

2025-26

State Compensatory Education: Annual Evaluation

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



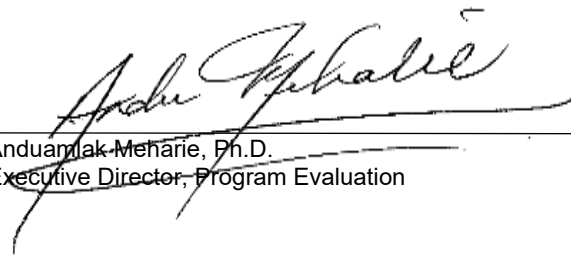
2025-26

State Compensatory Education: Annual Evaluation

Approved Report of the Department of Evaluation and Assessment

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Larry Featherston, Ph.D., Manager



Anduanlak Meharie, Ph.D.
Executive Director, Program Evaluation



Jacob Cortez, M.Ed.
Assistant Superintendent, Evaluation and
Assessment

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2025-26

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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 2024-25, the district received an SCE program allotment of \$199,890,277.00 from the state. The minimum direct cost requirement was 55 percent for the 2024-25 school year, or \$109,939,653.00. The district budgeted \$130,623,273.00 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$111,816,415.79. Key findings for 2025-26 included the following:



In school year 2025-26, a total of 111,043 Dallas ISD students (84.2%) were identified as At-Risk which is an increase from 2024-2 (79.9%).



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



At-Risk students performed lower than Not At-Risk students across all grade-levels and test subjects on the *State of Texas Assessment of Academic Readiness (STAAR)*, and *STAAR End of Course (EOC)* tests.



The percentage of At-Risk students who achieved the Approaches+ performance level in 2025-26 increased across all grade levels and subjects, except for *STAAR 3-8 Mathematics* grade 3 and U.S. History *EOC*.



Overall, the Class of 2025 At-Risk students had a 1.2 percentage points increase in graduation rate compared to the Class of 2024 At-Risk students. The gap between Not At-Risk and At-Risk students decreased slightly from the Class of 2024 to the Class of 2025.



The gap in graduation rates between At-Risk and Not At-Risk students has decreased each of the last five years; 16.9 percentage points for the class of 2021, 11.9 percentage points for the class of 2022, 8.7 percentage points for the class of 2023, 6.0 percentage points for the class of 2024, and 5.3 percentage points for the class of 2025.



Overall, dropout rates increased slightly for the Class of 2025 At-Risk students and Not At-Risk students, with the dropout rate gap remaining stable.

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 2024-25, the district received an SCE program allotment of \$199,890,277.00 from the state. The minimum direct cost requirement was 55 percent for the 2024-25 school year, or \$109,939,653.00. The district budgeted \$130,623,273.00 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$111,816,415.79. Dallas ISD State Compensatory Education program budget funding, allocations, and expenditures are displayed 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

¹ TEC §29.081, available at <https://statutes.capitol.texas.gov/?tab=1&code=ED&chapter=ED.29&artSec=29.081>; or the TEA *Financial Accountability System Resource Guide*, available at

to each student in any subject in which the student failed to perform satisfactorily on a *State of Texas 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 2025-26 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;

<https://tea.texas.gov/finance-and-grants/financial-accountability/financial-accountability-system-resource-guide>

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.

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 (regardless of age); or
16. Is a chronically absent student, as defined by Section 48.009; or
17. Is required to attend school under Section 25.085, is not exempted under Section 25.086, and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year.

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.

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.

EVALUATION QUESTIONS AND RESULTS

EQ1: What were the demographic characteristics of 2025-26 Dallas ISD At-Risk students?

Key findings from this section:



