

2022-23

State Compensatory Education: Annual Evaluation

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2022-23

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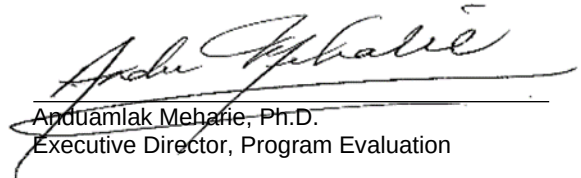
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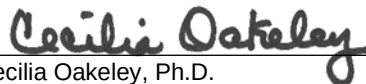
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2022-23

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DEPARTMENT OF EVALUATION AND ASSESSMENT

The purpose of this report is to comply with the TEC §29.081 evaluation requirement and examine the effectiveness of the State Compensatory Education (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 report includes (a) describing the At-Risk student population within Dallas Independent School District (ISD) and trends in At-Risk student identification, (b) examine SCE funding, allocation, and expenditures, and (c) assess the performance gap between At-Risk and Not-At-Risk students.

KEY FINDINGS

In 2021-22, the district received an SCE program allotment of \$196,882,552 from the state. The minimum direct cost requirement was 55 percent for the 2021-22 school year, or \$108,285,403.60. The district budgeted \$126,505,675 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$102,200,075.70. Key findings for 2022-23 included the following:



In school year 2022-23, a total of 94,237 Dallas ISD students (67.6%) were identified as At-Risk which is a slight decline from 2021-22.



Hispanic/Latino students are over-represented among At-Risk students compared to their proportion of the overall district student population. Similarly, Emergent Bilingual (EB) students are over-represented among At-Risk students compared to their proportion of the overall district student population.



The percentage of At-Risk students scoring at the Average or Above Growth Quintile on the Northwest Evaluation Association (NWEA) *Measures of Academic Progress (MAP)* varied by grade level and test language. While At-Risk students overall performed lower than Not-At-Risk students on the English Reading and Mathematics assessments, At-Risk students outperformed Not-At-Risk students on the Spanish Reading assessment.



The percentage of At-Risk students at Approaches Grade Level or Above (Approaches+) was lower than the corresponding percentage of Not At-Risk students on all *State of Texas Assessment of Academic Readiness (STAAR)* and *STAAR End-of-Course (EOC)* tests. However, increases in the percentage of At-Risk students achieving the Approaches+ performance level were observed across most grade levels and subjects when comparing 2022-23 and 2021-22 performance results.



While the Class of 2022 At-Risk students had a slight increase in overall graduation rates, the rates are nine percentage points lower than the Class of 2015. The gap between Not-At-Risk and At-Risk students decreased five percentage points from 2021 to 2022.



Overall, dropout rates increased for At-Risk and Not-At-Risk students. For the Class of 2022, there was a two percentage point decrease in the size of the gap between dropout rates for At-Risk versus Not-At-Risk students from 2021 to 2022.

PROGRAM BACKGROUND

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 2021-22, the district received an SCE program allotment of \$196,882,552 from the state. The minimum direct cost requirement was 55 percent for the 2021-22 school year, or \$108,285,403.60. The district budgeted \$126,505,675 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$102,200,075.70. Dallas Independent School District (ISD) SCE program allocations, budget, and expenditures can be found in Appendix C.

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 D through F 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 §29.081.¹ 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*

¹ 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>

Assessments of Academic Readiness (STAAR) or STAAR End of Course (EOC) assessment required for graduation.

State and District Criteria for At-Risk Students

According to state criteria for the 2022-23 school year, “Student at-risk of dropping out of school” includes each student who is under 26 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years;²
2. Is in grades 7-12 and did not maintain an average equivalent to at least 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on an assessment instrument administered under TEC Chapter 39, Subchapter B, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a grade level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is in prekindergarten to grade 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;³
10. Is an Emergent Bilingual (EB) student, or student of limited English proficiency (LEP), as defined by TEC §29.052;⁴
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 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.

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

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

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

Limitations

The reader should note the following limitations of data presented in this report. 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”.⁵ Due to limitations in linking SCE funding to programs and services provided to individual students, the overall effectiveness of SCE funding is difficult to evaluate. Additionally, 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. These data serve as a reminder that SCE programs and services should consider 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.

EVALUATION QUESTIONS AND RESULTS

EQ1: What were the demographic characteristics of 2022-23 Dallas ISD At-Risk students?

