services Department, June 2022 and TEA Foundation School Program (FSP) School District State Aid Reports¹⁴

Appendix B, Table 5: 2020-21 SCE Budget Allocations by PIC

PIC	Amount	%
30 - Title I, Part A SCE	\$ 68,628,684.00	62.4
24 - Accelerated Education	\$ 20,301,649.00	18.5
34 - Compensatory PK	\$ 16,819,075.00	15.3
28 - DAEP Basic Services	\$ 3,448,047.00	3.1
26 - AEP Basic Services	\$ 740,011.00	0.7

Source: Dallas ISD Budget Services Department, June 2022.

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

Appendix B, Table 6: 2020-21 SCE Expenditures by Major Function Code

Major Function Code	Expenditure	%
10 - Instruction & Related Services	\$ 77,020,256.19	74.9
30 - Support Services – Student	\$ 21,632,629.79	21.0
20 - Instructional & School Leadership	\$ 4,135,285.87	4.0
50 - Support Services – Non-Student Based	\$ 89,185.43	0.1
90 - Intergovernmental Charges	\$ 14,628.00	<0.1
60 - Ancillary Services	\$ 1,181.85	<0.1
40 - Administrative Support Services	\$ 750.00	<0.1

Source: Dallas ISD Budget Services Department, June 2022.

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

Appendix B, Table 7: 2020-21 SCE Expenditures by Object Code

Object Code	Expenditure	%
6100 - Payroll Costs	\$ 96,260,651.80	93.6
6300 - Supplies and Materials	\$ 4,487,800.81	4.4
6200 - Professional and Contracted Services	\$ 1,694,999.03	1.6
6400 - Other Operating Costs	\$ 450,465.49	0.4

Source: Dallas ISD Budget Services Department, June 2022.

¹⁴ <https://tealprod.tea.state.tx.us/fsp/Reports/ReportSelection.aspx>

Appendix B, Table 8: 2020-21 SCE Expenditures by PIC

PIC	Expenditure	%
30 - Title I, Part A SCE	\$ 63,321,223.91	61.5
34 - Compensatory PK	\$ 21,596,605.64	21.0
24 - Accelerated Education	\$ 14,170,030.48	13.8
28 - DAEP Basic Services	\$ 3,171,872.39	3.1
26 - AEP Basic Services	\$ 634,184.71	0.6

Source: Dallas ISD Budget Services Department, June 2022.

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

Appendix B, Table 9: 2020-21 SCE Expenditures by Major Function Code and Organization Type

Major Function Code	Campus	Central	Total
10 - Inst. & Inst.-Related Services	\$ 67,026,587.60	\$ 9,993,668.59	\$ 77,020,256.19
20 - Inst. & School Leadership	\$ 4,067,526.18	\$ 67,759.69	\$ 4,135,285.87
30 - Sup. Svcs.-Student	\$ 13,867,538.02	\$ 7,765,091.77	\$ 21,632,629.79
40 - Administrative Support Services	\$ 0.00	\$ 750.00	\$ 750.00
50 - Sup. Svcs.-Non-Student Based	\$ 1,654.82	\$ 87,530.61	\$ 89,185.43
60 - Ancillary Services	\$ 0.00	\$ 1,181.85	\$ 1,181.85
90 - Intergovernmental Charges	\$ 0.00	\$ 14,628.00	\$ 14,628.00
Total	\$ 84,963,306.62	\$ 17,930,610.51	\$ 102,893,917.13

Source: Dallas ISD Budget Services Department, June 2022.

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

Appendix B, Table 10: 2020-21 SCE Expenditures by Object Code and Organization Type

Object Code	Campus	Central	Total
6100 - Payroll Costs	\$ 84,127,115.64	\$ 12,133,536.16	\$ 96,260,651.80
6200 - Prof. & Contracted Services	\$ 4,339.99	\$ 1,690,659.04	\$ 1,694,999.03
6300 - Supplies & Materials	\$ 773,581.45	\$ 3,174,219.36	\$ 4,487,800.81
6400 - Other Operating Costs	\$ 58,269.54	\$ 392,195.95	\$ 450,465.49
Total	\$ 84,963,306.62	\$ 17,930,610.51	\$ 102,893,917.13

Source: Dallas ISD Budget Services Department, June 2022.

