Clint Independent School District

Compensatory Education Program

PROGRAM EVALUATION

Department of Federal Programs

November 2026

Program Description

The purpose of this evaluation is to provide an overview of the Clint Independent School District Compensatory Education program activities/services that were provided to identified At-Risk students during the 2025-2026 school year. Comp Ed funds must be used to reduce the dropout rate of students and increase the academic achievement of students identified as being at-risk of dropping out of school based on the state's at-risk criteria as defined by TEC 29.081, educationally (economically) disadvantaged students by providing supplemental programs and services.

The goal of the Compensatory Education Program is to reduce any disparity between (1) students who are educationally disadvantaged and students who are not educationally disadvantaged, and (2) students at-risk of dropping out of school, and all other students on (a) performance on state assessments, and (b) rates of high school completion (graduation rates). Additionally, the Comp Ed program is intended to support programs eligible under Title I, Part A of the Elementary and Secondary Education Act of 1965. All uses of funds are supplemental to the basic education program for educationally disadvantaged and at-risk students.

The Texas Education Agency (TEA) allotted Clint ISD $13,267,485 for 2025-2026. Clint ISD's total Comp Ed expenditures totaled $5,854,573.91.

Program Strategies

Comp Ed funding was directed to serve various district-wide identified needs. Compensatory Education programs in Clint ISD support at-risk students at each campus based on the identified number in the prior year. Programs such as Pregnancy Related Services and Disciplinary Alternative Education Placement Center (DAEP) receive direct support from Comp Ed to serve students in Clint ISD as needed.

Clint ISD's Comp Ed funded positions include supplemental teachers, interventionists, instructional coaches and instructional paraprofessionals. This strategy included 158 FTEs receiving base pay from Comp Ed funding.

Beyond staffing allocations, additional Comp Ed funds were allocated to Title I campuses to provide additional professional development opportunities to campus staff, substitute pay, extra duty pay for teachers to provide supplemental tutorial and intervention activities such as, Intersession and summer school. Included are supplemental instructional materials, educational field trip opportunities, software and various technology components to address various identified needs.

Student Population

Clint ISD's student population of 9,847 students was 66.8% at-risk and 87.0% economically disadvantaged for the 2025-2026 school year. Campus teams reviewed and verified student data throughout the year in order to ensure timely support services and prescribed academic interventions were provided to address student's needs.

Students Served

Clint ISD provided accelerated and intensive instruction and support for 6,575 Comp Ed eligible students along with all Title I Schoolwide Campus students. In the prior year, we served 6,410 students meeting state At-Risk Criteria through the Comp Ed program. Below is a breakdown of identified at-risk students by level.

Clint ISD Students	School Year	At-Risk	Percentage
High Schools	2025-2026	2,098	62.7%
Middle Schools	2025-2026	1,669	73.9%
Elementary Schools	2025-2026	2,808	63.0%

Funding Allotments

Clint ISD adopts a budget every school year before funds can be expended to support accelerated instruction. Program, budget planning and feedback from stakeholders is collected in order to ensure quality and sufficiency of the Comp Ed funding in the supplemental services and programs provided. Below is a chart of the funding allotments for Clint ISD for 2025-2026 school year by identified program and the number of personnel (FTE's) assigned to each program intent code.

Comp Ed Program Allotments for Fund Code 199 & Program Intent Codes 24, 28, 30

School Year	Accelerated Education (199 PIC 24)	DAEP Basic (199 PIC 28)	Title I Comp Ed (199 PIC 30)	Total
2025-2026	$560,955	$774,509	$4,519,110	$5,854,574

School Year	Accelerated Education (199 PIC 24)	DAEP Basic (199 PIC 28)	Title I Comp Ed (199 PIC 30)	Total FTE's
2025-2026	10 FTE's	13 FTE's	135 FTE's	158 FTE's

High School Completion

One of the Comp Ed Program's goals is to eliminate any disparity in rates of high school completion between (a) students who are educationally (i.e., economically) disadvantaged and students who are not educationally disadvantaged, and (b) students who are at-risk, as defined by Section 29.01 of the Texas Education Code (TEC) and all other students.