Key findings from this section:



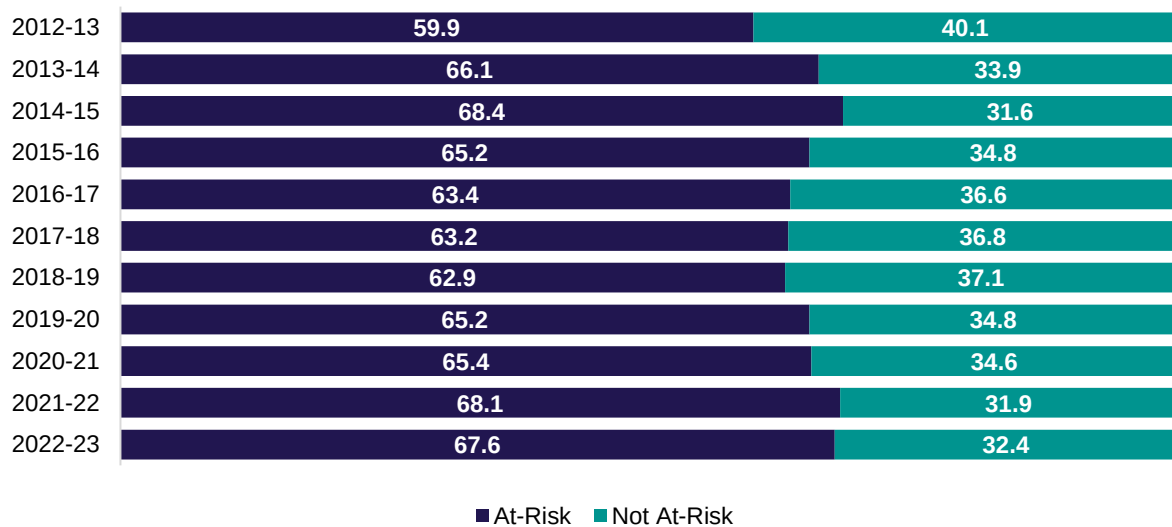
In school year 2022-23, a total of 94,237 Dallas ISD students (67.6%) were identified as At-Risk which is slightly less than those identified in 2021-22 (68.1%).



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.

In 2022-23, a total of **94,237** Dallas ISD students were identified as At-Risk, representing **67.6** percent of the district’s grades Early Childhood (EC) - 12 enrollment ($N = 139,357$). 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 next three-year period, from 2019-20 through 2021-22. In 2022-23, there was a **slight decline in the percentage of at-risk students from the previous school year** (Figure 1).

⁵ 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 C for detailed SCE budget allocations, funding, and expenditures.

Figure 1: 2012-13 through 2022-23 District Student Population by At-Risk Status

Source: TEA 2013 to 2023 TAPR reports. District At-Risk indicator data file, 06/20/23.

The largest percentages of At-Risk students were in grades 4 through 12, with approximately 71-80 percent of students in each of these grade levels designated At-Risk (Table 1).

Table 1: 2022-23 Student Enrollment by Grade

Grade	District	At-Risk	
	<i>N</i>	<i>n</i>	%
EC	651	220	33.8
PK	10,254	4,782	46.6
KN	9,867	4,847	49.1
1	10,660	5,520	51.8
2	10,341	5,444	52.6
3	9,950	5,447	54.7
4	9,902	7,046	71.2
5	9,921	7,679	77.4
6	9,070	7,283	80.3
7	9,438	7,266	77.0
8	9,875	7,606	77.0
9	12,042	9,669	80.3
10	10,810	8,643	80.0
11	7,795	5,838	74.9
12	8,781	6,947	79.1
Total	139,357	94,237	67.6

Source: District student data file, 5/12/23.

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

Hispanic/Latino students and EB students were over-represented among the At-Risk student group, compared to their proportions of the overall district student population (Table 2).

Table 2: 2022-23 Student Demographic Characteristics

	District (N = 139,357)		At-Risk (N = 94,237)	
	n	%	n	%
Gender				
Male	70,960	50.9	48,427	51.4
Female	68,388	49.1	45,810	48.6
Ethnicity				
Hispanic/Latino	99,233	71.2	77,681	82.4
African American	27,881	20.0	12,703	13.5
White	7,604	5.5	1,745	1.9
Other	4,639	3.3	2,108	2.2
Emergent Bilingual				
Non-EB	70,246	50.4	27,723	29.4
EB	69,111	49.6	66,514	70.6

Source: District student data file, 5/12/23.

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

The most common At-Risk indicators for Dallas ISD students in 2022-23 were EB designation, STAAR/EOC failure, retained in one or more grades, and two or more course failures (Table 3).⁶

Table 3: 2022-23 Students Reported as At-Risk by At-Risk Indicator

Description	n	Percent of At-Risk Students	Percent of All Students
Emergent Bilingual	68,596	72.8	49.2
Prior failure on state assessment (STAAR 3-8, STAAR EOC)	38,076	40.4	27.3
Retained in one or more grades	11,621	12.3	8.3
Two or more course failures in preceding/current school year (7-12)	7,481	7.9	5.4
Homeless	3,231	3.4	2.3
In custody of Texas Department of Family and Protective Services	146	0.2	0.1
Pregnant or parenting	59	0.1	0.0
Placement in Alternative Education Program	98	0.1	0.1
Resides in residential placement facility	24	0.0	0.0
Has been expelled in proceeding or current school year	*	*	*
Unsatisfactory performance on readiness assessment (PK-3)	*	*	*
Previously reported as a dropout	-	-	-
Is currently on parole, probation, or deferred prosecution	-	-	-
Has been incarcerated or has a parent/guardian who has been incarcerated	-	-	-
Participation in dropout recovery or adult education program	-	-	-

Source: Dallas ISD student data system, 06/20/23.