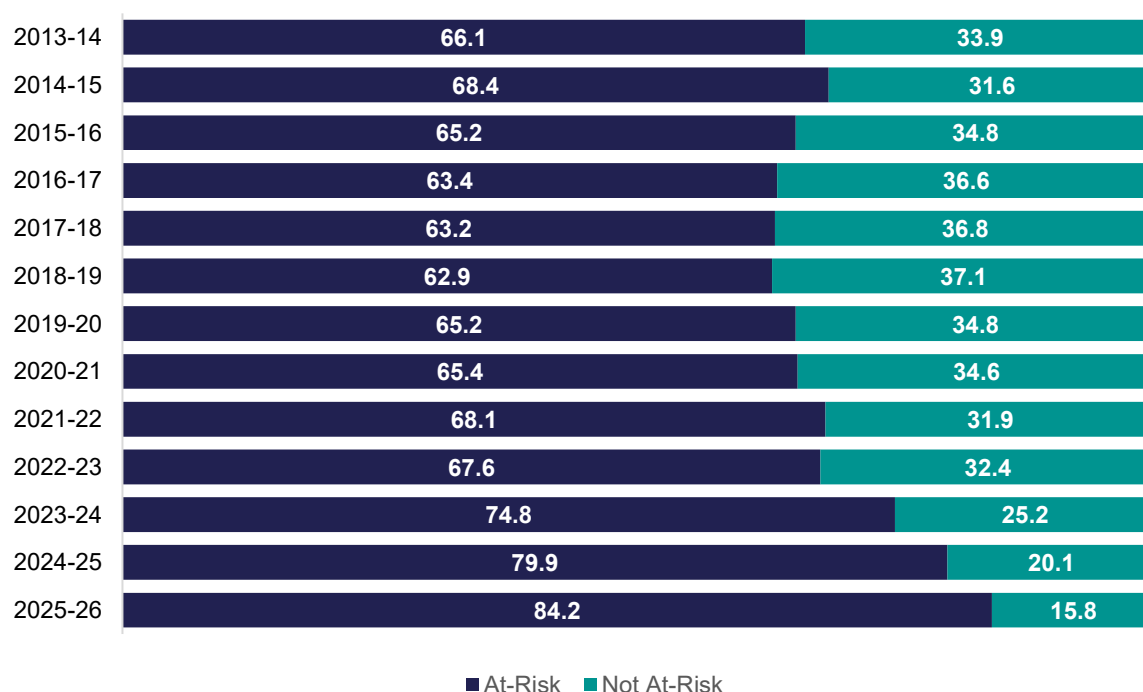
In school year 2025-26, a total of 111,043 Dallas ISD students (84.2%) were identified as At-Risk which is an increase from 2024-2 (79.9%).



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

In 2025-26, a total of 111,043 Dallas ISD students were identified as At-Risk, representing 84.2 percent of the district's grades Early Childhood (EC) - 12 enrollment ($N = 131,948$). 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 2023-24, there was a stark increase in the percentage of at-risk students from the previous school year which persisted into 2025-26 (Figure 1).

Figure 1: 2013-14 Through 2025-26 District Student Population by At-Risk Status



Source: TEA 2014 to 2020 TAPR reports. District At-Risk indicator data files, 08/19/21, 06/07/22, 06/20/23, 06/26/24, 07/21/25, and 07/15/26.

Similar proportions of At-Risk students were in grades 1 through 12, with approximately 81-89 percent of students in each of these grade levels designated At-Risk (Table 1).

Table 1: 2025-26 Student Enrollment by Grade

Grade	District	At-Risk	
	<i>N</i>	<i>n</i>	%
EC	611	344	56.3%
PK	10,476	7,949	75.9%
KN	9,154	7,702	84.1%
1	9,698	8,467	87.3%
2	9,913	8,566	86.4%
3	9,749	8,110	83.2%
4	10,088	8,422	83.5%
5	9,703	7,837	80.8%
6	8,870	7,303	82.3%
7	8,573	7,262	84.7%
8	8,666	7,405	85.4%
9	9,500	8,238	86.7%
10	9,369	8,111	86.6%
11	8,368	7,136	85.3%
12	9,210	8,191	88.9%
Total	131,948	111,043	84.2%

Source: District student data file, 05/11/26. District At-Risk indicator data file, 07/15/26

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: 2025-26 Student Demographic Characteristics

	District (<i>N</i> = 131,948)		At-Risk (<i>N</i> = 111,043)	
	<i>n</i>	%	<i>n</i>	%
Gender				
Female	64881	49.2%	54367	49.0%
Male	67067	50.8%	56676	51.0%
Ethnicity				
Hispanic/Latino	94817	71.9%	85620	77.1%
African American	24474	18.5%	18552	16.7%
White	7701	5.8%	3540	3.2%
Other	4956	3.8%	3331	3.0%
Emergent Bilingual				
Non-EB	64943	49.2%	44038	39.7%
EB	67005	50.8%	67005	60.3%

Source: District student data file, 05/11/26. District At-Risk indicator data file, 07/15/26

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

The most common At-Risk indicators for Dallas ISD students in 2025-26 were EB designation, STAAR/EOC failure, unsatisfactory performance on readiness assessment (PK-3), and chronic absenteeism (Table 3).⁶