Clint ISD Graduation Rates for the 2025-2026 Compared to 2024-2025 School Year

	2025-2026			2024-2025		
	Total At Risk	Graduated	Graduation Rate	Total At Risk	Graduated	Graduation Rate
CHS	103	102	99.03%	71	68	95.77%
MVHS	110	108	98.18%	84	76	90.48%
HHS	204	196	96.08%	176	173	98.30%
CECA	20	20	100.00%	8	8	100.00%

Graduation rates continue to rise for At Risk students at most Clint ISD high schools.
Clint ISD's strategy to provide credit recovery support, tutorials and supplemental intervention activities will continue next year to meet the identified needs of at-risk students. This strategy supports both improving graduation rates and student achievement results for our students at-risk of dropping out of school.

Performance Data

The data sources considered regarding intervention recommendations include, but were not limited to STAAR data, benchmark data, report card and progress report data, and at-risk data reports.

Student Achievement Results

The tables below reflect student achievement on the 2025-2026 STAAR assessments for all grades in Clint ISD as compared to the 2024-2025 school year. The gap in at-risk and non-at-risk is reported, as a goal of Comp Ed is to reduce any disparity in performance on assessment instruments. Data are shaded green where the gaps were reduced, and pink where the gaps increased.

STAAR 3-8 At Risk Report Spring 2025 & Spring 2026 All Campuses

Grade Tested 03							
		Math			Reading/ELA		
		2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	7.8%	11.6%	3.8%	8.4%	15.8%	7.4%
	Not At Risk	21.7%	27.4%	5.7%	34.8%	40.4%	5.6%
	Gap	13.9	15.8	1.9	26.4	24.6	-1.8
Meets	At Risk	28.1%	31.6%	3.5%	29.8%	38.7%	8.9%
	Not At Risk	48.8%	49.5%	0.7%	65.7%	65.4%	-0.3%
	Gap	20.7	17.9	-2.8	35.9	26.7	-9.2
Approaches	At Risk	58.5%	57.3%	-1.2%	64.1%	65.1%	1.0%
	Not At Risk	72.9%	76.4%	3.5%	87.4%	87.5%	0.1%
	Gap	14.4	19.1	4.7	23.3	22.4	-0.9
Did Not Meet	At Risk	41.5%	42.7%	1.2%	35.9%	34.9%	-1.0%
	Not At Risk	27.1%	23.6%	-3.5%	12.6%	12.5%	-0.1%
	Gap	-14.4	-19.1	-4.7	-23.3	-22.4	0.9

Grade Tested 04							
		Math			Reading/ELA		
		2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	10.1%	12.8%	2.7%	7.6%	10.3%	2.7%
	Not At Risk	29.2%	49.1%	19.9%	28.1%	44.2%	16.1%
	Gap	19.1	36.3	17.2	20.5	33.9	13.4
Meets	At Risk	28.3%	37.9%	9.6%	32.3%	37.6%	5.3%
	Not At Risk	56.2%	76.4%	20.2%	76.2%	86.1%	9.9%
	Gap	27.9	38.5	10.6	43.9	48.5	4.6
Approaches	At Risk	55.7%	61.8%	6.1%	68.6%	67.2%	-1.4%
	Not At Risk	83.8%	92.1%	8.3%	94.1%	94.5%	0.4%
	Gap	28.1	30.3	2.2	25.5	27.3	1.8
Did Not Meet	At Risk	44.3%	38.2%	-6.1%	31.4%	32.8%	1.4%
	Not At Risk	16.2%	7.9%	-8.3%	5.9%	5.5%	-0.4%
	Gap	-28.1	-30.3	-2.2	-25.5	-27.3	-1.8