Note: The total number of students enrolled was 139,358 and the number with At-Risk indicators was 94,237.

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.⁷ The proportion of At-Risk students due to EB status varied from grade to grade (Table 4).

⁶ Note that data included duplicated counts, as students may meet more than one of the At-Risk criteria.

⁷ 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 E). The district is continuing efforts to improve documentation for identifying students as At-Risk according to all state criteria.

Table 4: 2022-23 Number and Percentage of At-Risk Students by Grade and EB Status

Grade	Non-EB		EB	
	<i>n</i>	%	<i>n</i>	%
EC	18	8.2	202	91.8
PK	247	5.1	4,600	94.9
KN	278	5.8	4,504	94.2
1	403	7.3	5,117	92.7
2	570	10.5	4,874	89.5
3	529	9.7	4,918	90.3
4	2,024	28.7	5,022	71.3
5	2,488	32.4	5,191	67.6
6	2,468	33.9	4,815	66.1
7	2,597	35.7	4,669	64.3
8	2,617	34.4	4,989	65.6
9	3,787	39.2	5,882	60.8
10	3,687	42.7	4,956	57.3
11	2,627	45.0	3,211	55.0
12	3,383	48.7	3,564	51.3
Total	27,723	29.4	66,514	70.6

Source: District student data file, 5/12/23.

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

EQ2: What programs and services were funded by the SCE Program?

2021-22 SCE Funding

In 2021-22, the district received an SCE program allotment of \$196,882,552 from the state. The minimum direct cost requirement was 55 percent for the 2021-22 school year, or \$108,285,403.60. The district budgeted \$126,505,675 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$102,200,075.70. Dallas ISD State Compensatory Education program budget funding, allocations, and expenditures are displayed in Appendix C.

District Improvement Plan

The 2022-23 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. Most 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 12 to 87 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 all plans, focusing on content areas in greatest need of improvement. While many 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 student academic 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.

EQ3: What were the academic performance outcomes, graduation rates, and dropout rates of At-Risk and Not At-Risk students?

Key findings from this section:



The percentage of At-Risk students scoring at the Average or Above Growth Quintile on the Northwest Evaluation Association (NWEA) *Measures of Academic Progress (MAP)* varied by grade level and test language. While At-Risk students overall performed lower than Not-At-Risk students on the English Reading and Mathematics assessments, At-Risk students outperformed Not-At-Risk students on the Spanish Reading assessment.



The percentage of At-Risk students at Approaches Grade Level or Above (Approaches+) was lower than the corresponding percentage of Not At-Risk students on all *STAAR* and *STAAR EOC* tests. The largest performance gaps between At-Risk and Not-At-Risk students appeared on English II and English I *EOCs*, followed by Grade 8 Social Studies.



Increases in the percentage of At-Risk students achieving the Approaches+ performance level were observed across most grade levels and subjects when comparing 2022-23 and 2021-22 performance results. The percentage of At-Risk students performing at Approaches+ decreased from 21-22 on Reading Grades 3, 5, and 7, Mathematics Grade 7, and Science Grade 5. Regarding closing performance gaps, year-to-year comparisons show reductions in the size of the gap on 11 of the 20 *STAAR/EOC* tests.



The Class of 2022 had the lowest graduation rates in recent years for Not-At-Risk (87.1%) students and a slight increase in graduation rates for At-Risk (75.2%) students. The gap between Not At-Risk and At-Risk students has decreased from 16.9 percentage points in 2021 to 11.9 percentage points in 2022.



For the Class of 2022, there was a slight decrease in the size of the gap between dropout rates for At-Risk versus Not-At-Risk students, from a 9.5 percentage point difference in 2021 to 7.3 in 2022.

Student formative and summative academic performance, graduation and dropout data were obtained from district *MAP* and *STAAR* data files and TEA's 2021-22 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.

MAP

In 2023, 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 31 to 49 percent of At-Risk students for EOY Reading–English and 55 to 66 percent for EOY Reading–Spanish. In all grade levels, a smaller percentage of At-Risk students obtained the Average or Above Growth Quintile for Reading–English when compared with Not At-Risk students, revealing a performance gap between the two

groups. 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 Grade 4 (44 percentage points).