Note: Prof. = Professional.

Appendix B, Table 11: 2020-21 SCE Expenditures by PIC and Organization Type

PIC	Campus	Central	Total
24 - Accelerated Education	\$ 249,506.05	\$ 13,920,524.43	\$ 14,170,030.48
26 - AEP Basic Services	\$ 256,181.34	\$ 378,003.37	\$ 634,184.71
28 - DAEP Basic Services	\$ 3,157,244.39	\$ 14,628.00	\$ 3,171,872.39
30 - Title I, Part A SCE	\$ 59,737,633.77	\$ 3,583,590.14	\$ 63,321,223.91
34 - Compensatory PK	\$ 21,562,741.07	\$ 33,864.57	\$ 21,596,605.64
Total	\$ 84,963,306.62	\$ 17,930,610.51	\$ 102,893,917.13

Source: Dallas ISD Budget Services Department, June 2022.

Appendix B, Table 12: 2020-21 SCE Budget and Expenditures for Alternative Education

	Budget	Actuals
Alternative Education Programs		
Continuing Education	\$ 439,430.00	\$ 346,279.17
Maya Angelou High School	\$ 292,572.00	\$ 249,258.59
Multiple Career Center	\$ 7,987.00	\$ 6,922.75
Districtwide Student Initiatives	\$ 22.00	\$ 2,648.69
Excess Personnel	\$ 0.00	\$ 29,075.51
Total	\$ 740,011.00	\$ 634,184.71
Disciplinary Alternative Education Programs		
High School DAEP	\$ 1,800,776.00	\$ 1,620,628.79
Middle School DAEP	\$ 1,225,128.00	\$ 1,213,956.52
Elementary School DAEP	\$ 335,843.00	\$ 322,659.08
Student Engagement & Support	\$ 86,300.00	\$ 14,628.00
Total	\$ 3,448,047.00	\$ 3,171,872.39

Source: Dallas ISD Budget Services Department, June 2022.

Appendix B, Table 13: 2020-21 SCE Central Organizations Budget and Expenditures

Department	Budget	Actuals	Balance
Accelerated Education	\$ 17,223,933.00	\$ 11,803,215.81	\$ 5,420,717.19
Career Institute	\$ 3,013,916.00	\$ 2,874,691.44	\$ 139,224.56
Compensatory Prekindergarten	\$ 0.00	\$ 24,374.00	\$ (24,374.00)
Continuing Education	\$ 439,430.00	\$ 346,279.17	\$ 93,150.83
Districtwide Student Initiatives	\$ 3,421,006.00	\$ 2,782,555.10	\$ 638,450.90
Excess Personnel	\$ 0.00	\$ 84,866.99	\$ (84,866.99)
Student Engagement & Support	\$ 86,300.00	\$ 14,628.00	\$ 71,672.00
Total	\$ 24,184,585.00	\$ 17,930,610.51	\$ 6,253,974.49

Source: Dallas ISD Budget Services Department, June 2022.

Appendix B, Table 14: 2020-21 SCE Full-time Equivalents

Organization Type	Funded	Filled
Kindergarten-Grade 12 Staff	1080.18	940.20
Prekindergarten Staff	514.00	459.00
Central Staff	161.38	140.79
Total	1,755.56	1,539.99

Source: Dallas ISD Budget Services Department, June 2022.

Appendix B, Table 15: 2020-21 SCE Filled Positions by PIC and Organization Type

PIC	Campus	Central	Total
24 - Accelerated Education	3.20	95.38	98.58
26 - AEP Basic Services	3.00	1.00	4.00
28 - DAEP Basic Services	39.00	0.00	39.00
30 - Title I, Part A SCE	895.00	44.41	939.41
34 - Compensatory PK	459.00	0.00	459.00
Total	1,399.20	140.79	1,539.99

Source: Dallas ISD Budget Services Department, June 2022.