Grade Tested 05										
		Math			Reading/ELA			Science		
		2025	2026	% Diff	2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	10.8%	10.8%	0.0%	14.9%	15.6%	0.7%	2.4%	4.9%	2.5%
	Not At Risk	26.4%	33.5%	7.1%	42.7%	52.6%	9.9%	9.0%	15.9%	6.9%
	Gap	15.6	22.7	7.1	27.8	37	9.2	6.6	11	4.4
Meets	At Risk	32.8%	35.1%	2.3%	43.0%	40.6%	-2.4%	10.6%	16.0%	5.4%
	Not At Risk	64.5%	68.2%	3.7%	80.5%	83.6%	3.1%	25.3%	41.2%	15.9%
	Gap	31.7	33.1	1.4	37.5	43	5.5	14.7	25.2	10.5
Approaches	At Risk	68.6%	70.6%	2.0%	68.6%	71.7%	3.1%	44.6%	50.1%	5.5%
	Not At Risk	91.4%	92.9%	1.5%	94.1%	96.5%	2.4%	76.5%	80.0%	3.5%
	Gap	22.8	22.3	-0.5	25.5	24.8	-0.7	31.9	29.9	-2
Did Not Meet	At Risk	31.4%	29.4%	-2.0%	31.4%	28.3%	-3.1%	55.4%	49.9%	-5.5%
	Not At Risk	8.6%	7.1%	-1.5%	5.9%	3.5%	-2.4%	23.5%	20.0%	-3.5%
	Gap	-22.8	-22.3	0.5	-25.5	-24.8	0.7	-31.9	-29.9	2

Grade Tested 06							
		Math			Reading/ELA		
		2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	5.9%	5.9%	0.0%	10.6%	11.2%	0.6%
	Not At Risk	19.4%	21.6%	2.2%	37.1%	47.2%	10.1%
	Gap	13.5	15.7	2.2	26.5	36	9.5
Meets	At Risk	21.0%	22.6%	1.6%	33.0%	34.1%	1.1%
	Not At Risk	48.2%	50.6%	2.4%	75.9%	75.5%	-0.4%
	Gap	27.2	28	0.8	42.9	41.4	-1.5
Approaches	At Risk	67.3%	65.0%	-2.3%	60.1%	60.7%	0.6%
	Not At Risk	87.6%	85.8%	-1.8%	92.4%	89.9%	-2.5%
	Gap	20.3	20.8	0.5	32.3	29.2	-3.1
Did Not Meet	At Risk	32.7%	35.0%	2.3%	39.9%	39.3%	-0.6%
	Not At Risk	12.4%	14.2%	1.8%	7.6%	10.1%	2.5%
	Gap	-20.3	-20.8	-0.5	-32.3	-29.2	3.1

Grade Tested 07							
		Math			Reading/ELA		
		2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	0.2%	0.4%	0.2%	10.0%	16.6%	6.6%
	Not At Risk	3.3%	2.3%	-1.0%	48.6%	44.0%	-4.6%
	Gap	3.1	1.9	-1.2	38.6	27.4	-11.2
Meets	At Risk	15.1%	18.4%	3.3%	35.5%	42.9%	7.4%
	Not At Risk	40.5%	40.9%	0.4%	80.5%	78.4%	-2.1%
	Gap	25.4	22.5	-2.9	45	35.5	-9.5
Approaches	At Risk	43.4%	44.6%	1.2%	63.4%	70.8%	7.4%
	Not At Risk	69.4%	68.2%	-1.2%	95.7%	95.2%	-0.5%
	Gap	26	23.6	-2.4	32.3	24.4	-7.9
Did Not Meet	At Risk	56.6%	55.4%	-1.2%	36.6%	29.2%	-7.4%
	Not At Risk	30.6%	31.8%	1.2%	4.3%	4.8%	0.5%
	Gap	-26	-23.6	2.4	-32.3	-24.4	7.9