Performance on the Reading – Spanish revealed that the achievement gap between At-Risk and Not At-Risk no longer existed. In all grade levels, a greater percentage of At-Risk students obtained the Average or Above Growth Quintile for Reading–Spanish when compared with Not At-Risk students. For EOY Reading–Spanish performance at the Average or Above Growth Quintile, At-Risk Kindergarten students outperformed Not At-Risk Kindergarten students by 13 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 25 to 69 percent. In Kindergarten through 5th grade, a larger proportion (between 3 to 32 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 8 demonstrating the largest performance gap (28 percentage points).

Table 5: 2022-23 MAP End-of-Year Average or Above Growth Quintile Rates and Performance Gaps

Exam Results and Performance Data					
Grade	At-Risk		Not At-Risk		Diff. %
	<i>n</i>	%	<i>n</i>	%	
Reading (English)					
K	165	49.4	2,331	56.3	-6.9
1	277	35.8	2,131	47.8	-12.0
2	364	40.2	2,252	52.7	-12.5
3	384	41.2	2,330	58.6	-17.4
4	780	33.8	1,919	77.9	-44.1
5	1,083	38.5	1,531	80.5	-42.0
6	2,268	34.8	1,141	72.7	-37.8
7	1,870	30.5	1,326	70.8	-40.3
8	1,957	30.8	1,376	71.7	-40.9
9	2,341	35.6	1,232	70.4	-34.8
Reading (Spanish)					
K	2,150	55.4	160	42.9	12.5
1	2,659	60.6	134	48.7	11.9
2	2,264	55.7	154	52.0	3.6
3	2,261	64.7	98	54.7	9.9
4	2,109	65.7	89	58.2	7.5
5	1,865	60.5	78	54.2	6.4
Mathematics					
K	203	51.7	108	48.6	3.0
1	75	46.6	52	34.2	12.4
2	127	46.7	30	26.3	20.4
3	543	68.8	52	36.9	31.9
4	808	64.9	40	54.8	10.1
5	854	58.1	24	40.7	17.4
6	127	32.7	31	43.1	-10.3
7	181	30.5	76	53.9	-23.4
8	148	25.2	75	53.6	-28.4
9	276	26.7	85	39.5	-12.8

Source: District EOY MAP data file, 06/25/23.

Note: Diff. = Difference between student groups.

STAAR

In 2023, 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 all *STAAR 3-8* and *STAAR EOC* tests, revealing performance gaps between the two groups. The largest performance gaps between At-Risk and Not-At-Risk students were on English II *EOC* (35.1 percentage points), Grade 8 Social Studies (33.6 percentage points), followed by English I *EOC* (32.0 percentage points).

In comparing 2022-23 *STAAR 3-8* and *STAAR EOC* performance with 2021-22 *STAAR 3-8* and *STAAR EOC* performance, data show increases in the percentage of At-Risk students achieving the Approaches+ performance level, across most grade levels and subjects. Approaches+ achievement rates were higher in 21-22 on *STAAR 3-8* Reading grades 3, 5, and 7, Mathematics grade 7, and science grade 5.

The largest increases in the percentage of At-Risk students achieving the Approaches+ performance level were found on Grades 7 and 8 Mathematics (12.3 and 14.6 percentage points, respectively). When comparing performance gaps between At-Risk and Not-at-Risk students in 2022-23 to performance gaps found in 2021-22 data show the performance gaps between the two groups closing on 10 of the 20 *STAAR 3-8* and *STAAR EOC* tests. The largest reductions in performance gaps were found on the US History *EOC* (9.8 percentage points), Biology *EOC* (7.7 percentage points), Grade 6 Reading (6.3), followed by Grade 8 Science (5.3). Conversely, performance gaps widened for 10 out of the 20 *STAAR 3-8* and *STAAR EOC* tests. The widest gaps were in Grade 4 Mathematics and Grade 5 Science (4.8 percentage points and 5.6 percentage points, respectively).

Appendix G contains the 2022-23 to 2021-22 comparison data for *STAAR 3-8* and *STAAR EOC* assessments, by grade level and subject.

Table 6: 2022-23 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	3,390	62.8	3,223	72.6	-9.8
	4	4,291	61.2	2,465	88.0	-26.8
	5	5,438	71.2	1,981	89.9	-18.7
	6	4,731	65.5	1,510	86.7	-21.2
	7	4,700	65.4	1,866	88.4	-23.0
	8	5,357	73.2	1,869	90.3	-17.1
English I EOC		7,904	57.3	1,919	89.3	-32.0
English II EOC		7,227	59.8	2,050	94.9	-35.1
Mathematics	3	3,703	68.5	3,063	68.8	-0.4
	4	4,494	64.2	2,322	82.5	-18.3
	5	5,883	76.9	1,946	88.1	-11.2
	6	5,037	69.8	1,516	86.1	-16.4
	7	760	40.9	221	66.0	-25.0
	8	6,935	70.5	2,124	82.9	-12.4
Algebra I EOC		8,522	71.4	2,176	92.6	-21.1
Science	5	3,986	52.1	1,745	79.0	-26.9
	8	4,785	61.0	1,921	83.7	-22.6
Biology EOC		8,761	82.3	1,924	96.0	-13.7
Social Studies	8	3,444	46.1	1,756	79.7	-33.6
US History EOC		7,279	91.1	1,922	98.9	-7.7

Source: District STAAR and STAAR EOC data files, 8/12/23.

