

# **Stephenville Independent School District's State Compensatory Education Annual Program Evaluation Based on 2021-2022 Data**

## **Program Description:**

The purpose of the district's State Compensatory Education Program (SCE) is to increase the academic performance of students identified as being at risk of dropping out of school based on the state's eligibility criteria, economically disadvantaged students, and the district's board-approved local at-risk criteria. The local criteria include students who are not otherwise at-risk, who are: PK students, have a discretionary placement at the DAEP, or who are struggling academically (e.g., dyslexic students, secondary students who have failed one core course required for graduation, students who have struggled with district assessments, and students otherwise needing support). The program goal 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 as defined by TEC 29.081, and all other students on (a) performance on state assessments, and (b) rates of high school completion (graduation rates). Additionally, the SCE 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 Stephenville ISD \$2,714,618 in SCE funding for 2021-2022, of which at least 55% (\$1,493,039.9) of these funds were required to be spent on SCE-eligible strategies to address the needs of SCE eligible students. Stephenville ISD's total SCE expenditures totaled \$1,492,454.

## **Program Strategies:**

Stephenville ISD's SCE-funded positions include supplemental highly qualified teachers, interventionists, PK teachers, and PK instructional paraprofessionals. This strategy included 23.9 FTES. When allocating SCE funds to the campuses, the funds were first allocated to address the needs of high school students who had previously failed an End-of-Course exam. Beyond the campus staffing allocations, additional SCE funds were allocated to Title I campuses to provide supplemental interventionists; extended day, which focused on core subject area instruction; tutoring staff; and summer school staff. This instruction was supplemental to the basic instructional program and led by highly qualified teachers with small groups of students. SCE Funds are also used for DAEP staff. The total allocation for 6100 expenditures was \$1,376,723.

District and Campus expenditures for highly effective, research-based instructional materials totaled \$61,451.

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In addition, \$3,900 of SCE funds were used to provide supplemental staff development to address the training needs of staff responsible for providing instruction for our at-risk students. The SCE funds provided Compensatory Education Home Instruction (CEHI) for our pregnant/parenting students to allow them to stay current with their studies during the time they were not able to attend school on campus. The cost of this activity was \$0.

## **Student Population:**

Stephenville ISD's student population of 3,688 students was 47.2% at-risk and 49.8% economically disadvantaged for the 2021-22 school year. Campus teams reviewed and verified student data throughout the year to ensure timely support services and prescribed academic interventions were provided to address eligible students' needs.

## **Pre-Kindergarten Program Support:**

### **The benefit of staffing classrooms with paraeducators in PK:**

Stephenville ISD Pre-Kindergarten programming benefits from having paraeducators in the classroom by bringing our staffing ratios to 1:11 (following recommended guidelines). Benefits include additional opportunities for scaffolding learning to meet the developmental range in a class of 22 children. Small group instruction and purposeful planning for developmentally appropriate activities are also enhanced due to additional staff.

Data indicates significant growth between BOY and EOY assessment. The 2021-2022 Texas Public Education Information Resource (TPEIR) data show a 46% increase in emergent literacy reading proficiency (20% proficient at BOY and 66% proficient at EOY). Language and Communication also had a 28% increase from the beginning to the end of the year. These gains are a direct result of having staff support to target individuals and groups of students in concept/content development. PK students considered at-risk are entering Kindergarten at a readiness level commensurate with children in our diverse district who are not eligible for the prekindergarten program. Qualitative input from classroom teachers indicates that para educators provide essential support in the process of ensuring our eligible 4-year-olds enter kindergarten with a strong foundation of social and academic skills.

## **Benefits of Full-Day Programming:**

Stephenville ISD began full-day programming of PK in 2019. Since that time we have seen an increase in enrollment, improved attendance, and improved Kindergarten readiness. Teachers report having additional time for the developmentally appropriate practice of content and skills taught, increased opportunities for targeted intervention, and social skills reinforcement. The outcome is improved readiness for learning and readiness for kindergarten. Based on TPEIR data, Stephenville ISD Pre-K enrollment has increased from 147 students in 2021-22 to 155 in 2022-23.