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

Table 3: 2025-26 Students Reported as At-Risk by At-Risk Indicator

Description	<i>n</i>	Percent of At-Risk Students	Percent of All Students
Emergent Bilingual	67,005	60.3%	50.8%
Prior failure on state assessment (STAAR 3-8, STAAR EOC)	33,018	29.7%	25.0%
Unsatisfactory performance on readiness assessment (PK-3)	29,690	26.7%	22.5%
Is a chronically absent student	29,421	26.5%	22.3%
Is required to attend school and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year	18,208	16.4%	13.8%
Retained in one or more grades	10,856	9.8%	8.2%
Two or more course failures in preceding/current school year (7-12)	5,298	4.8%	4.0%
Has been incarcerated or has a parent/guardian who has been incarcerated	3,762	3.4%	2.9%
Homeless	3,253	2.9%	2.5%
In custody of Texas Department of Family and Protective Services	405	0.4%	0.3%
Previously reported as a dropout	103	0.1%	0.1%
Placement in Alternative Education Program	78	0.1%	0.1%
Pregnant or parenting	78	0.1%	0.1%
Resides in residential placement facility	25	0.0%	0.0%
Has been expelled in proceeding or current school year	*	*	*
Is currently on parole, probation, or deferred prosecution	-	-	-
Participation in dropout recovery or adult education program	-	-	-

Source: District At-Risk indicator data file, 07/15/26

Note: The total number of students enrolled was 131,948 and the number with At-Risk indicators was 111,043.

The district student data system did not identify any students as (a) currently on parole, probation, or deferred prosecution or (b) 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).

Table 4: 2025-26 Number and Percentage of At-Risk Students by Grade and EB Status

Grade	Non-EB		EB	
	<i>n</i>	%	<i>n</i>	%
EC	117	34.0%	227	66.0%
PK	2,890	36.4%	5,059	63.6%
KN	3,207	41.6%	4,495	58.4%
1	3,495	41.3%	4,972	58.7%
2	3,493	40.8%	5,073	59.2%
3	3,076	37.9%	5,034	62.1%
4	3,133	37.2%	5,289	62.8%
5	2,735	34.9%	5,102	65.1%
6	2,740	37.5%	4,563	62.5%
7	2,631	36.2%	4,631	63.8%
8	2,752	37.2%	4,653	62.8%
9	3,324	40.3%	4,914	59.7%
10	3,428	42.3%	4,683	57.7%
11	3,092	43.3%	4,044	56.7%
12	3,925	47.9%	4,266	52.1%
Total	44,038	39.7%	67,005	60.3%

Source: District student data file, 05/11/26. District At-Risk indicator data file, 07/15/26

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

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.

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

2024-25 SCE Funding

In 2024-25, the district received an SCE program allotment of \$199,890,277.00 from the state. The minimum direct cost requirement was 55 percent for the 2024-25 school year, or \$109,939,653.00. The district budgeted \$130,623,273.00 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$111,816,415.79. Dallas ISD State Compensatory Education program budget funding, allocations, and expenditures are displayed in Appendix C.

District Improvement Plan

The 2025-26 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 five comprehensive high schools, five middle schools, and ten elementary/PreK–8 schools. All 20 schools conducted a comprehensive needs assessment as required, in alignment with the district needs assessment, and set achievement targets aligned with both their needs assessment and district student outcome goals. All needs assessments included analysis of *STAAR 3-8* or *STAAR EOC* student performance as applicable, alongside progress and growth data from *TELPAS*, *i-Ready*, and local diagnostic assessments. Most campus plans included specific demographic data regarding At-Risk student groups. The percentage of At-Risk students at the sampled schools ranged from 57 to 97 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 five areas: differentiated and high-quality instruction, data-driven decision making, professional development and teacher support, student engagement and support, and parent and community engagement. Differentiated and high-quality instruction focused on tailoring teaching methods and materials to meet diverse student needs by implementing district-adopted High-Quality Instructional Materials (HQIM) such as *Amplify ELAR/SLAR*, *Eureka Math*, and *Carnegie Learning/Mathia*; providing small-group differentiation and interventions; and integrating language acquisition routines, Sheltered Instruction Observation Protocol (SIOP) strategies, and sentence stems for Emergent Bilingual

learners. Data-driven decision making included continuously analyzing student performance data during structured Professional Learning Communities (PLCs) utilizing "Look Forward" (planning and lesson rehearsal) and "Look Back" (data analysis and reteach) protocols to ensure aligned instruction and address student misconceptions; encouraging students to set personal academic goals and track their progress using data binders and dashboards; and leveraging diagnostic platforms such as *i-Ready*, *All In Learning*, and *Lead4ward* to guide targeted interventions. Professional development and teacher support included providing professional learning on core content, the Science of Reading, and sheltered instruction; implementing observation-feedback cycles and coaching models aligned with Teacher Excellence Initiative (TEI) standards; and supporting the recruitment, onboarding, and retention of high-quality educators through structured mentorship programs. Student engagement and support included offering co-curricular activities, after-school enrichment, and interdisciplinary STEAM challenges to increase engagement; establishing positive school culture frameworks such as the Ron Clark Academy House System; implementing social-emotional learning, Restorative Justice, and Reset Center practices to manage behavior and support student well-being; and expanding wrap-around medical or mental health supports. Parent and community engagement included increasing communication regarding student progress, attendance, and school initiatives through multi-lingual newsletters and messaging platforms; and providing opportunities for family involvement through academic workshops, parent-teacher conferences, and community partnerships that support student achievement and post-secondary readiness.