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 accountability⁸.

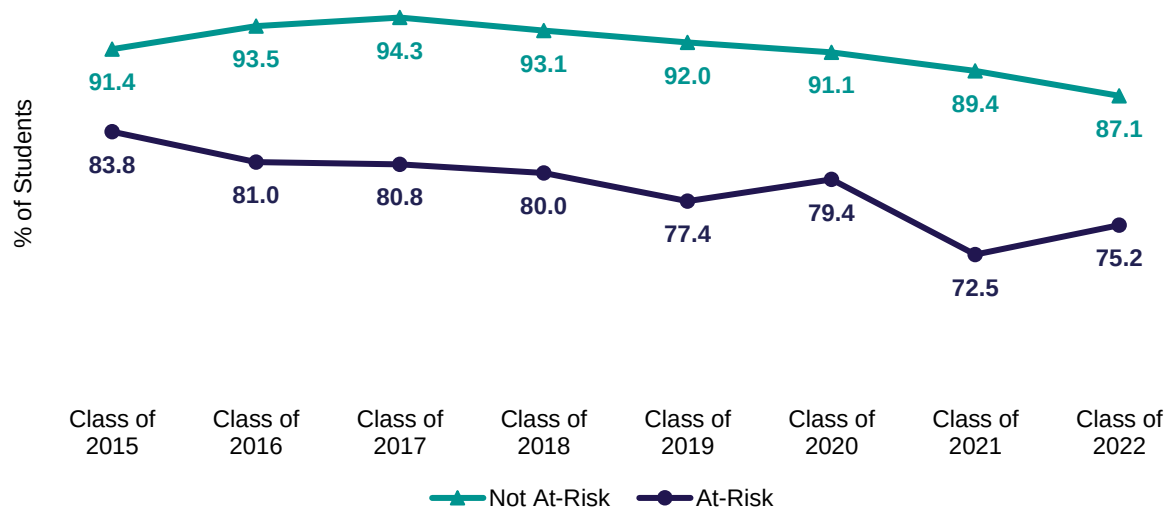
$$\text{Graduation Rate} = \frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{TX certificate of high school equivalency recipients} + \text{dropouts}}$$

Data for the Class of 2022 revealed the lowest graduation rates in recent years for Not At-Risk students (87.1%) and a slight increase in graduation rates for At-Risk students (75.2%; Figure 2). At-Risk students saw an increase in graduation rates, increasing 2.7 percentage points (72.5% to 75.2%), compared with a 2.3 percentage point drop (89.4% to 87.1%) for those Not-At-Risk.

The gap in graduation rates between At-Risk and Not At-Risk students in 2022 was 11.9 percentage points (75.2% and 87.1%, respectively). The gap has decreased from 2021 where there was a 16.9 percentage point difference between At-Risk and Not At-Risk students. For the prior eight years, the gap in graduation rates has ranged from 7.6 percent (2015) to 16.9 percent (2021). The second-largest gap in recent years occurred in 2019, with a difference of 14.6 percentage points.

⁸ 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 2022 is the percentage of students who began ninth grade for the first time in 2018-19 and graduated by August 31, 2022.