## High School Completion Rates (Graduation Rates):

One of the State Compensatory Education 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 29.081 of the Texas Education Code (TEC) and all other students.

Table 1 reflects educationally disadvantaged (ED) students' graduation rates compared to all students' graduation rates for the state and Stephenville ISD. The gap between ED and all students' graduation rates was +1.3% compared to the state and +1.3 compared to all students in Stephenville ISD.

Table 1: Graduation Rates from 2021-2022 TAPR

	State	Region 11	African District American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL	
<b>Attendance Rate</b>													
2020-21	95.0%	95.2%	<b>95.0%</b>	94.0%	94.3%	95.4%	91.0%	97.6%	*	95.4%	94.0%	93.7%	94.8%
2019-20	98.3%	98.3%	<b>98.9%</b>	98.9%	98.9%	98.8%	*	99.6%	-	98.7%	98.4%	98.5%	99.2%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	14.5%	<b>13.6%</b>	19.0%	17.5%	11.0%	57.1%	9.4%	*	14.7%	18.1%	20.0%	15.0%
2019-20	6.7%	5.9%	<b>5.4%</b>	3.6%	6.0%	5.2%	9.1%	0.0%	-	5.3%	8.7%	7.7%	3.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	0.8%	<b>0.5%</b>	0.0%	0.9%	0.3%	*	0.0%	*	0.0%	0.0%	1.0%	1.2%
2019-20	0.5%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	2.1%	<b>0.5%</b>	0.0%	1.2%	0.1%	*	0.0%	-	0.0%	1.7%	0.8%	0.0%
2019-20	1.6%	1.4%	<b>0.1%</b>	0.0%	0.0%	0.2%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	90.2%	<b>95.7%</b>	100.0%	93.9%	96.4%	-	100.0%	-	*	92.3%	94.0%	100.0%
Received TxCHSE	0.3%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	4.1%	<b>3.8%</b>	0.0%	6.1%	2.9%	-	0.0%	-	*	7.7%	6.0%	0.0%
Dropped Out	5.8%	5.3%	<b>0.4%</b>	0.0%	0.0%	0.7%	-	0.0%	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.3%	90.5%	<b>95.7%</b>	100.0%	93.9%	96.4%	-	100.0%	-	*	92.3%	94.0%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	94.7%	<b>99.6%</b>	100.0%	100.0%	99.3%	-	100.0%	-	*	100.0%	100.0%	100.0%
<b>Class of 2020</b>													
Graduated	90.3%	90.9%	<b>97.6%</b>	*	96.7%	98.0%	*	*	-	*	70.0%	99.0%	*
Received TxCHSE	0.4%	0.4%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.9%	4.2%	<b>2.0%</b>	*	3.3%	1.3%	*	*	-	*	30.0%	1.0%	*
Dropped Out	5.4%	4.5%	<b>0.4%</b>	*	0.0%	0.7%	*	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.7%	91.3%	<b>97.6%</b>	*	96.7%	98.0%	*	*	-	*	70.0%	99.0%	*
Graduates, TxCHSE, and Continuers	94.6%	95.5%	<b>99.6%</b>	*	100.0%	99.3%	*	*	-	*	100.0%	100.0%	*

Stephenville ISD's strategy to provide credit recovery teachers and an academic interventionist to meet the identified needs of our at-risk students. This strategy supports both improving graduation rates and improving student achievement results for our students at-risk of dropping out of school.

### **Performance Data:**

The data sources considered in regards to intervention recommendations included, but were not limited to STAAR data, NWEA Data, progress monitoring data, benchmark data, report card and progress report data, and at-risk data reports.

### **Student Achievement Results:**

Table 2 reflects student achievement on the STAAR assessments for all grades, as well as state and district comparison data. The gap in at-risk and non-at-risk, and educationally disadvantaged and non-educationally disadvantaged students are reported, as a goal of SCE is to reduce any disparity in performance on assessment instruments 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 29.081 of the Texas Education Code (TEC) and all other students. Data are shaded green where the gaps were reduced, and red where the gaps increased.