Grade Tested 08													
		Math			Reading/ELA			Science			Social Studies		
		2025	2026	% Diff	2025	2026	% Diff	2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	3.7%	4.9%	1.2%	9.2%	14.8%	5.6%	2.4%	13.6%	11.2%	1.4%	4.6%	3.2%
	Not At Risk	32.2%	17.1%	-15.1%	62.1%	61.0%	-1.1%	24.5%	49.6%	25.1%	18.6%	18.3%	-0.3%
	Gap	28.5	12.2	-16.3	52.9	46.2	-6.7	22.1	36	13.9	17.2	13.7	-3.5
Meets	At Risk	30.5%	34.0%	3.5%	38.5%	43.4%	4.9%	20.1%	34.7%	14.6%	7.1%	15.4%	8.3%
	Not At Risk	76.1%	69.2%	-6.9%	86.2%	87.3%	1.1%	74.0%	79.8%	5.8%	42.2%	45.0%	2.8%
	Gap	45.6	35.2	-10.4	47.7	43.9	-3.8	53.9	45.1	-8.8	35.1	29.6	-5.5
Approaches	At Risk	62.3%	67.3%	5.0%	71.4%	77.7%	6.3%	51.4%	62.8%	11.4%	32.4%	42.1%	9.7%
	Not At Risk	94.4%	93.8%	-0.6%	95.6%	97.5%	1.9%	90.2%	95.8%	5.6%	80.9%	83.3%	2.4%
	Gap	32.1	26.5	-5.6	24.2	19.8	-4.4	38.8	33	-5.8	48.5	41.2	-7.3
Did Not Meet	At Risk	37.7%	32.7%	-5.0%	28.6%	22.3%	-6.3%	48.6%	37.2%	-11.4%	67.6%	57.9%	-9.7%
	Not At Risk	5.6%	6.2%	0.6%	4.4%	2.5%	-1.9%	9.8%	4.2%	-5.6%	19.1%	16.7%	-2.4%
	Gap	-32.1	-26.5	5.6	-24.2	-19.8	4.4	-38.8	-33	5.8	-48.5	-41.2	7.3

STAAR EOC At Risk Report Spring 2025 & Spring 2026 All Campuses

		Algebra 1			English 1			English 2		
		2025	2026	% Diff	2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	11.7%	15.5%	3.8	3.0%	2.4%	-0.6	0.2%	2.0%	1.8
	Not At Risk	47.0%	55.1%	8.1	25.8%	33.6%	7.8	14.3%	13.8%	-0.5
	Gap	35.3%	39.6%	4.3	22.8%	31.2%	8.4	14.1%	11.8%	-2.3
Meets	At Risk	33.4%	45.6%	12.2	34.5%	36.4%	1.9	37.5%	43.1%	5.6
	Not At Risk	74.3%	89.0%	14.7	82.5%	92.7%	10.2	83.6%	92.8%	9.2
	Gap	40.9%	43.4%	2.5	48.0%	56.3%	8.3	46.1%	49.7%	3.6
Approaches	At Risk	83.4%	83.9%	0.5	60.3%	56.3%	-4	64.7%	60.8%	-3.9
	Not At Risk	97.0%	97.8%	0.8	94.2%	96.4%	2.2	93.8%	98.6%	4.8
	Gap	13.6%	13.9%	0.3	33.9%	40.1%	6.2	29.1%	37.8%	8.7
Did Not Meet	At Risk	27.5%	20.2%	-7.3	51.4%	46.0%	-5.4	44.3%	41.7%	-2.6
	Not At Risk	3.5%	3.7%	0.2	7.5%	3.6%	-3.9	8.0%	2.9%	-5.1
	Gap	-24.0%	-16.5%	7.5	-43.9%	-42.4%	1.5	-36.3%	-38.8%	-2.5

		Biology			US History		
		2025	2026	% Diff	2025	2026	% Diff
Masters	At Risk	2.9%	12.5%	9.6	12.5%	18.5%	6
	Not At Risk	25.9%	61.8%	35.9	49.6%	54.2%	4.6
	Gap	23.0%	49.3%	26.3	37.1%	35.7%	-1.4
Meets	At Risk	36.4%	55.9%	19.5	45.2%	55.3%	10.1
	Not At Risk	82.3%	91.9%	9.6	86.3%	91.6%	5.3
	Gap	45.9%	36.0%	-9.9	41.1%	36.3%	-4.8
Approaches	At Risk	91.4%	91.5%	0.1	96.1%	92.5%	-3.6
	Not At Risk	98.7%	97.8%	-0.9	99.0%	100.0%	1
	Gap	7.3%	6.3%	-1	2.9%	7.5%	4.6
Did Not Meet	At Risk	17.2%	12.7%	-4.5	8.4%	10.8%	2.4
	Not At Risk	1.7%	2.9%	1.2	1.7%	0.0%	-1.7
	Gap	-15.5%	-9.8%	5.7	-6.7%	-10.8%	-4.1

STAAR data retrieved from OnPoint Data System 10/29/2026

Conclusion/Recommendations

The data above may not provide the actual performance levels for students who were administered an exam and enrolled in the District at the end of the 2025-2026 school year. However, all student performance data is tracked in our district database and consistently reviewed periodically. In the 2025-2026 school year, the campus instructional focus was to increase the performance levels of all students in the areas of Reading and Mathematics. Clint ISD continues to focus on addressing learning loss by providing continuous targeted and accelerated instruction to all students.