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:



At-Risk students performed lower than Not At-Risk students across all grade-levels and test subjects on the *STAAR* and *STAAR EOC* tests.



The percentage of At-Risk students who achieved the Approaches+ performance level in 2025-26 increased across all grade levels and subjects, except for *STAAR 3-8 Mathematics* grade 3 and U.S. History *EOC*.



Overall, the Class of 2025 At-Risk students had a 1.2 percentage points increase in graduation rate compared to the Class of 2024 At-Risk students. The gap between Not At-Risk and At-Risk students decreased slightly from the Class of 2024 to the Class of 2025.



The gap in graduation rates between At-Risk and Not At-Risk students has decreased each of the last five years; 16.9 percentage points for the class of 2021, 11.9 percentage points for the class of 2022, 8.7 percentage points for the class of 2023, 6.0 percentage points for the class of 2024, and 5.3 percentage points for the class of 2025.



Overall, dropout rates increased slightly for the Class of 2025 At-Risk students and Not At-Risk students, with the dropout rate gap remaining stable.

Student summative academic performance, graduation and dropout data were obtained from district *STAAR* data files and TEA's 2025-26 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.

STAAR

In 2026, 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 grade 8 Social Studies (35.5 percentage points), and English II *EOC* (28.7 percentage points), and English I *EOC* (26.5 percentage points).

Comparing 2025-26 *STAAR 3-8* and *STAAR EOC* performance with 2024-25 *STAAR 3-8* and *STAAR EOC* performance, data show increases in the percentage of At-Risk students achieving the Approaches+ performance level, across all grade levels and subjects, except for *STAAR 3-8 Mathematics* grade 3 and U.S. History *EOC*. The largest increases were on English I *EOC* (12.0 percentage points) and Algebra I *EOC* (9.9 percentage points). Small decrease (-2.0 percentage points) in the percentage of At-

Risk students achieving the Approaches+ performance level were found on the 3rd grade mathematics assessment.

When comparing performance gaps between At-Risk and Not At-Risk students in 2025-26 and 2024-25, data show 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 *STAAR 3-8 Mathematics* grade 3 (-4.4 percentage points), *STAAR 3-8 Mathematics* grade 8 (-2.7), *STAAR 3-8 Social Studies* grade 8 (-2.7), and *STAAR 3-8 Science* grade 5 (-2.5). The widest gaps were in *English I EOC* and *Algebra I EOC* (10.5 percentage points and 6.9 percentage points, respectively). Appendix H contains the 24-25 to 2025-26 comparison data for *STAAR 3-8* and *STAAR EOC* assessments, by grade level and subject.

Table 5: 2025-26 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	5,495	68.0	1,450	90.1	-22.1
	4	5,833	69.6	1,531	93.2	-23.6
	5	5,848	75.0	1,737	93.9	-18.9
	6	4,921	67.7	1,414	91.2	-23.5
	7	5,061	70.4	1,199	93.2	-22.8
	8	5,753	78.5	1,175	94.7	-16.2
English I EOC		7,454	65.9	1,098	92.4	-26.5
English II EOC		7,162	66.8	1,156	95.5	-28.7
Mathematics	3	4,867	60.3	1,393	86.4	-26.1
	4	5,422	64.7	1,442	87.4	-22.7
	5	5,481	70.2	1,692	91.4	-21.2
	6	5,127	70.5	1,417	91.0	-20.5
	7	4,741	65.9	1,157	90.5	-24.6
	8	2,088	58.4	185	66.5	-8.1
Algebra I EOC		8,082	84.7	1,259	95.7	-11.0
Science	5	4,348	55.7	1,575	85.0	-29.3
	8	5,086	66.7	1,186	91.1	-24.4
Biology EOC		8,157	92.3	1,167	98.3	-6.0
Social Studies	8	3,732	51.1	1,074	86.6	-35.5
US History EOC		7,338	92.5	1,154	98.8	-6.3

Source: District STAAR 06/22/26 and STAAR EOC 06/22/26 data files.

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.