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: 2021-22 At-Risk Criteria

Row	Grades	State Criteria	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 <i>STAAR</i> , and; (2) On subsequent <i>STAAR</i> , students who perform at a level equal to 110% of the level of satisfactory on any subset of <i>STAAR</i> 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 <i>STAAR</i> or <i>STAAR-Alt</i> , 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 <i>TX-KEA</i> assessment.
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)

Row	Grades	State Criteria	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 (LEP), as defined by TEC Section 29.052.	Is EB (formerly LEP) 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.
15	All	Is enrolled in a district or a campus that is designated as a dropout recovery school under Education Code 39.0548.	Is enrolled in district dropout recovery school.

Source: Dallas ISD District Improvement Plan, 2021-22.

Note: An At-Risk student, for the 2021-22 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	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 non-disciplinary 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.
30	Title I, Part A Schoolwide Activities Related to State Compensatory Education 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 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 2021 Financial Accountability System Resource Guide.

Appendix F

Appendix F: 2020-21 to 2021-22 STAAR 3-8 and STAAR EOC Approaches+ Rates and Performance Gaps between At-Risk and Not-at-Risk Students

Subject	Grade	At-Risk			Not At-Risk			2020-21	2021-22	Gap Δ
		2020-21 %	2021-22 %	1 Year Δ	2020-21 %	2021-22 %	1 Year Δ	Gap %	Gap %	
Reading	3	58.2	63.3	5.1	62.9	70.2	7.3	-4.7	-6.9	-2.2
	4	55.8	60.6	4.8	58.6	84.0	25.4	-2.8	-23.4	-20.6
	5	68.8	72.0	3.2	83.9	88.4	4.5	-15.1	-16.4	-1.3
	6	45.6	54.8	9.2	82.5	82.3	-0.2	-36.9	-27.5	9.4
	7	53.4	65.5	12.1	84.0	88.7	4.7	-30.6	-23.2	7.4
	8	59.9	73.0	13.1	87.9	89.7	1.8	-28.0	-16.7	11.3
English I EOC		44.6	47.0	2.4	83.8	83.8	0.0	-39.2	-36.8	2.4
English II EOC		50.5	53.9	3.4	90.2	91.0	0.8	-39.7	-37.1	2.6
Math	3	59.2	67.9	8.7	54.8	63.5	8.7	4.4	4.4	0.0
	4	56.3	61.9	5.6	54.0	76.6	22.6	2.3	-14.7	-17.0
	5	65.2	72.1	6.9	78.7	83.0	4.3	-13.5	-10.9	2.6
	6	55.9	62.4	6.5	81.3	81.3	0.0	-25.4	-18.9	6.5
	7	44.8	53.2	8.4	71.1	79.3	8.2	-26.3	-26.1	0.2
	8	38.3	55.9	17.6	62.6	67.6	5.0	-24.3	-11.7	12.6
Algebra I EOC		60.9	63.8	2.9	83.0	86.6	3.6	-22.1	-22.8	-0.7
Science	5	47.7	55.2	7.5	70.7	76.5	5.8	-23.0	-21.3	1.7
	8	47.5	55.6	8.1	78.2	83.5	5.3	-30.7	-27.9	2.8
Biology EOC		66.8	72.0	5.2	92.1	93.4	1.3	-25.3	-21.4	3.9
Social Studies	8	35.6	44.0	8.4	69.7	76.8	7.1	-34.1	-32.8	1.3
US History EOC		77.5	80.4	2.9	96.9	97.9	1.0	-19.4	-17.5	1.9

Source: District STAAR files dated 07/12/21 and 06/27/22. STAAR EOC data files dated 07/29/21 and 06/27/22.

Note: Δ = Difference.