

2024-25 Compensatory Education Public Meeting

February 10, 2026



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

Purpose of Compensatory Education Allotment

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



Compensatory Education Program Goal

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



Use of funds is Supplemental

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



2024-25 Allocation to CFISD

- \$103,238,747 allocation
- \$56,781,310 (55%) required to be spent on SCE eligible strategies
- \$63,868,020 (61.8%) total CFISD SCE-related expenditures



CFISD 2023-24 Student Population

- 117,658 Total
- 53.6% At-risk
- 58.9% Economically disadvantaged



What qualifies a student to be at-risk?

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



What qualifies a student to be at-risk?

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



What qualifies a student to be at-risk?



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

Program Strategies

- Supplemental support services for language arts, math, and science
- Staffing and benefits
- Vietnamese itinerant teachers
- ALC-E, ALC-W, Brautigam non-Administrative staff



High School Completion Rates/Findings

Class of 2024

Class	District	State	Diff	High School Completion					
				CFISD At Risk	CFISD Non-At Risk	Diff	State At Risk	State Non-At Risk	Diff
Class of 2024	93.7	90.7	3.0	87.3	97.5	-10	86.9	94.0	-7
Class	District	State	Diff	High School Completion					
				CFISD Eco Dis	CFISD Non-Eco Dis	Diff	State Eco Dis	State Non-Eco Dis	Diff
Class of 2024	93.7	90.7	3.0	91.8	96.0	-4	88.2	94.0	-6

Source: <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout/four-year-graduation-and-dropout-data-class-of-2024>

Student Achievement Results/Findings 2024-25 School Year

Content	District	State	Diff	Approaches Grade Level or Above					
				CFISD At Risk	CFISD Non-At Risk	Diff	State At Risk	State Non-At Risk	Diff
ELA	82	76	6	71	97	-26	62	93	-31
Math	76	72	4	63	92	-29	58	88	-30
Science	84	78	6	76	97	-21	66	91	-25
Social Studies	82	77	5	70	95	-25	65	91	-26
Content	District	State	Diff	Approaches Grade Level or Above					
				CFISD Eco Dis	CFISD Non-Eco Dis	Diff	State Eco Dis	State Non-Eco Dis	Diff
ELA	82	76	6	75	91	-16	68	88	-20
Math	76	72	4	67	88	-21	64	84	-20
Science	84	78	6	77	93	-16	71	88	-17
Social Studies	82	77	5	74	91	-17	70	86	-16

Source: https://rptsvr1.tea.texas.gov/perfreport/tpers/tpers_srch.html

Conclusions/Recommendations



Recommendation 1: Conduct campus and district level needs assessments

Recommendation 2: Identify eligible students

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

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

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