Stephenville ISD's student achievement scores for All Grades data show we have met and/or exceeded the state results in all All Subjects, ELA/Reading, Writing, Math, Science, and Social Studies in 2022.

Table 2: 2021-2022 STAAR Performance	School Year	State	Region 11	District	Econ Disadv	Non-Econ Disadv	Gap	At Risk	Non-At Risk	Gap
<b>All Grades All Subjects</b>										
At Approaches Grade Level or Above	2022	74%	75%	<b>81%</b>	71%	90%	19	64%	96%	32
	2021	67%	69%	<b>77%</b>	65%	87%	22	56%	92%	36
At Meets Grade Level or Above	2022	48%	50%	<b>57%</b>	44%	69%	25	31%	80%	49
	2021	41%	44%	<b>51%</b>	37%	64%	27	26%	69%	43
At Masters Grade Level	2022	23%	24%	<b>30%</b>	20%	40%	20	10%	49%	30
	2021	18%	20%	<b>25%</b>	15%	33%	18	9%	36%	27
<b>All Grades ELA/Reading</b>										
At Approaches Grade Level or Above	2022	75%	76%	<b>81%</b>	72%	89%	17	63%	97%	34
	2021	68%	71%	<b>76%</b>	64%	87%	23	53%	92%	39
At Meets Grade Level or Above	2022	53%	55%	<b>59%</b>	46%	71%	25	32%	84%	52
	2021	45%	47%	<b>50%</b>	35%	64%	29	23%	69%	46
At Masters Grade Level	2022	25%	26%	<b>30%</b>	20%	39%	19	9%	49%	40
	2021	18%	20%	<b>21%</b>	12%	30%	18	5%	32%	27
<b>All Grades Mathematics</b>										
At Approaches Grade Level or Above	2022	72%	73%	<b>81%</b>	71%	90%	19	64%	95%	31
	2021	66%	67%	<b>80%</b>	70%	88%	18	61%	93%	32
At Meets Grade Level or Above	2022	42%	43%	<b>52%</b>	40%	64%	24	26%	75%	49
	2021	37%	39%	<b>55%</b>	42%	66%	24	31%	71%	40
At Masters Grade Level	2022	20%	21%	<b>29%</b>	18%	39%	21	9%	46%	37
	2021	18%	18%	<b>29%</b>	19%	38%	19	12%	41%	29
<b>All Grades Science</b>										
At Approaches Grade Level or Above	2022	76%	76%	<b>83%</b>	71%	92%	21	67%	97%	30
	2021	71%	73%	<b>78%</b>	66%	88%	22	61%	92%	31
At Meets Grade Level or Above	2022	47%	49%	<b>62%</b>	44%	76%	32	35%	88%	53
	2021	44%	46%	<b>52%</b>	38%	63%	25	28%	71%	43
At Masters Grade Level	2022	21%	22%	<b>37%</b>	22%	48%	26	12%	59%	47
	2021	20%	21%	<b>28%</b>	19%	35%	16	11%	42%	31
<b>All Grades Social Studies</b>										
At Approaches Grade Level or Above	2022	75%	77%	<b>81%</b>	73%	88%	15	69%	92%	23
	2021	73%	75%	<b>79%</b>	69%	86%	17	58%	95%	37
At Meets Grade Level or Above	2022	50%	52%	<b>57%</b>	49%	64%	15	38%	73%	35
	2021	49%	52%	<b>53%</b>	38%	65%	27	30%	72%	42
At Masters Grade Level	2022	30%	32%	<b>31%</b>	25%	38%	13	18%	44%	26
	2021	29%	31%	<b>32%</b>	23%	38%	15	13%	47%	34

### Elementary and Intermediate:

Table 3 reflects student achievement on the STAAR assessments for elementary and intermediate grades, as well as state and district comparison data. The gap in at-risk and non-at-risk, and educationally disadvantaged and non-educationally disadvantaged students are reported, as a goal of SCE is to reduce any disparity in performance on assessment instruments 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 29.081 of the Texas education Code (TEC) and all other students. Gaps between Stephenville ISD at-risk and non-at-risk, and educationally disadvantaged and non-educationally disadvantaged students decreased across the majority of areas. Focused interventions will be provided to address the needs of SCE eligible students.

