

MEMORANDUM

May 26, 2026

TO: Cheryl Hughes Johnson, Ed.D.
Interim Executive Director, Accountability, Compliance, Enrollment, & Reporting

FROM: Georgia Graham, Ph.D.
Director, Evaluation, Monitoring, and Compliance

SUBJECT: **STATE COMPENSATORY EDUCATION REPORT, 2024–2025**

The State Compensatory Education report for the 2024–2025 school year is attached. Section 29.081 of the Texas Education Code (TEC § 29.081) outlines the State Compensatory Education Program (SCE), which is designed to reduce dropout rates and improve academic performance for students at risk of dropping out of school. SCE serves as a funding source to supplement instructional services and provide academic support to students who meet the state-established at-risk criteria. This report identifies the characteristics of HISD’s student population and evaluates the effectiveness of instructional programs in reducing disparities in STAAR 3–8 and STAAR EOC performance between at-risk and non-at-risk students.

Key findings include:

- Of the 176,731 students who attended HISD during the 2024–2025 academic year, 119,577 students (67.7%) were identified as at-risk according to SCE criteria. This number represented a 2.7 percentage-point increase in at-risk student count from the prior year.
- A total of \$111.7M in funds was allocated to SCE programs for the 2024–2025 school year.

Student Performance

- Districtwide, during the 2025 STAAR 3–8 administration, a higher percentage of at-risk students met or exceeded grade-level standards at grades four and five in math and at grade five in reading compared to 2024. Despite these achievements, performance gaps between at-risk and non-at-risk students remained: -37.1 percentage points in math, -51.6 percentage points in reading, -44.5 percentage points in science, and -41.9 percentage points in social studies.
- In the spring 2025 STAAR EOC, at-risk student performance at Meets or above increased in all subjects compared to 2024. However, performance gaps favoring non-at-risk students remained large: -48.3 percentage points in Algebra I, -42.4 percentage points in Biology, -60.3 percentage points in English I, -49.3 percentage points in English II, and -27.2 percentage points in U.S. History.

Accelerated Learning (HB1416)

- African American students had the highest identification rate among student groups, with 40.0 percent identified for AL, followed by Hispanic students at 37.4 percent.

- More than half of students receiving Special Education services, 56.6 percent required AL, along with At-Risk students, 51.0 percent and Emergent Bilingual students, 48.2 percent.
- Most students assigned 15- or 30-hour accelerated learning plans met or exceeded their required hours, with higher completion rates among students assigned 15 hours than those assigned 30 hours.
- AL students showed strong year-over-year growth between Spring 2024 and Spring 2025 on STAAR 3–8, with the percentage of students at Approaches increasing by 16.4 percentage points (pp) in Mathematics and 13.9 pp in Reading/Language Arts. At the Meets+ level, both subjects improved by roughly eight pp.
- End-of-Course (EOC) results reflected similar progress, including English I (+31.8 pp Approaches; +18.5 pp Meets+), Algebra I (+21.0 pp Approaches; +21.3 pp Meets+), and Biology (+13.7 pp Approaches; +23.0 pp Meets+).

Dropout and Graduation Rates

- Students who retested across multiple administrations continued to make gains, with Biology improving by six pp at Approaches and U.S. History increasing by 24 pp at Meets+ by Spring 2025.
- The at-risk student graduation rate rose from 80% in 2020 to 86.4% in 2024. For the class of 2024, 91.9% of non-at-risk and 86.4% of at-risk students graduated within four years. Both groups have shown gains since 2020, with the gap narrowing over the same period.

We welcome your feedback; please share it via the following link: [ACER Evaluations](#). Should you have further questions, please contact Dr. Georgia Graham in Accountability, Compliance, Enrollment, and Reporting at (713) 556-6700. Further distribution of this report is at your discretion.

_____GG

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STATE COMPENSATORY EDUCATION REPORT, 2024–2025

TED D. SERRANT, PH.D., TAMMI S MITCHELL, PH.D., & GEORGIA GRAHAM, PH.D.

Accountability, Compliance, Enrollment, and Reporting (ACER)

Houston Independent School District

Introduction

Program Description

The State Compensatory Education (SCE) program is designed to reduce dropout rates and improve the academic performance of students identified as at risk of dropping out. SCE is a funding source for supplemental instructional services and provides academic support to students who meet the state-established at-risk criteria. Funds allocated under SCE law are to be used for programs and services that eliminate disparities in performance on assessments administered under the Texas Education Code, Chapter 39, Subchapter B. Furthermore, programs funded by SCE should aim to reduce disparities in high school completion rates between students at risk of dropping out and all other students. For SCE funds to be allocated to a campus, the campus must not only meet the state criteria for the percentage of students at risk for school dropout, but also have the services provided to students described in the district and/or its campus improvement plan.

As mandated by law, SCE programs and/or services are designed to supplement the regular education programs that districts offer to students, and the funds must provide additional support for at-risk students. Supplemental costs include program and student evaluation costs; supplemental instructional materials, equipment, and other supplies required for supplemental quality instruction; supplemental staff expenses; salary for teachers of at-risk students; smaller class sizes; and individualized instruction (Section 29.081 of the Texas Education Code [TEC §29.081], Subchapter C: Compensatory Education Programs).

Purpose of the Evaluation Report

The purpose of this report is to document HISD's compliance with the TEC §29.081 evaluation requirement of SCE-funded programs. Specifically, the report (1) documents gaps in student outcomes on summative assessments and (2) examines disparities in high school completion rates between at-risk and non-at-risk students.

To accomplish these requirements, the report identifies the characteristics of HISD's student population, evaluates performance on the STAAR and STAAR EOC, and assesses disparities in high school completion rates between students at risk of dropping out and all other district students. Differences in graduation rates between at-risk and non-at-risk students have been reported for the past five years, allowing progress in reducing the disparity in passing rates to be assessed.

State and District Criteria for Identification of At-Risk Students

The state lists 15 distinct criteria for at-risk identification in TEC §29.081. Additionally, the HISD Board of Trustees identified one additional criterion for at-risk identification, as permitted by TEC §29.081(g). A complete list of criteria for both state and district is provided in Appendix A (page 16).

Methodology

Data Collection

HISD student demographic information was downloaded from On Data Suite on August 08, 2025. Only ADA-eligible students (that is, students counted toward membership because they are served at least two hours per day) were included in this report's calculations. Data on students' performance on the 2024–2025 STAAR 3–8 and STAAR EOC assessments were extracted from the HISD SIS Ad hoc Data Warehouse and downloaded using Cognos, along with student-at-risk status indicators.