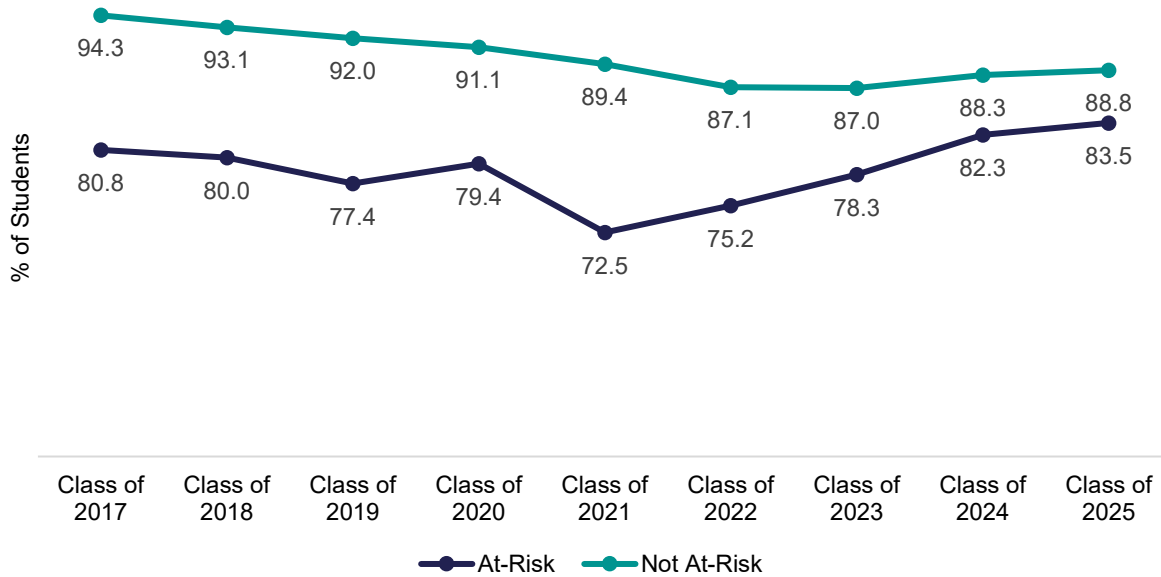
$$\text{Graduation Rate} = \frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{TX certificate of high school equivalency recipients} + \text{dropouts}}$$

Data for the Class of 2025 revealed At-Risk students continued to have a positive trend with a 1.2 percentage points increase in graduation rates (82.3% to 83.5%), while Not At-Risk students had a slight positive gain of 0.5 percentage points (88.3% to 88.8%; Figure 2). The gap in graduation rates between At-Risk and Not At-Risk students has decreased each of the last four years; 11.9 percentage points for the

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 2025 is the percentage of students who began ninth grade for the first time in 2021-22 and graduated by August 31, 2025.

class of 2022, 8.7 percentage points for the class of 2023, 6.0 percentage points for the class of 2024, and 5.3 percentage points for the class of 2025.

Figure 2: 2016-17 Through 2025-26 Graduation Rates by Cohort and At-Risk Status

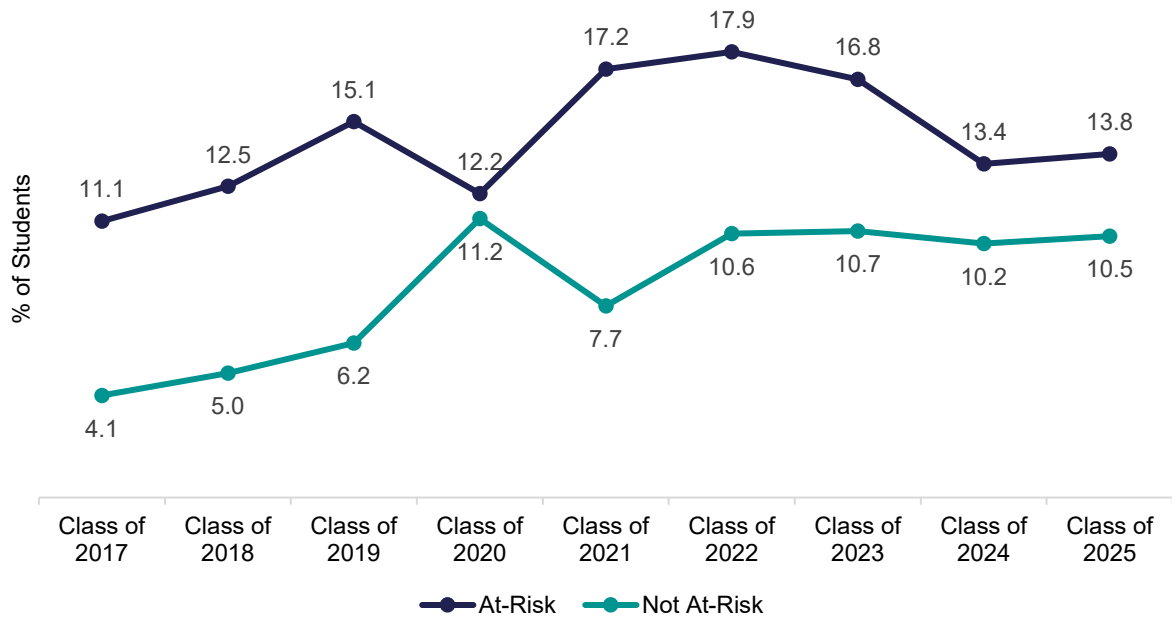


Source: TEA Completion, Graduation, and Dropout data.