Figure 2: 2014-15 through 2021-22 Graduation Rates by Cohort and At-Risk Status

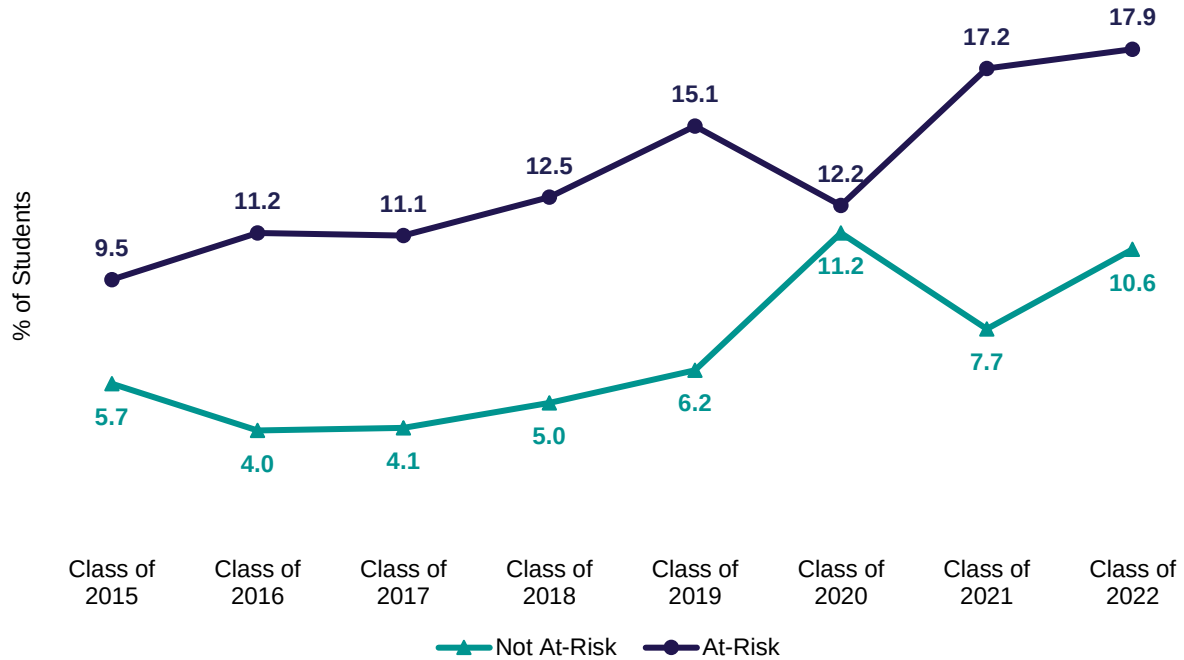


Source: TEA Completion, Graduation, and Dropout data.

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 2022, there was a slight decrease in the size of the gap between dropout rates for At-Risk versus Not At-Risk students, from a 9.5 percentage point difference in 2021 to 7.3 in 2022 (Figure 3). Dropout rates for At-Risk students increased to an eight-year high of 17.9 percent, up from 17.2 percent in 2021. Dropout rates for Not At-Risk students also increased, going from 7.7 percent in 2021 to 10.6 percent in 2022. The 2022 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. Despite an apparent decrease in dropout rates among At-Risk students in 2020, the 2022 rate reveals a return to the overall trend of increasing rates of dropouts since 2015.

Figure 3: 2014-15 through 2021-22 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.

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APPENDICES

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Appendix A

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

Appendix B

Appendix B: 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 B (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 C

Appendix C: 2022-23 Methodology and Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metrics	Aggregation
1	Student Demographics	Student Information System	5/12/23	Rates of students by gender, ethnicity, at-risk indicators, emergent bilingual	District, grade
	TAPR	TEA	06/20/23	At-Risk Percent	District
2	Budget	Budget Services Department, Special Revenues Department	06/30/22	Allocations, Expenditures	District
	District Improvement Plan	Plan4Learning	05/22/23	Needs Assessment, Goals	District
	Campus Improvement Plans	Plan4Learning	05/22/23	Needs Assessment, Goals	None
3	MAP Reading & Mathematics	Student Enrollment, NWEA	06/25/23	CGP, Achievement Quintiles	District, campus, grade
	STAAR Reading, Mathematics, Science and Social Studies	Student Enrollment, TEA	08/12/23 (STAAR 3-8), 08/12/23 (STAAR EOC)	Approaches, Meets & Masters	District, campus, grade
	Graduation & Dropout	Student Enrollment, TEA	06/12/23	Annual graduation rates, annual dropout rates	District, Graduating Class

Note: TAPR – Texas Academic Performance Report. TEA – Texas Education Agency. DIP – District Improvement Plan. CIP – Campus Improvement Plan. MAP - Measures of Academic Progress. STAAR - State of Texas Assessments of Academic Readiness.

Appendix D

Appendix D, 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, 06/30/22.

Appendix D, 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, 06/30/22.

Appendix D, Table 3: 2021-22 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, 06/30/22.

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

Appendix D, Table 4: 2021-22 Summary of SCE Funding and Budget

Description	Amount (\$)
SCE 2020-21 Allocation Amount (Dallas ISD Received)	196,882,552.00
Required Direct Cost (At least 55% of the received amount)	108,285,403.60
PIC 24 - Accelerated Education	27,565,668.00
PIC 26 - AEP Basic Services	732,643.00
PIC 28 - DAEP Basic Services	3,670,240.00
PIC 30 - Title I, Part A SCE	77,668,869.00
PIC 34 - Compensatory PK	16,868,255.00
Total SCE Direct Cost Budget	126,505,675.00

Source: Dallas ISD Budget Services Department, 06/30/22 and TEA Foundation School Program (FSP) School District State Aid Reports⁹

Appendix D, Table 5: 2021-22 SCE Budget Allocations by PIC

PIC	Amount (\$)	%
30 - Title I, Part A SCE	77,668,869.00	61.4
24 - Accelerated Education	27,565,668.00	21.8
34 - Compensatory PK	16,868,255.00	13.3
28 - DAEP Basic Services	3,670,240.00	2.9
26 - AEP Basic Services	732,643.00	0.6

Source: Dallas ISD Budget Services Department, 06/30/22.