Data Analysis

Analysis 1: Demographic Characteristics: The Fall 2024 PEIMS snapshot captured student demographics, programs, characteristics, and grade levels for ADA-eligible students. Descriptive statistics were used to illustrate differences between at-risk and non-at-risk populations.

Analysis 2: STAAR Performance Grades 3–8: The 2025 STAAR 3–8 results from ETS-Cambium student data files, which may differ from previously reported results, were used to capture the outcome gap in at-risk and non-at-risk student populations. English and Spanish language results were combined, and the STAAR Alternate 2 tests were excluded from the calculation. Student outcomes were examined using the Meets Grade Level standard, as specified by local policy.

Analysis 3: STAAR EOC Performance: STAAR EOC results from ETS-Cambium student data files, which may differ from previously reported results, were used to illustrate the performance gap between at-risk and non-at-risk student populations. Results are shown for all students tested in the spring 2025 administration. In contrast, only re-tester results are used in the summer 2025 administration, since most first-time testers take the spring assessment. Student outcomes are also reported at the Meets Grade Level standard. For students who did not meet grade-level standards on the Spring 2024 STAAR Accelerated instruction was provided. The impact of Accelerated Learning (AL) was evaluated using Spring 2025 STAAR results, comparing performance before and after instruction, between AL and non-AL students

Analysis 4: Graduation and Dropout Rates: The high school completion rate is calculated for five graduating cohorts. Each cohort consists of students identified as first-time ninth graders beginning in the 2016–2017 academic year and tracked longitudinally over 4 years for this report. Students specified in Section 39.053 of the Texas Education Code (TEC §39.053, g-2 to g-4) are excluded from this cohort. At the end of the fourth year, each member of a cohort is given one of the following statuses: (i) graduated, (ii) received a Texas Certificate of High School Equivalency (TxCHSE), (iii) continued in a Texas public high school in the fall following the completion year of interest, or (iv) dropped out. This cohort count serves as the denominator for graduation and dropout rates.

The completion rate is a lagging indicator because data are available for reporting one year after the previous academic year. Thus, completion information is available only for the classes of 2020, 2021, 2022, 2023, and 2024. Preliminary dropout data were provided in the Annual Dropout Summary Report from the TEA. The at-risk rates for middle and high schools were calculated by dividing the number of students in grade 7 to grade 8 who dropped out during the school year by the total number of at-risk students in grade 7 to grade 8. The numerator and denominator used above were subtracted from all student counts, with the remainder representing the not-at-risk dropout numbers. These values were then calculated into the non-at-risk dropout rates using the same methodology above. A similar approach was taken for grades 9-to-12.

Results

Most compensatory education funding during the 2024–2025 school year supported Title I schoolwide activities that provided comprehensive academic and supplemental services for at-risk students across campuses (**Table 1**). Additional investments supported accelerated academic interventions and Disciplinary Alternative Education Program (DAEP) services aligned with state law requirements for dropout prevention and student support. Prekindergarten compensatory expenditures were not separately reported within the funding categories reviewed.

Table 1. HISD State Compensatory Education Funds Allocation by Program, 2024–2025

Program Name	Amount
Accelerated Education	\$2,184,797
Disciplinary Alternative Education Program - DAEP Basic Services	\$9,297,848
Title I, Part A Schoolwide Activities	\$100,181,331
Prekindergarten – Compensatory Education	N/A
Total	\$111,663,976

Data source: SCE Budget, 2024–2025, Budget and Financial Planning Department, downloaded 6/4/2025

Result 1: Demographic Characteristics

Table 2. Districtwide Not At-Risk and At-Risk Student Distribution, 2024–2025

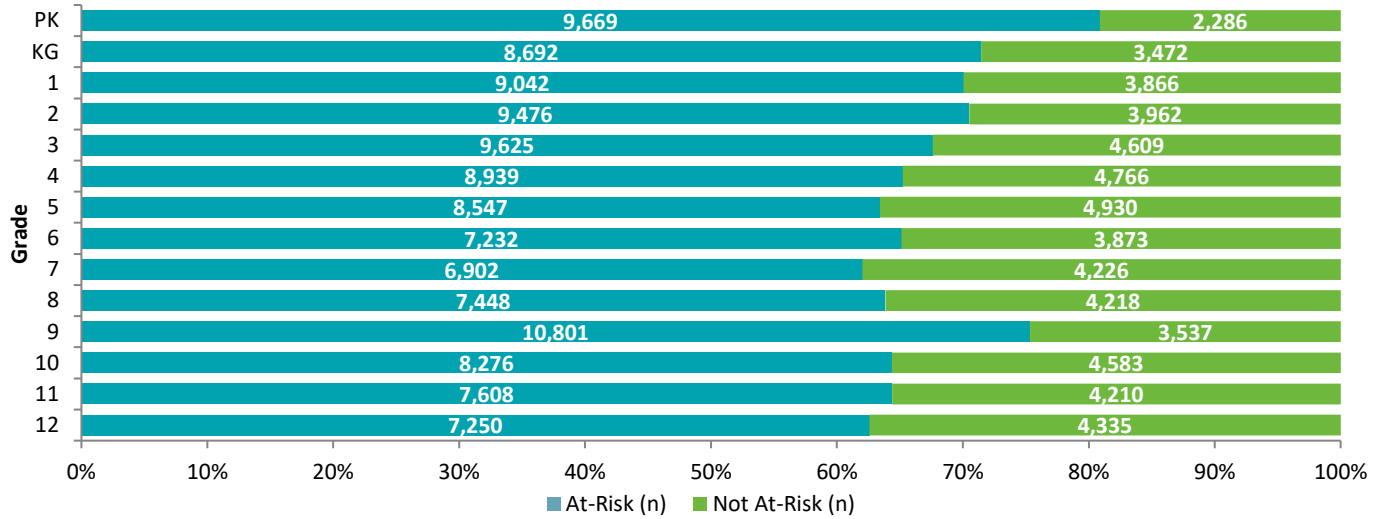
- A breakdown of student at-risk indicators by demographics showed that Houston ISD had 176,731 students enrolled during the 2024–2025 school year, with 119,577 (67.7%) identified as at-risk.
- Economically disadvantaged, Hispanic, male, and student with disabilities populations each had higher percentages of at-risk students when compared to their non-at-risk peers within those student populations.
- All EB students are identified as at-risk. According to TEC §29.052, 100 percent of EB students should be coded as at-risk (Appendix A, p. 16).