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 2025, there was a slight increase in the size of the gap between dropout rates for At-Risk versus Not At-Risk students, from a 3.2 percentage point difference in 2024 to 3.3 in 2025 (Figure 3). Dropout rates for At-Risk students increase slightly to 13.8, up from 13.4 percent in 2024, while Not At-Risk students had a slight increase as well.

Figure 3: 2016-17 Through 2025-26 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
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 <i>STAAR</i> end-of-course exams to meet new graduation requirements. Exams required under HB3 are no longer being required and some students were classified as at-risk based on their failure on assessments that are no longer in use. A student who was identified as At-Risk based on this category in 2012-2013 should continue to be identified as At-Risk in 2013-2014, but the At-Risk status should be removed at the end of the 2013-2014 school year. Beginning with the 2009-2010 school year, added a provision to TEC Section 29.018(d)(1) that changed the compensatory education definition of "student at risk of dropping out of school" by excluding a student who did not advance from prekindergarten or kindergarten to the next grade level <u>only</u> as a result of the request of the student's parents. Therefore, school personnel need to ensure that all requests for retention are carefully maintained for auditing purposes. Added a new section to education code specific to providing accelerated instruction (AI) to all high school students who fail to perform satisfactorily on required end-of-course exams. Beginning in 2014-2015, mandates that the district use appropriated compensatory education funds for the AI. Requires a district to separately budget compensatory education funds for the AI and prohibits use of the funds for any other purpose until the district adopts a budget to support the AI. Required districts to evaluate the effectiveness of the AI programs and hold an annual public hearing to consider the results. Increased the age of students considered at risk for dropping out of school from 21 to 26 years of age for CE eligibility purposes.
2019	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.
2025	SB 991	Broadens the classification of "students at risk of dropping out" by incorporating two new categories: chronically absent students—defined as those missing more than 10% of required instructional time—and truant students who accumulate 10 or more unexcused absences within a six-month period.

Source: TEA Financial Accountability System Resource Guide

Appendix C

Appendix C: 2025-26 Methodology and Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metrics	Aggregation
1	Student Demographics	Student Information System	05/11/26	Rates of students by gender, ethnicity, at-risk indicators, emergent bilingual	District, grade
	At-Risk Indicators	Student Information System	07/15/26	At-Risk Percent	District
2	Budget	Budget Services Department, Special Revenues Department	02/24/26	Allocations, Expenditures	District
	District Improvement Plan	Plan4Learning	07/22/26	Needs Assessment, Goals	District
	Campus Improvement Plans	Plan4Learning	07/22/26	Needs Assessment, Goals	None
3	STAAR Reading, Mathematics, Science and Social Studies	Student Enrollment, TEA	07/22/26 (STAAR 3-8), 07/22/26 (STAAR EOC)	Approaches, Meets & Masters	District, campus, grade
	Graduation & Dropout	Student Enrollment, TEA	06/10/26	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. 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, 09/19/25.

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	State Compensatory Education

Source: Dallas ISD Chart of Accounts, 09/19/25.

Appendix D, Table 3: Function Codes Used for SCE Allocations

Function	Campus	Central
10 Instruction and Instruction-Related		
11 Instruction	X	X
12 Instructional Resources & Media Services	X	X
13 Curriculum Dvlp. & 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, 09/19/25.

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

Appendix D, Table 4: 2024-25 Summary of SCE Funding and Budget

Description	Amount (\$)
SCE 2024-25 Allocation Amount (Dallas ISD Received)	199,890,277.00
Required Direct Cost (At least 55% of the received amount)	109,939,653.00
PIC 24 - Accelerated Education	40,386,227.00
PIC 26 - AEP Basic Services	449,071.00
PIC 28 - DAEP Basic Services	3,959,478.00
PIC 30 - Title I, Part A SCE	85,828,497.00
Total SCE Direct Cost Budget	130,623,273.00

Source: Dallas ISD Budget Services Department, 02/24/26 and TEA Foundation School Program (FSP) School District State Aid Reports⁹

Appendix D, Table 5: 2024-25 SCE Budget Allocations by PIC

PIC	Amount (\$)	%
30 - Title I, Part A SCE	85,828,497.00	65.7
24 - Accelerated Education	40,386,227.00	30.9
28 - DAEP Basic Services	3,959,478.00	3.0
26 - AEP Basic Services	449,071.00	0.3

Source: Dallas ISD Budget Services Department, 02/24/26.