Table 3: 2021-2022 STAAR Performance	School Year	State	Region 11	District	Econ Disadv	Non-Econ Disadv	Gap	At Risk	Non-At Risk	Gap
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>										
<b>Grade 3 Reading</b>										
At Approaches Grade Level or Above	2022	76%	77%	<b>85%</b>	77%	94%	17	65%	94%	29
	2021	67%	70%	<b>73%</b>	60%	86%	26	41%	90%	49
At Meets Grade Level or Above	2022	51%	53%	<b>61%</b>	49%	75%	26	32%	74%	42
	2021	39%	41%	<b>48%</b>	33%	63%	30	21%	63%	42
At Masters Grade Level	2022	30%	32%	<b>42%</b>	28%	57%	29	14%	54%	40
	2021	19%	21%	<b>26%</b>	14%	37%	23	9%	35%	26
<b>Grade 3 Mathematics</b>										
At Approaches Grade Level or Above	2022	71%	72%	<b>85%</b>	76%	94%	18	65%	93%	28
	2021	62%	64%	<b>82%</b>	75%	89%	14	55%	96%	41
At Meets Grade Level or Above	2022	43%	44%	<b>63%</b>	49%	80%	31	39%	74%	35
	2021	31%	33%	<b>56%</b>	43%	69%	26	28%	70%	42
At Masters Grade Level	2022	21%	22%	<b>36%</b>	27%	47%	20	13%	46%	33
	2021	14%	15%	<b>32%</b>	20%	43%	23	14%	41%	27
<b>Grade 4 Reading</b>										
At Approaches Grade Level or Above	2022	77%	78%	<b>87%</b>	83%	90%	7	69%	98%	29
	2021	63%	64%	<b>76%</b>	63%	88%	25	46%	88%	42
At Meets Grade Level or Above	2022	54%	56%	<b>66%</b>	54%	77%	23	39%	83%	44
	2021	36%	38%	<b>45%</b>	27%	62%	35	13%	58%	45
At Masters Grade Level	2022	28%	30%	<b>37%</b>	28%	46%	18	14%	52%	38
	2021	17%	19%	<b>25%</b>	13%	37%	24	4%	34%	30
<b>Grade 4 Mathematics</b>										
At Approaches Grade Level or Above	2022	70%	70%	<b>90%</b>	84%	95%	11	77%	97%	20
	2021	59%	61%	<b>85%</b>	77%	91%	14	63%	93%	30
At Meets Grade Level or Above	2022	43%	44%	<b>75%</b>	66%	84%	18	50%	91%	41
	2021	36%	38%	<b>66%</b>	52%	78%	26	41%	76%	35
At Masters Grade Level	2022	23%	24%	<b>50%</b>	37%	63%	26	22%	67%	45
	2021	21%	23%	<b>50%</b>	32%	67%	35	26%	60%	34
<b>Grade 5 Reading</b>										
At Approaches Grade Level or Above	2022	81%	82%	<b>79%</b>	68%	90%	22	59%	99%	40
	2021	73%	74%	<b>76%</b>	62%	88%	26	43%	93%	50
At Meets Grade Level or Above	2022	58%	59%	<b>59%</b>	42%	75%	33	26%	91%	65
	2021	46%	48%	<b>50%</b>	36%	62%	26	17%	68%	51
At Masters Grade Level	2022	36%	38%	<b>41%</b>	23%	58%	35	11%	70%	59
	2021	30%	31%	<b>36%</b>	25%	46%	21	12%	49%	37
<b>Grade 5 Mathematics</b>										
At Approaches Grade Level or Above	2022	77%	77%	<b>81%</b>	68%	93%	25	63%	98%	35
	2021	70%	70%	<b>78%</b>	65%	90%	25	52%	92%	40
At Meets Grade Level or Above	2022	48%	48%	<b>49%</b>	33%	63%	30	21%	76%	55
	2021	44%	45%	<b>52%</b>	42%	61%	19	28%	65%	37
At Masters Grade Level	2022	25%	24%	<b>26%</b>	13%	37%	24	6%	44%	38
	2021	25%	26%	<b>33%</b>	23%	42%	19	19%	41%	22