Demographic Characteristic	Total N	Not At-Risk			At-Risk		
		<i>n</i>	% of Row Total	% of Not At-Risk	<i>n</i>	% of Row Total	% of At-Risk
Total	176,731	57,154	32.3	100.0	119,577	67.7	100.0
Gender							
Female	87,142	29,474	33.8	51.6	57,668	66.2	48.2
Male	89,589	27,680	30.9	48.4	61,909	69.1	51.8
Ethnicity							
White	17,445	11,000	63.1	19.2	6,445	36.9	5.4
African American	36,859	14,985	40.7	26.2	21,874	59.3	18.3
Hispanic	109,181	23,930	21.9	41.9	85,251	78.1	71.3
Asian/Pacific Islander	9,185	4,815	52.4	8.4	4,370	47.6	3.7
American Indian	278	109	39.2	0.2	169	60.8	0.1
Two or More	3,783	2,315	61.2	4.1	1,468	38.8	1.2
Economically Disadvantaged Status							
Not Economically Disadvantaged	39,292	24,562	62.5	43.0	14,730	37.5	12.3
Economically Disadvantaged	137,439	32,592	23.7	57.0	104,847	76.3	87.7
Emergent Bilingual Status							
Not Emergent Bilingual	107,583	57,154	53.1	100.0	50,429	46.9	42.2
Emergent Bilingual	69,148	0	0.0	0.0	69,148	100.0	57.8
Students with Disabilities Status							
Students without Disabilities	156,243	52,635	33.7	92.1	103,608	66.3	86.6
Students with Disabilities	20,488	4,519	22.1	7.9	15,969	77.9	13.4

Source: PEIMS, 2024–2025; downloaded on 08/08/2025

Figure 1. Districtwide At-Risk and Not-At-Risk Student Counts by Grade, 2024–2025

- Excluding pre-kindergarten students (where criteria for being identified as at-risk overlap with free pre-kindergarten TEA eligibility criteria), at-risk populations represent between 62 percent and 75 percent of the student population across grade levels.
- Ninth grade had the highest number of at-risk students (10,801).



Data source: PEIMS 2024–2025 fall snapshot.

Table 3: Students Reported as At-Risk by At-Risk Indicator, 2024–2025

- The values in Table 2 represent the automated binary flagging system in PEIMS, while the values in Table 3 are self-disclosed indicators in PowerSchool, the district’s student information system.
- While 57.8% of at-risk students were identified as emergent bilinguals in Table 2, 56.8% were identified in Table 3. This slight difference reflects variations in the methodologies and data sources used to determine at-risk status.
- The most frequent reasons for at-risk identification were emergent bilingual status, unsatisfactory assessment performance, and lack of progress in foundation curriculum (56.8%, 31.2%, and 27.5%, respectively).
- About 42.6 percent of students labeled as at-risk were missing underlying reasons for their status.

Description	N	% of At-Risk	% of All
Unsatisfactory assessment test	37,271	31.2	21.1
Underlying cause not specified in PEIMS	50,931	42.6	28.8
Lack of progress in the foundation curriculum	32,908	27.5	18.6
Student is of limited English proficiency (EB/EL)	67,897	56.8	38.4
Retained in one or more grades	17,252	14.4	9.8
Homeless	6,222	5.2	3.5
Unsatisfactory performance on the readiness test	32,638	27.3	18.5
Has been/is in an Alternative Education Program (AEP)	1,887	1.6	1.1
Previously reported as a dropout	762	0.6	0.4
Was/is in a residential placement facility	282	0.2	0.2
Pregnant or parenting	97	0.1	0.1
Was/is in custody of the Texas Department of Family and Protective Services (DFPS)	161	0.1	0.1
Is currently on parole, probation, or deferred prosecution	45	0.0	0.0
Student, parent, or guardian has been incarcerated	175	0.1	0.1

Data source: PEIMS 2024–2025 fall snapshot

Supplementally Funded Services and Programs

Per district policy [EHBC \(LEGAL\)](#), SCE instruction includes alternative programs and schools, student services, and extended-day/extended-year programs. Programs and services descriptions are provided, and eligibility requirements are included in the District’s State Compensatory Education Programs and Services Guide, which shall be updated annually.

- The services guide was distributed for the 2024–2025 school year.

Result 2: STAAR Performance Grades 3–8

Table 4. presents the performance gaps between at-risk and non-at-risk students who performed at the Meets+ Grade Level standard on the 2025 STAAR 3–8 assessments.

- Across all STAAR 3–8 subjects and grade levels, at-risk students consistently demonstrated lower Meets+ Grade Level performance rates than their non-at-risk peers.
- In mathematics, performance gaps ranged from -33.1 percentage points in Grade 3 to -48.1 points in Grade 6, with an overall districtwide gap of -37.1 percentage points.
- Reading showed the largest and most consistent disparities, with gaps exceeding 51.6 percentage points across all grades and peaking at 55.7 percentage points in Grade 7.
- Science results varied by grade level, with a gap in Grade 5 science of 38.4 percentage points compared to a much larger gap in Grade 8 science (52.6 percentage points).
- In eighth-grade social studies, 51.9% of non-at-risk students met the Meets+ standard compared to 10.0% of at-risk students, reflecting a 41.9 percentage-point performance gap.