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

Appendix D, Table 6: 2024-25 SCE Expenditures by Major Function Code

Major Function Code	Expenditure (\$)	%
10 - Instruction & Related Services	84,069,055.24	75.2
30 - Support Services – Student	23,756,086.90	21.2
20 - Instructional & School Leadership	3,905,961.94	3.5
50 - Support Services – Non-Student Based	56,109.71	<0.1
90 - Intergovernmental Charges	27,852.00	<0.1
40 - Administrative Support Services	1,350.00	<0.1

Source: Dallas ISD Budget Services Department, 02/24/26.

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

Appendix D, Table 7: 2024-25 SCE Expenditures by Object Code

Object Code	Expenditure (\$)	%
6100 - Payroll Costs	104,749,231.01	93.7
6300 - Supplies and Materials	4,835,864.91	4.3
6200 - Professional and Contracted Services	1,514,286.46	1.4
6400 - Other Operating Costs	700,233.41	0.6
6600 - Furniture/Equipment > \$5,000 per unit	16,800.00	<0.1

Source: Dallas ISD Budget Services Department, 02/24/26.

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

Appendix D, Table 8: 2024-25 SCE Expenditures by PIC

PIC	Expenditure (\$)	%
30 - Title I, Part A SCE	78,257,863.09	70.0
24 - Accelerated Education	29,597,741.08	26.5
28 - DAEP Basic Services	3,602,373.82	3.2
26 - AEP Basic Services	358,437.80	0.3

Source: Dallas ISD Budget Services Department, 02/24/26.

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

Appendix D, Table 9: 2024-25 SCE Expenditures by Major Function Code and Organization Type

Major Function Code	Campus (\$)	Central (\$)	Total (\$)
10 - Inst. & Inst.-Related Services	68,348,675.49	15,720,379.75	88,696,565.43
20 - Inst. & School Leadership	2,553,080.07	1,352,881.87	4,618,471.47
30 - Sup. Svcs.-Student	13,528,242.06	10,227,844.84	20,696,895.58
40 - Administrative Support Services	-	1,350.00	1,350.00
50 - Sup. Svcs.-Non-Student Based	-	56,109.71	56,109.71
90 - Intergovernmental Charges	-	27,852.00	27,852.00
Total	84,429,997.62	27,386,418.17	111,816,415.79

Source: Dallas ISD Budget Services Department, 02/24/26.

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

Appendix D, Table 10: 2024-25 SCE Expenditures by Object Code and Organization Type

Object Code	Campus (\$)	Central (\$)	Total (\$)
6100 - Payroll Costs	83,439,621.48	21,309,609.53	104,749,231.01
6200 - Prof. & Contracted Services	7,294.88	1,506,991.58	1,514,286.46
6300 - Supplies & Materials	886,407.75	3,949,457.16	4,835,864.91
6400 - Other Operating Costs	96,673.51	603,559.90	700,233.41
6600 - Furn./Equip. > \$5,000 per unit	-	16,800.00	16,800.00
Total	84,429,997.62	27,386,418.17	111,816,415.79

Source: Dallas ISD Budget Services Department, 02/24/26.

Note: Prof. = Professional. Furn. = Furniture. Equip. = Equipment.

Appendix D, Table 11: 2024-25 SCE Expenditures by PIC and Organization Type

PIC	Campus (\$)	Central (\$)	Total (\$)
24 - Accelerated Education	2,751,072.38	26,846,668.70	29,597,741.08
26 - AEP Basic Services	18,009.42	340,428.38	358,437.80
28 - DAEP Basic Services	3,574,521.82	27,852.00	3,602,373.82
30 - Title I, Part A SCE	78,086,394.00	171,469.09	78,257,863.09
Total	84,429,997.62	27,386,418.17	111,816,415.79

Source: Dallas ISD Budget Services Department, 02/24/26.

Appendix D, Table 12: 2024-25 SCE Budget and Expenditures for Alternative Education

	Budget (\$)	Actuals (\$)
Alternative Education Programs		
Continuing Education	416,630.00	340,306.89
Maya Angelou High School	29,370.00	14,820.33
Multiple Career Center	2,771.00	2,200.54
Excess Personnel	250.00	35,803.59
Total	449,021.00	393,131.35
Disciplinary Alternative Education Programs		
High School DAEP	2,150,641.00	1,932,598.30
Middle School DAEP	1,407,153.00	1,301,391.98
Elementary School DAEP	352,302.00	341,710.23
Student Engagement & Support	1,337,949.00	565,569.45
Total	5,248,045.00	4,141,269.96

Source: Dallas ISD Budget Services Department, 02/24/26.