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

Appendix D, Table 6: 2021-22 SCE Expenditures by Major Function Code

Major Function Code	Expenditure (\$)	%
10 - Instruction & Related Services	77,867,237.02	76.2
30 - Support Services – Student	20,767,416.71	20.3
20 - Instructional & School Leadership	3,481,079.78	3.4
50 - Support Services – Non-Student Based	62,898.68	<0.1
90 - Intergovernmental Charges	9,726.00	<0.1
60 - Ancillary Services	11,190.81	<0.1
40 - Administrative Support Services	526.66	<0.1

Source: Dallas ISD Budget Services Department, 06/30/22.

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

Appendix D, Table 7: 2021-22 SCE Expenditures by Object Code

Object Code	Expenditure (\$)	%
6100 - Payroll Costs	94,189,229.00	92.2
6300 - Supplies and Materials	3,682,750.50	3.6
6200 - Professional and Contracted Services	3,200,382.25	3.1
6400 - Other Operating Costs	1,127,713.91	1.1

Source: Dallas ISD Budget Services Department, 06/30/22.

⁹ <https://tealprod.tea.state.tx.us/fsp/Reports/ReportSelection.aspx>

Appendix D, Table 8: 2021-22 SCE Expenditures by PIC

PIC	Expenditure (\$)	%
30 - Title I, Part A SCE	63,949,353.28	62.6
34 - Compensatory PK	15,068,212.63	14.7
24 - Accelerated Education	19,211,179.53	18.8
28 - DAEP Basic Services	3,279,548.27	3.2
26 - AEP Basic Services	691,781.95	0.7

Source: Dallas ISD Budget Services Department, 06/30/22.

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

Appendix D, Table 9: 2021-22 SCE Expenditures by Major Function Code and Organization Type

Major Function Code	Campus (\$)	Central (\$)	Total (\$)
10 - Inst. & Inst.-Related Services	64,860,933.93	13,006,303.09	77,867,237.02
20 - Inst. & School Leadership	3,436,186.89	44,892.89	3,481,079.78
30 - Sup. Svcs.-Student	13,767,407.54	7,000,009.17	20,767,416.71
40 - Administrative Support Services	0.00	526.66	526.66
50 - Sup. Svcs.-Non-Student Based	127.59	62,771.09	62,898.68
60 - Ancillary Services	0.00	11,190.81	11,190.81
90 - Intergovernmental Charges	0.00	9,762.00	9,762.00
Total	82,064,655.95	20,135,419.71	102,200,075.70

Source: Dallas ISD Budget Services Department, 06/30/22.

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

Appendix D, Table 10: 2021-22 SCE Expenditures by Object Code and Organization Type

Object Code	Campus (\$)	Central (\$)	Total (\$)
6100 - Payroll Costs	81,163,537.30	13,025,691.70	94,189,229.00
6200 - Prof. & Contracted Services	2,237.31	3,198,144.94	3,200,382.25
6300 - Supplies & Materials	840,273.72	2,842,476.78	3,682,750.50
6400 - Other Operating Costs	58,607.62	1,069,106.29	1,127,713.91
Total	82,064,655.95	20,135,419.71	102,200,075.70

Source: Dallas ISD Budget Services Department, 06/30/22.

Note: Prof. = Professional.

Appendix D, Table 11: 2021-22 SCE Expenditures by PIC and Organization Type

PIC	Campus (\$)	Central (\$)	Total (\$)
24 - Accelerated Education	291,206.84	18,919,972.69	19,211,179.53
26 - AEP Basic Services	234,473.75	457,308.20	691,781.95
28 - DAEP Basic Services	3,269,822.27	9,726.00	3,279,548.27
30 - Title I, Part A SCE	63,214,607.89	734,745.39	63,949,353.28
34 - Compensatory PK	15,054,545.20	13,667.43	15,068,212.63
Total	82,064,655.95	20,135,419.71	102,200,075.70

Source: Dallas ISD Budget Services Department, 06/30/22.

Appendix D, Table 12: 2021-22 SCE Budget and Expenditures for Alternative Education

	Budget (\$)	Actuals (\$)
Alternative Education Programs		
Continuing Education	462,865.00	457,308.20
Maya Angelou High School	266,778.00	232,143.85
Multiple Career Center	3,000.00	2,329.90
Districtwide Student Initiatives	0.00	0.00
Excess Personnel	0.00	0.00
Total	732,643.00	691,781.95
Disciplinary Alternative Education Programs		
High School DAEP	1,364,474.00	1,238,845.39
Middle School DAEP	1,884,227.00	1,713,873.20
Elementary School DAEP	349,739.00	317,103.68
Student Engagement & Support	71,800.00	9,726.00
Total	3,670,240.00	3,279,548.00

Source: Dallas ISD Budget Services Department, 06/30/22.