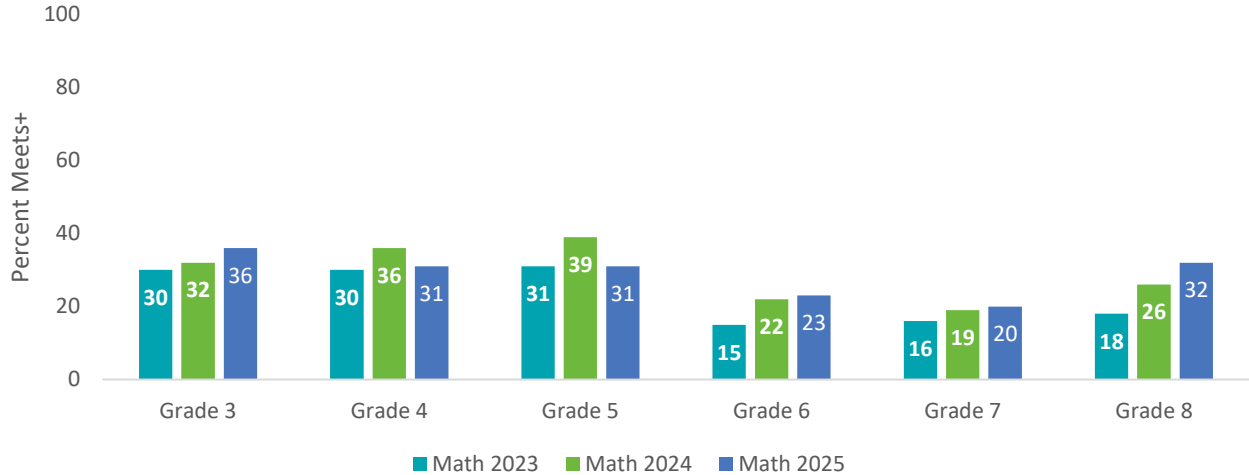
Subject	Grade	Not At-Risk		At-Risk		% pt. Diff.
		N	%	N	%	
Math	3	3,103	68.7	3,285	35.6	-33.1
	4	3,183	69.5	2,684	31.0	-38.5
	5	3,502	73.9	2,609	31.4	-42.5
	6	2,559	71.0	1,578	22.9	-48.1
	7	2,051	62.2	1,290	20.2	-42.0
	8	1,906	72.6	2,199	32.0	-40.6
	Total	16,304	69.8	13,645	29.4	-40.4
Reading	3	3,467	77.0	2,598	28.2	-48.8
	4	3,758	82.4	2,889	33.4	-49.0
	5	4,050	85.4	3,205	38.6	-46.8
	6	3,222	87.0	2,204	31.8	-55.2
	7	3,405	84.8	1,949	29.1	-55.7
	8	3,497	88.7	2,467	33.4	-55.3
	Total	21,399	84.0	15,312	32.4	-51.6
Science	5	2,293	48.5	842	10.1	-38.4
	8	2,985	76.9	1,794	24.3	-52.6
	Total	5,278	61.3	2,636	16.8	-44.5
Social Studies	8	2,044	51.9	732	10.0	-41.9

Data source: TEA-ETS-Cambium STAAR Student Data Files, 5/26/2025, First Administration. English & Spanish combined. First-time testers and retesters exclude STAAR Alt 2. Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports.

Note: Diff. = Difference between student groups.

Figure 2. STAAR 3–8 Math Meets+ Performance Rates for At-Risk Students, 2023–2025

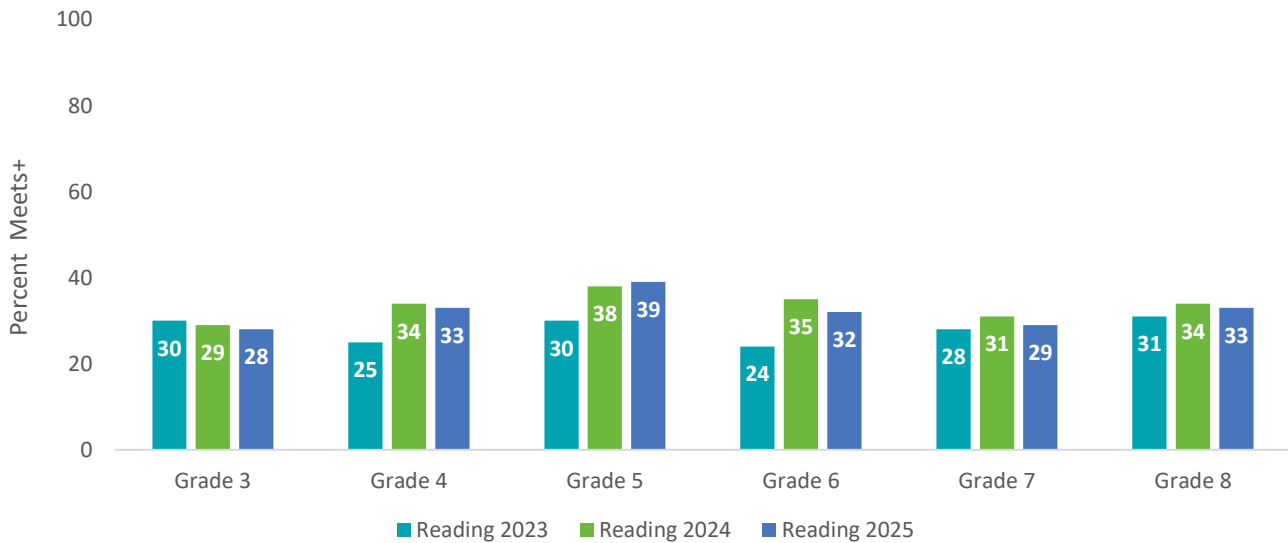
- From 2023 to 2025, math performance improved at the third, sixth, seventh, and eighth grades for at-risk students, with the strongest gains in third, sixth, and eighth grades.
- Grade 8 had a 14 percentage-point increase. Grade 3 saw a 6 percentage-point increase, followed by Grade 6 with an eight percentage-point increase. Grades 7 also improved by 4 percentage points.



Source: SIS Ad hoc Cognos download, Spring 2025, downloaded on 05/28/2026—English & Spanish combined. Excludes STAAR Alt 2
 Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports.

Figure 3. STAAR 3–8 Reading Meets+ Performance Rates for At-Risk Students, 2023–2025

- The STAAR 3–8 reading data from 2023 to 2025 shows overall improvement, while Grade 3 was the only one to decline, dropping by 2 points.
- Grades 4–6 made the biggest gains of 8 and 9 percentage points. Grades 7 and 8 saw smaller improvements. Performance at Grades 4, 6, and 7 fluctuated.
- Notwithstanding, the general trend indicates positive progress in reading achievement between 2023 and 2025.



Source: SIS Ad hoc Cognos download, Spring 2025, downloaded on 05/28/2026—English & Spanish combined. Excludes STAAR Alt 2.
 Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports.

Result 3: STAAR EOC Performance

The STAAR End-of-Course assessment is administered three times a year, and most first-time testers take the assessment in the spring. Summer and fall administrations are primarily offered as retesting opportunities. **Table 4** examines the performance gaps between all at-risk and non-at-risk first-time testers and re-testers, as well as their combined scores at or above the "Meets Grade Level" standard on the spring administration. **Table 5** focuses on re-tester performance for the summer administrations since these are among the targeted groups for compensatory education.

Table 5. STAAR EOC All Testers’ Meets+ Rates and Performance Gaps, Spring 2025

- Double-digit performance gaps were seen for each subject in the spring administration.
- When looking at all students tested in spring 2025, the largest performance gaps are for the English I (-60.3%) and II (-49.3%) EOC assessments, and the lowest for U.S. History (-27.2%).