Recommendations are to continue using Comp Ed funds for direct supplemental instruction of students with a focused approach for interventions. The priority is to continue to provide supplemental staff to address the needs of students on campuses. This academic support of staff is needed to improve performance of students and to close learning gaps for those who are coded At-Risk and not At-Risk. Intersession programming, to include summer instructional programs and accelerated instruction, are necessary for students to continue to perform at

grade-level at the conclusion of the next regular school term. Campus-based tutoring programs are targeted to serve individual students' needs and completed consistently in order to maximize intervention opportunities.

Campuses in Clint ISD will continue ongoing review of assessment data at various stakeholder meetings such as professional learning communities (PLC) and Response to Intervention (RTI), to identify and track student outcomes. These data discussions will ultimately direct teachers to develop intervention plans that enhance and improve learning through innovative strategies that may improve student achievement and performance.

Graduation rates of all students will also continue to be tracked. The District shall continue to use computerized based software programs to provide accelerated instruction to high school students to earn course credit, when applicable and necessary. District level personnel continue to monitor these types of computerized software programs to ensure programs are effective in improving student achievement in the classroom and student performance on state assessments.

Periodic Review of Compensatory Education Program Needs

Clint ISD is required to develop and maintain a District Improvement Plan (DIP) and Campus Improvement Plans (CIP) detailing the instructional and support services to At-Risk coded students. The plans are the primary record for supporting and evaluating the expenditures attributed to the Compensatory Education Program. These plans serve as the periodic local evaluation of the activities and programs funded through Compensatory Education funds and all other funding sources. The plans represent a true reflection of stakeholder collaboration directing funds for campus and district strategies, needs and activities. The District Improvement Plan and Campus Improvement Plans are presented to the local Board of Trustees for approval every school year.

Formative reviews of the district and campus improvement plans are completed quarterly. At the end of the school year, the district and campus improvement plans undergo a summative review of program activities to evaluate each activity and determine if it produced the desired and measurable outcomes towards improved academic results.

Data and reports used to complete this evaluation were provided as a collaboration between various district and campus level departments. This program evaluation was prepared and finalized by the Department of Federal Programs on November 02, 2026, and will be presented annually to the District Site-Based Decision-Making Committee in November for review and approval. Any recommendations and updates will be included in the final program evaluation submitted to the Texas Education Agency (TEA).

At-Risk Eligibility Criteria

The TEC, §29.081, defines the criteria used to identify students at risk of dropping out of school.

A student at risk of dropping out of school includes each student who is under 26 years of age and who:

A. Except as provided by TEC, 29.081(h) or if retained for prekindergarten under TEC, 28.021124, was not advanced from one grade level to the next for one or more school years;

B. If the student is in grades 7, 8, 9, 10, 11, or 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 or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.

C. Did not perform satisfactorily on an assessment instrument administered to the student under the 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.

D. If the student is in prekindergarten (pre-K), kindergarten, or grade one, two, or three, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.

E. Is pregnant or is a parent.

F. Has been placed in an alternative education program in accordance with the TEC, §37.006,13 during the preceding or current school year.

G. Has been expelled in accordance with the TEC, §37.007,15 during the preceding or current school year.

H. Is currently on parole, probation, deferred prosecution, or other conditional release.

I. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

J. Is an emergent bilingual student as defined by the TEC, §29.052.

K. Is in the custody or care of the Department of Family and Protective Services (DFPS) 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.

L. Is homeless.

M. 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.

N. Has been incarcerated or who has parents that have been incarcerated within the student's lifetime in a penal institution as defined by Penal Code, §1.07. These students are eligible to receive certain services that other at-risk students receive, such as counseling and academic enhancement services.

O. Enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under the TEC, §39.0548.

P. Is a chronically absent student, as defined by Section 48.009

Q. 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

At-Risk Criteria updated and implemented through House Bill 2, passed during the 89th Texas Legislature, and took effect on Sep 1, 2025

More information on Compensatory Education can be found on the TEA website:
https://tea.texas.gov/finance-and-grants/financial-compliance/compensatory-education