Appendix D, Table 13: 2021-22 SCE Central Organizations Budget and Expenditures

Department	Budget (\$)	Actuals (\$)	Balance (\$)
Accelerated Education	28,481,543.00	20,135,419.71	5,708,865.48
Career Institute	6,064,559.00	4,980,252.06	1,084,306.94
Compensatory Prekindergarten	0.00	17,406.47	-17,406.47
Continuing Education	462,865.00	457,308.20	5,556.80
Districtwide Student Initiatives	3,214,015.00	2,577,870.55	636,144.45
Excess Personnel	0.00	97,281.50	-97,281.50
Student Engagement & Support	71,800.00	9,726.00	49,240.00
Total	38,294,782.00	28,275,264.49	7,369,425.70

Source: Dallas ISD Budget Services Department, 06/30/22.

Appendix D, Table 14: 2021-22 SCE Full-time Equivalents

Organization Type	Funded	Filled
Kindergarten-Grade 12 Staff	1,473.64	1,280.68
Prekindergarten Staff	517.00	468.00
Central Staff	196.38	166.88
Total	2,187.02	1,915.56

Source: Dallas ISD Budget Services Department, 06/30/22.

Appendix D, Table 15: 2021-22 SCE Filled Positions by PIC and Organization Type

PIC	Campus	Central	Total
24 - Accelerated Education	3.68	96.88	100.56
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	845.00	68.00	913.00
34 - Compensatory PK	468.00	1.00	469.00
Total	1,358.68	166.88	1,525.56

Source: Dallas ISD Budget Services Department, 06/30/22.

Appendix E

Appendix E: 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 F

Appendix F: 2022-23 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 F (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, 2022-23.

Note: An At-Risk student, for the 2022-23 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 G

Appendix G: 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 2022 Financial Accountability System Resource Guide.

Appendix H

Appendix H: 2021-22 to 2022-23 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			2021-22	2022-23	Gap Δ
		2021-22 %	2022-23 %	1 Year Δ	2021-22 %	2022-23 %	1 Year Δ	Gap %	Gap %	
Reading	3	63.3	62.8	0.5	70.2	72.6	-2.4	-6.9	-9.8	2.9
	4	60.6	61.2	-0.6	84.0	88.0	-4.0	-23.4	-26.8	3.4
	5	72.0	71.2	0.8	88.4	89.9	-1.5	-16.4	-18.7	2.3
	6	54.8	65.5	-10.7	82.3	86.7	-4.4	-27.5	-21.2	-6.3
	7	65.5	65.4	0.1	88.7	88.4	0.3	-23.2	-23.0	-0.2
	8	73.0	73.2	-0.2	89.7	90.3	-0.6	-16.7	-17.1	0.4
English I EOC		47.0	57.3	-10.3	83.8	89.3	-5.5	-36.8	-32.0	-4.8
English II EOC		53.9	59.8	-5.9	91.0	94.9	-3.9	-37.1	-35.1	-2.0
Math	3	67.9	68.5	-0.6	63.5	68.8	-5.3	4.4	-0.4	4.8
	4	61.9	64.2	-2.3	76.6	82.5	-5.9	-14.7	-18.3	3.6
	5	72.1	76.9	-4.8	83.0	88.1	-5.1	-10.9	-11.2	0.3
	6	62.4	69.8	-7.4	81.3	86.1	-4.8	-18.9	-16.4	-2.5
	7	53.2	40.9	12.3	79.3	66.0	13.3	-26.1	-25.0	-1.1
	8	55.9	70.5	-14.6	67.6	82.9	-15.3	-11.7	-12.4	0.7
Algebra I EOC		63.8	71.4	-7.6	86.6	92.6	-6.0	-22.8	-21.1	-1.7
Science	5	55.2	52.1	3.1	76.5	79.0	-2.5	-21.3	-26.9	5.6
	8	55.6	61.0	-5.4	83.5	83.7	-0.2	-27.9	-22.6	-5.3
Biology EOC		72.0	82.3	-10.3	93.4	96.0	-2.6	-21.4	-13.7	-7.7
Social Studies	8	44.0	46.1	-2.1	76.8	79.7	-2.9	-32.8	-33.6	0.8
US History EOC		80.4	91.1	-10.7	97.9	98.9	-1.0	-17.5	-7.7	-9.8

Source: District STAAR files dated 8/9/22 and 8/12/23. STAAR EOC data files dated 8/9/22 and 8/12/23.

Note: Δ = Difference.