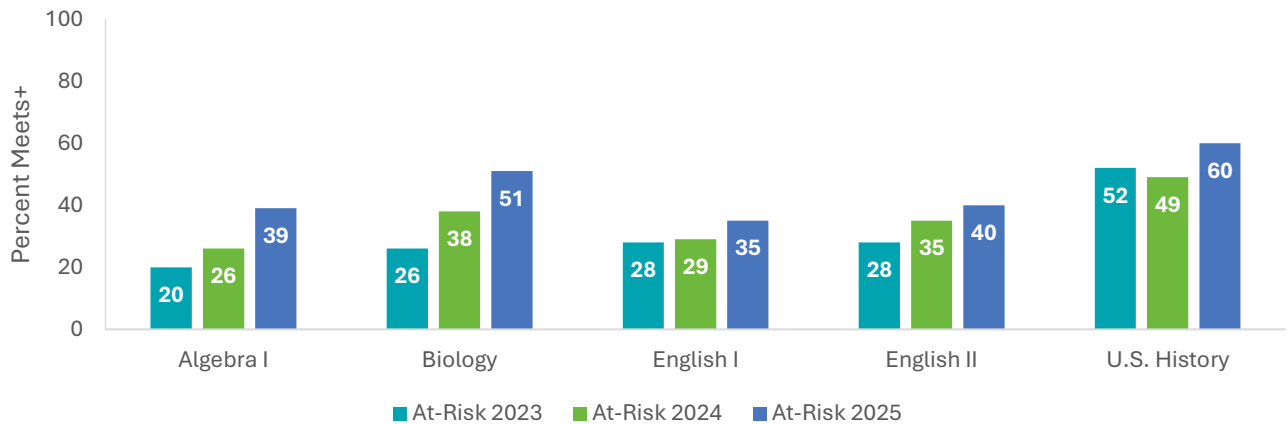
	Not At-Risk		At-Risk		
	N	%	N	%	
Algebra I	2,827	87.0	3,877	38.7	-48.3
Biology	2,555	93.8	3,925	51.4	-42.4
English I	2,542	95.0	4,231	34.7	-60.3
English II	2,999	89.7	4,507	40.4	-49.3
U.S. History	2,550	87.5	5,365	60.3	-27.2

Source: TEA-ETS-Cambium STAAR Student Data Files, Spring 2025, downloaded on 05/28/2026. Includes first-time testers and re-testers.

Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports.

Figure 4. STAAR EOC Meets+ Performance Rates for At-Risk Students, 2023–2025

- All five subjects had increases in the percentage of at-risk students performing at Meet+ in 2025 compared to 2023.
- The largest increase was in Biology (+25). Algebra I (+19) and English II (+12) also showed notable increases.



Data source: TEA-ETS-Cambium STAAR Student Data Files, Summer Administration. Includes first-time testers and re-testers.

Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports.

Table 6. STAAR EOC Re-testers Meets+ Rates and Performance Gaps, Summer, 2025

- Nearly all Summer 2025 STAAR EOC retesters were identified as at-risk students; therefore, performance gap analysis relative to not-at-risk students was not possible due to the small numbers of not-at-risk retesters.
- Most retesters took English I and English II exams, and the percentage of Summer at-risk retesters who performed at the Meets+ Grade Level standard ranged from 5.5 percentage points (Algebra 1) to 13.2 percentage points (U.S. History).

Subject	Total Tested (N)	Not-At-Risk		At-Risk		% pt. Diff.
		Meets+ (n)	%	Meets+ (n)	%	
Algebra I	1,465	*	-	81	5.5	5.5
Biology	417	0	-	26	6.2	6.2
English I	2,783	*	-	183	6.6	6.6
English II	2,083	0	-	123	5.9	5.9
U.S. History	356	0	-	47	13.2	13.2

Data source: TEA-ETS-Cambium STAAR Student Data Files, Third Administration. Excludes first-time testers.

Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports. Diff.= Difference between student groups. * Masked due to small numbers. Not at-risk students failed one foundation course and would not have been flagged as at-risk

Table 7. STAAR EOC Retesters Meets+ Rates and Performance Gaps, Fall 2025

- A higher percentage of at-risk student retesters compared to their not-at-risk peers performed at the Meets Grade Level standard on all five 2025 Fall EOC assessments.
- The widest performance gaps were in Biology (11+ percentage points) and English II (10+ percentage points) in favor of at-risk students.

Subject	Total Tested (N)	NotAt-Risk		At-Risk		% pt. Diff.
		Meets+ (n)	%	Meets+ (n)	%	
Algebra I	2,228	*	4.0	196	9.1	5.1
Biology	731	*	0.0	80	11.3	11.3
English I	3,971	8	6.2	383	9.8	3.6
English II	3,287	*	6.3	532	16.4	10.1
U.S. History	374	*	20.0	94	25.8	5.8

Data Source: TEA-ETS-Cambium STAAR Student Data Files, Third Administration. Excludes first-time testers.

Note: The data presented reflects the most recently updated files. Therefore, they may differ from previous reports.

Note: Diff.= Difference between student groups. * Masked due to small numbers; Not at-risk students failed one foundation course and would not have been flagged as at-risk.

Result 4: Accelerated Instruction (AL)

This section examines the implementation and effectiveness of HB 1416 Supplemental Accelerated Instruction established by House Bill (HB) 4545 of the 87th Legislature and updated by House Bill (HB) 1416 (effective June 9, 2023) During the 2024–2025 school year, accelerated instruction was provided to students who did not meet grade-level standards on the Spring 2024 State of Texas Assessments of Academic Readiness (STAAR). AL student retesters’ performance during 2024–2025 across STAAR subjects for Grades 3–8 and high school EOC assessments is summarized in **Table 9**. Subjects were combined into Reading/Language Arts, Mathematics, Science, and Social Studies categories. **Figure 5** shows AL tutoring hours for 2024–2025. Al vs non-AL performance is compared for STAAR 3–8 (**Figure 6**) and STAAR EOC (**Figure 7**).

Table 8. Demographic Profile of AL-Eligible Students, 2024–2025

- African American students had the highest proportion identified for AL (40.0%), followed by Hispanic students (37.4%).
- Over 50% of students receiving Special Education services require AL (56.6%), 51% of at-Risk students, and 48.2% of Emergent Bilingual students required AL (also see **Appendix B, Tables B1–B2, p. 17**).