Appendix D, Table 13: 2024-25 SCE Central Organizations Budget and Expenditures

Department	Budget (\$)	Actuals (\$)	Balance (\$)
Accelerated Education	37,843,291.00	26,846,668.70	10,996,622.30
Excess Personnel	250.00	35,803.59	(35,553.59)
Student Engagement & Support	1,337,949.00	565,569.45	772,379.55
Total	39,181,490.00	27,448,041.74	11,733,448.26

Source: Dallas ISD Budget Services Department, 02/24/26.

Appendix D, Table 14: 2024-25 SCE Full-time Equivalents

Organization Type	Funded	Filled
Kindergarten-Grade 12 Staff	616.15	528.91
Prekindergarten Staff	536.00	491.00
Central Staff	158.58	148.05
Total	1,310.73	1,167.96

Source: Dallas ISD Budget Services Department, 02/24/26.

Appendix D, Table 15: 2024-25 SCE Filled Positions by PIC and Organization Type

PIC	Campus	Central	Total
24 - Accelerated Education	2.16	142.55	144.71
26 - AEP Basic Services	0.00	0.00	0.00
28 - DAEP Basic Services	43.00	0.00	43.00
30 - Title I, Part A SCE	974.75	5.50	980.25
Total	1,019.91	148.05	1,167.96

Source: Dallas ISD Budget Services Department, 02/24/26.

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: 2025-26 At-Risk Criteria

Row	Grades	State Criteria	District Interpretation
<i>An At-Risk student is defined as any student who is under 26 years of age and meets one or more of the criteria:</i>			
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>CIRCLE</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.
16	All	Is a chronically absent student, as defined by Section 48.009	Is a chronically absent student

table continues

Appendix F (continued)

Row	Grades	State Criteria	District Interpretation
17		Is required to attend school and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year	A child engages in truant conduct if the child is required to attend school under the compulsory attendance laws, and fails to attend school on 10 or more days or parts of days within a six-month period in the same school year. [FEA Legal]
		OR	
		Regardless of the student's age, participates in an adult education program provided under the adult high school charter school program.	

Source: Dallas ISD District Improvement Plan.

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 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.

Source: TEA 2025 Financial Accountability System Resource Guide.

Appendix H

Appendix H: 2024-25 to 2025-26 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			2024-25 Gap %	2025-26 Gap %	Gap Δ
		2024-25 %	2025-26 %	1 Year Δ	2024-25 %	2025-26 %	1 Year Δ			
Reading	3	65.6	68.0	2.4	88.2	90.1	1.9	22.6	22.1	-0.5
	4	68.3	69.6	1.3	92.7	93.2	0.5	24.4	23.6	-0.8
	5	72.3	75.0	2.7	91.5	93.9	2.4	19.2	18.9	-0.3
	6	64.3	67.7	3.4	87	91.2	4.2	22.7	23.5	0.8
	7	64.2	70.4	6.2	86.6	93.2	6.6	22.4	22.8	0.4
	8	73.3	78.5	5.2	87.9	94.7	6.8	14.6	16.2	1.6
English I EOC		53.9	65.9	12.0	90.9	92.4	1.5	37	26.5	-10.5
English II EOC		59.6	66.8	7.2	94.7	95.5	0.8	35.1	28.7	-6.4
Math	3	62.3	60.3	-2.0	84	86.4	2.4	21.7	26.1	4.4
	4	60.9	64.7	3.8	86.9	87.4	0.5	26	22.7	-3.3
	5	67.1	70.2	3.1	87.3	91.4	4.1	20.2	21.2	1.0
	6	64.9	70.5	5.6	86.2	91.0	4.8	21.3	20.5	-0.8
	7	56.5	65.9	9.4	81.4	90.5	9.1	24.9	24.6	-0.3
	8	54.4	58.4	4.0	59.8	66.5	6.7	5.4	8.1	2.7
Algebra I EOC		74.8	84.7	9.9	92.7	95.7	3.0	17.9	11.0	-6.9
Science	5	52.4	55.7	3.3	79.2	85.0	5.8	26.8	29.3	2.5
	8	62.4	66.7	4.3	85.5	91.1	5.6	23.1	24.4	1.3
Biology EOC		84.9	92.3	7.4	96.9	98.3	1.4	12	6.0	-6.0
Social Studies	8	46.8	51.1	4.3	79.6	86.6	7.0	32.8	35.5	2.7
US History EOC		92.5	92.5	0.0	98.6	98.8	0.2	6.1	6.3	0.2

Source: District STAAR files dated 7/22/25 and 07/28/26. STAAR EOC data files dated 7/22/25 and 07/24/26.

Note: Δ = Difference.