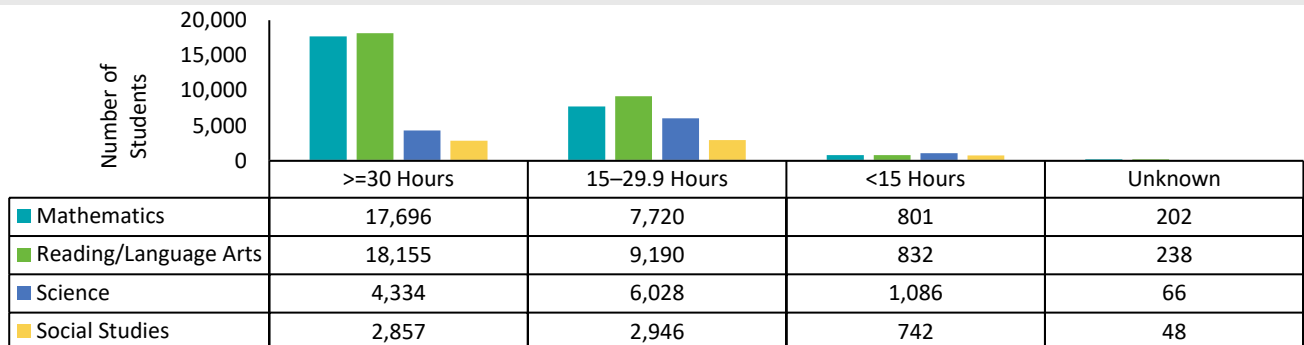
Gender	Total Students	N AL Students	% AL Students
Female	62,235	20,303	32.6
Male	63,679	22,832	35.9
Ethnicity			
African American	25,752	10,313	40.0
Asian	6,413	988	15.4
Hispanic	77,886	29,125	37.4
White	12,934	2,157	16.7
Characteristics			
At Risk (Any)	82,628	42,144	51.0
Economic Disadvantage	96,317	38,095	39.6
Emergent Bilingual	45,328	21,857	48.2
Gifted and Talented	22,055	893	4.0
Special Education	15,368	8,705	56.6

Source: 2024–2025 HB 1416 Eligible Students, Intervention Department, as of 08/13/2025; 2024–2025 Fall PEIMS snapshot.

Note: Demographics are based on students matched to the PEIMS Fall 2024 Snapshot. A total of 203 AL students (0.5%) were unmatched and excluded from percentages.

Figure 5. Hours of Accelerated Learning Instruction (AL) Students Received by STAAR Subject, 2024–2025

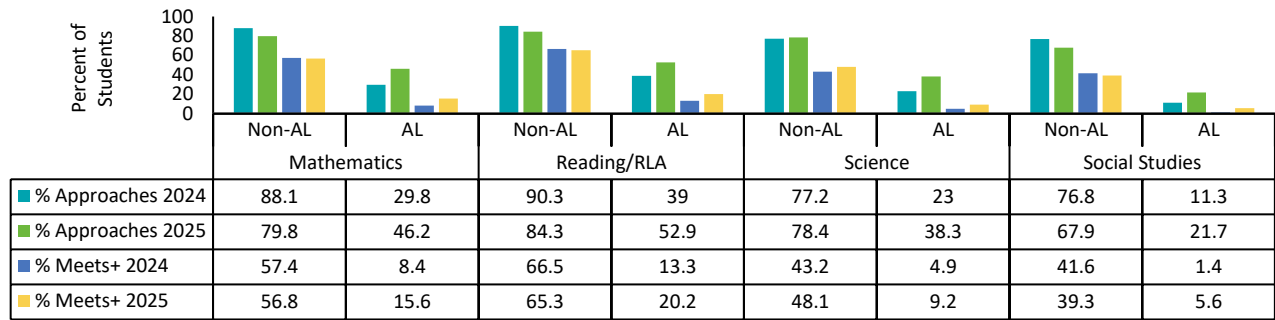
- Most students earmarked for Accelerated Learning received at least 30 hours of related instruction in reading/language arts and mathematics.
- Most students tutored in science or social studies received 15–29.9 hours of AL instruction.



Data sources: 2024–2025 PEIMS PUA & NES submission, Intervention Department, as of 08/13/2025. Note: Students are to receive either 15 or 30 hours of Accelerated Learning instruction. Compliance rates are based only on students with valid records of AL hours. Unknown hours are reported separately and excluded from the calculation because completion status cannot be confirmed.

Figure 6. STAAR 3–8 AL vs. Non-AL Student Performance, Spring 2024 and Spring 2025

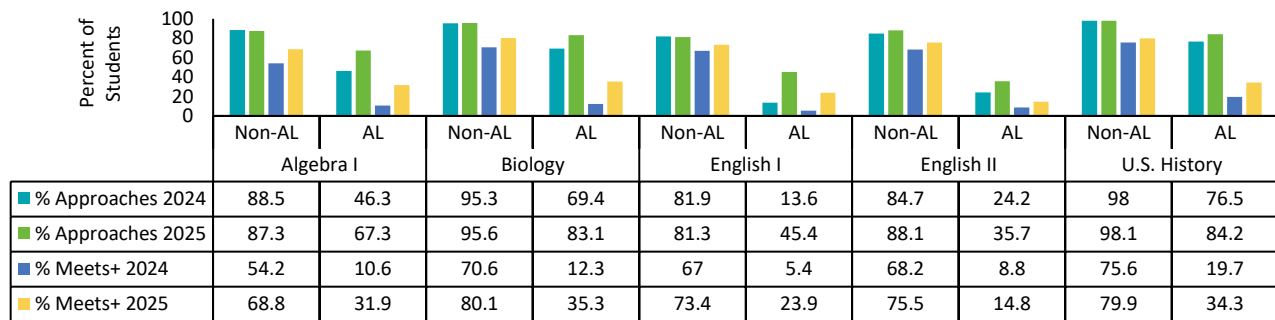
- Students receiving accelerated learning support improved across all STAAR 3–8 subjects from Spring 2024 to 2025, with the largest gains in Mathematics (+16.4 pp) and Reading/Language Arts (+13.9 pp) at Approaches.
- The performance gap between AL and non-AL students narrowed in every subject, although non-AL students continued to score higher overall.
- Science and Social Studies remained the lowest-performing areas for AL students despite year-over-year progress.



Source: 2024–2025 HB 1416 Eligible Students, Intervention Department, as of 08/13/2025; 2023–2024 Cognos STAAR Grades 3–8 data, 07/29/2024; 2024–2025 TIDE Secure File STAAR Grades 3–8 data, 07/22/25

Figure 7. STAAR EOC AL vs. Non-AL Student Performance, Spring 2024 and Spring 2025

- High school students receiving accelerated learning support showed strong improvement across all EOC subjects between Spring 2024 and 2025.
- The largest gains were seen in English I (+31.8 pp at Approaches, +18.5 pp at Meets+) and Algebra I (+21.0 pp at Approaches, +21.3 pp at Meets+).
- English II recorded smaller but meaningful gains (+11.5 pp at Approaches, +6.0 pp at Meets+).



Source: 2024–2025 HB 1416 Eligible Students, Intervention Department, as of 08/13/2025; 2024–2025 TIDE Secure File STAAR EOC data, 07/22/25

Table 8. STAAR EOC AL Student Retester Performance, Summer 2024 to Spring 2025

- From Winter 2024 to Spring 2025, the number of retesters identified for AL declined as students met STAAR performance standards.
- Except for U.S. history, between 2 percent and 12 percent of students performed at the Meets+ Grade Level standards for the Summer and Winter 2024 retesting.

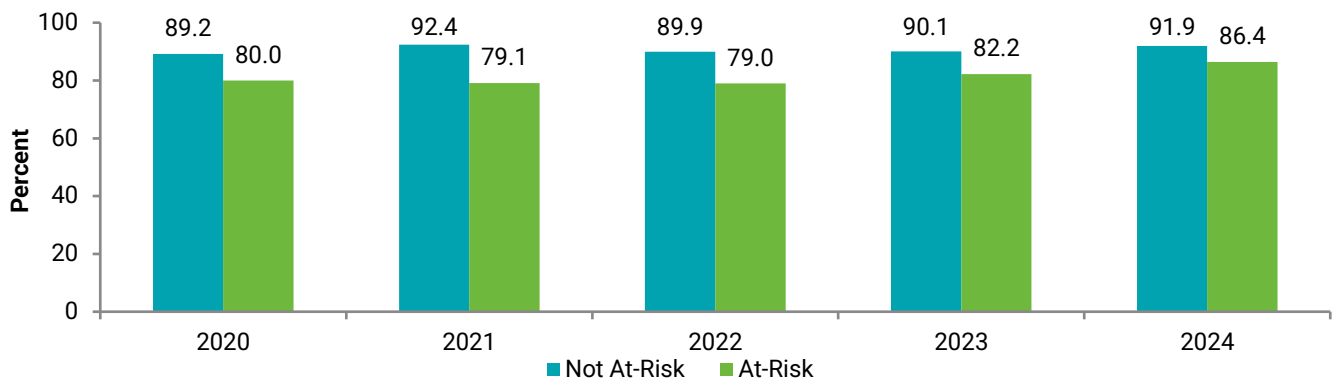
	Algebra I	Biology	English I	English II	U.S. History
Spring 2024 Testers					
Total Tested (Spring 2024)	14,661	11,318	16,094	15,316	12,320
AL Students					
Summer 2024 to Spring 2025	5,233	3,248	6,039	4,923	2,725
Summer 2024 Retesters					
Retested (n)	2,116	713	3,962	2,771	464
% Approaches	37.0	48.0	17.0	13.0	59.0
% Meets+	2.0	4.0	3.0	3.0	8.0
Winter 2024 Retesters					
Retested (n)	2,532	850	4,744	3,554	410
% Approaches	36.0	48.0	25.0	24.0	58.0
% Meets+	8.0	9.0	6.0	7.0	14.0
Spring 2025 Retesters					
Retested (n)	1,490	408	2,993	2,332	158
% Approaches	36.0	54.0	19.0	24.0	79.0
% Meets+	9.0	12.0	5.0	9.0	32.0

Data source: 2024–2025 HB 1416 Eligible Students, Intervention Department, as of 08/13/2025; 2024–2025 TIDE Secure File STAAR EOC data, 07/22/25; HB 1416 Report, 2024–2025

Result 5: Graduation and Dropout Rates

Figure 6. Graduation Rates for At-Risk and Not-At-Risk Students, Class of 2020–2024

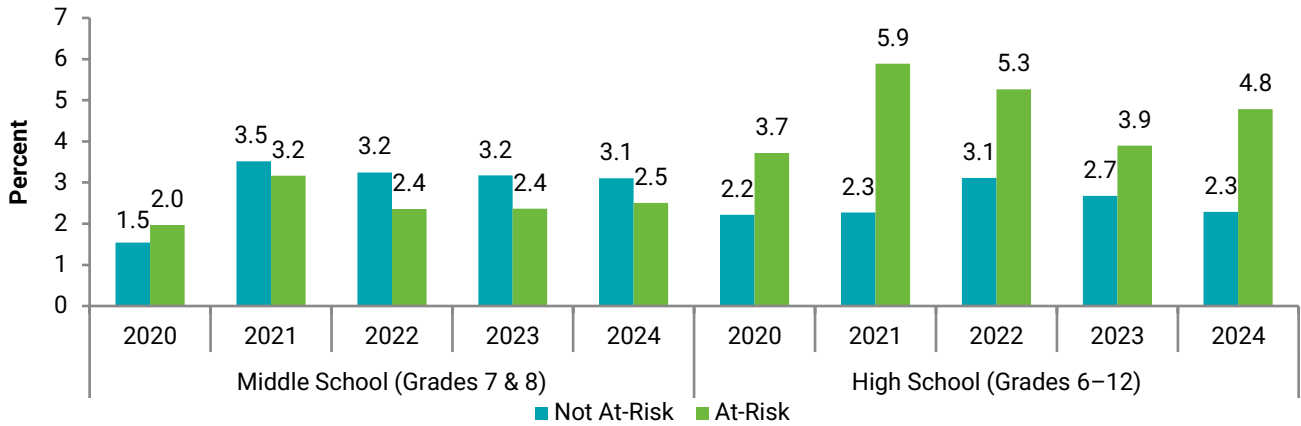
- The graduation rate increased for at-risk and not-at-risk students between the Class of 2020 and 2024.
- The graduation gap between at-risk and not-at-risk students declined from 9.2 percent for the Class of 2020 to 5.5 percent for the Class of 2024.
- The graduation rate increase was higher for at-risk students (4.2 ppts) than for not-at-risk students (1.8 ppts) between the Classes of 2023 and 2024.



Data source: Texas Education Agency (TEA) Four-Year Class of 2020–2024 Student Listing Data File.

Figure 8. Annual Dropout Rate by Grade Level Enrolled, 2020–2024

- The dropout rate for at-risk and not-at-risk seventh and eighth-grade middle school students increased between 2020 and 2024; however, it remained relatively flat between 2022 and 2023.
- The dropout rate among not-at-risk high school students increased from 2020 to 2021 and declined between 2021 and 2023.
- From 2021–2024, at-risk middle school students had lower dropout rates than their not-at-risk peers, while at the high school level, the opposite trend holds, dating back to 2020.



Data source: Texas Education Agency (TEA) 2020–2024 Annual Dropout Summary Reports.
 Note: The graph is not drawn to scale for better visualization.

Dropout by at-Risk Indicator

Table 9 Dropout Rate by At-Risk Indicators, 2024–2025

- Most at-risk dropouts during the 2024–2025 school year had either failed district courses or state assessments.
- Between 36.5 percent and 48.9 percent of dropouts during the 2024–2025 school year were emergent bilingual, retained, or had dropped out previously.

At Risk Indicator	At-Risk Dropout (n)	At-Risk Dropout (%)
7-12 Failed Courses	453	63.9
Failed State Assessment	447	63.0
Emergent Bilingual	347	48.9
Retained	287	40.5
Prior Dropout	259	36.5
Alternative Education Placement	72	10.2
Homeless	48	6.8
Expelled	17	2.4
Placement Facility	16	2.3
Incarceration	8	1.1
Protective Services	6	0.8
Pregnant/Parent	4	0.6
Dropout Rec School/Adult Education Program	3	0.4
Parole	1	0.1
PK-3	0	0
Total Students	709	-

Data source: PEIMS School Leavers Roster, downloaded 10/1/2025
 Note: Students had multiple reasons for leaving and may be duplicated across indicators.

References

- Houston ISD (2025). EHBC – Special Programs: Compensatory Services and Intensive Programs. Legal Framework. Author. [Policy Code EHBC – Special Programs: Compensatory Services and Intensive Programs – Houston ISD Board Policy Manual - Policy Online.](#)
- Texas Education Agency. (2024). Module 6: State Compensatory Education Guidelines, Financial Treatment, and an Auditing and Reporting System. *Financial Accountability System Resource Guide Version 19*. Author. [Module 6 \(texas.gov\)](#)
- Texas Education Code Section 29.081 (2007). <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm#29.081>

Appendix A – Criteria for Identifying At-Risk Students

State Criteria

TEC §29.081 defines a student at risk of dropping out of school as each student who is under 21 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years, except if the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parent.
2. Is in grades 7, 8, 9, 10, 11, or 12 and 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, 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 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.
4. Is in pre-kindergarten, kindergarten, or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
5. Is pregnant or is a parent.
6. Has been placed in an alternative education program under TEC §37.006 during the preceding or current school year;
7. Has been expelled under 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 the Public Education Information Management System (PEIMS) to have dropped out of school.
10. Is a student of emergent bilingual, as defined by TEC §29.052.
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.
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 of the Texas Penal Code.
15. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school designated as a dropout recovery school under Section 39.0548.

Local Criteria

In addition to the 15-state criteria outlined in TEC §29.081 for identifying students at risk of dropping out of school, the provision allows the board of trustees of a school district to adopt local eligibility criteria (TEC §29.081(g)). The following local criterion also identifies students who are at risk for dropping out of school:

1. Students who are identified as dyslexic under general education.

Appendix B: Profile of AL Eligible Students

Table B1. Demographic Profile of AL Eligible Students (2023–2024 vs 2024–2025)

Year	23-24			24-25		
	Total Students	AL (N)	AL (%)	Total Students	AL (N)	AL (%)
Gender						
Female	64,458	21,693	33.7	62,235	20,303	32.6
Male	65,785	23,180	35.2	63,679	22,832	35.9
Ethnicity						
African American	27,495	11,130	40.5	25,752	10,313	40.0
Asian	6,429	1,129	17.6	6,413	988	15.4
Hispanic	80,470	30,212	37.5	77,886	29,125	37.4
White	13,153	1,343	10.2	12,934	2,157	16.7
Characteristics						
At Risk (Any)	83,074	31,532	38	82,628	42,144	51.0
Economic Disadvantage	102,081	36,379	35.6	96,317	38,095	39.6
Emergent Bilingual	47,638	22,660	47.6	45,328	21,857	48.2
Gifted and Talented	22,499	1,106	4.9	22,055	893	4.0
Special Education	14,140	7,832	55.4	15,368	8,705	56.6

Source: 2024–2025 HB 1416 Eligible Students, Intervention Department, as of 08/13/2025; 2024–2025 Fall PEIMS snapshot.

Note: Demographics are based on students matched to the PEIMS Fall 2024 Snapshot. A total of 203 AL students (0.5%) were unmatched and excluded from percentages.

Table B2. AL-Eligible Students by Student Group and Grade (2023–2024 vs. 2024–2025)

Grade Level	Grade 3–8					Grade 9–12				
	23–24 (N=29,195)		24–25 (N=25,663)		Δ (%)	23–24 (N=15,678)		24–25 (N=17,675)		Δ (%)
	AL (N)	AL (%)	AL (N)	AL (%)		AL (N)	AL (%)	AL (N)	AL (%)	
Gender										
Female	14,289	48.9	12,320	48.0	-0.9	7,404	47.2	7,983	45.2	-2.0
Male	14,906	51.1	13,241	51.6	0.5	8,274	52.8	9,591	54.3	1.5
Ethnicity										
African American	7,428	25.4	6,193	24.4	-1	3,702	23.6	4,120	23.6	0.0
Asian	739	2.5	596	2.4	-0.1	390	2.5	392	2.2	-0.3
Hispanic	19,534	66.9	17,218	68	1.1	10,678	68.1	11,907	68.2	0.1
White	1,160	4.0	1,227	4.8	0.8	183	1.2	930	5.3	4.1
Characteristics										
At Risk (Any)	21,015	72.0	25,367	98.8	26.8	10,517	67.1	16,777	94.9	27.8
Economic Disadvantage	24,076	82.5	22,727	88.6	6.1	12,303	78.5	15,368	86.9	8.4
Emergent Bilingual	14,737	50.5	13,077	51	0.5	7,923	50.5	8,780	49.7	-0.8
Gifted and Talented	617	2.1	430	1.7	-0.4	489	3.1	463	2.6	-0.5
Special Education	5,526	18.9	5,400	21	2.1	2,306	14.7	3,305	18.7	4.0

Source: 2024–2025 HB 1416 Eligible Students, Intervention Department, as of 08/13/2025; 2024–2025 Fall PEIMS snapshot.

Note: Demographics are based on students matched to the PEIMS Fall 2024 Snapshot. A total of 203 AL students (0.5%) were unmatched and excluded from percentages. Δ represents the change in percentage points between 2023–2024 and 2024–2025 for each student group.