<b>Grade 5 Science</b>										
At Approaches Grade Level or Above	2022	66%	68%	<b>73%</b>	58%	86%	28	48%	96%	48
	2021	62%	64%	<b>66%</b>	50%	80%	30	37%	82%	45
At Meets Grade Level or Above	2022	38%	40%	<b>51%</b>	31%	69%	38	19%	82%	63
	2021	31%	33%	<b>30%</b>	20%	39%	19	12%	40%	28
At Masters Grade Level	2022	18%	18%	<b>30%</b>	15%	42%	27	6%	52%	46
	2021	13%	14%	<b>15%</b>	12%	17%	5	6%	19%	13
<b>Grade 6 Reading</b>										
At Approaches Grade Level or Above	2022	70%	72%	<b>71%</b>	55%	85%	30	43%	93%	50
	2021	62%	65%	<b>69%</b>	53%	84%	31	42%	87%	45
At Meets Grade Level or Above	2022	43%	45%	<b>45%</b>	31%	57%	26	16%	69%	53
	2021	32%	34%	<b>34%</b>	14%	54%	40	10%	50%	40
At Masters Grade Level	2022	23%	24%	<b>23%</b>	15%	30%	15	7%	36%	29
	2021	15%	16%	<b>16%</b>	7%	25%	18	3%	25%	22
<b>Grade 6 Mathematics</b>										
At Approaches Grade Level or Above	2022	73%	75%	<b>78%</b>	65%	90%	25	57%	96%	39
	2021	68%	70%	<b>72%</b>	58%	87%	29	48%	89%	41
At Meets Grade Level or Above	2022	39%	42%	<b>44%</b>	31%	55%	24	15%	68%	53
	2021	36%	39%	<b>39%</b>	22%	56%	34	13%	57%	44
At Masters Grade Level	2022	16%	18%	<b>20%</b>	12%	27%	15	5%	32%	27
	2021	15%	17%	<b>16%</b>	4%	27%	23	4%	24%	20

## Junior High:

Table 4 reflects student achievement on the STAAR assessments for junior high grades, as well as state and district comparison data. The gap in at-risk and non-at-risk, and educationally disadvantaged and non-educationally disadvantaged students are reported, as a goal of SCE is to reduce any disparity in performance on assessment instruments 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 29.081 of the Texas Education Code (TEC) and all other students. Focused interventions will be provided to address the needs of SCE-eligible students.

Table 4: 2021-2022 STAAR Performance	School Year	State	Region 11	District	Econ Disadv	Non-Econ Disadv	Gap	At Risk	Non-At Risk	Gap
<b>Grade 7 Reading</b>										
At Approaches Grade Level or Above	2022	80%	81%	<b>82%</b>	70%	92%	22	65%	98%	33
	2021	69%	72%	<b>79%</b>	70%	86%	16	61%	93%	32
At Meets Grade Level or Above	2022	56%	58%	<b>59%</b>	48%	69%	21	32%	85%	53
	2021	45%	48%	<b>52%</b>	37%	63%	26	23%	74%	51
At Masters Grade Level	2022	37%	39%	<b>41%</b>	26%	54%	28	15%	65%	50
	2021	25%	27%	<b>29%</b>	18%	38%	20	9%	45%	36
<b>Grade 7 Mathematics</b>										
At Approaches Grade Level or Above	2022	61%	61%	<b>73%</b>	62%	83%	21	52%	93%	41
	2021	55%	56%	<b>73%</b>	63%	80%	17	50%	91%	41
At Meets Grade Level or Above	2022	31%	31%	<b>42%</b>	29%	54%	25	19%	64%	45
	2021	27%	27%	<b>49%</b>	37%	59%	22	19%	73%	54
At Masters Grade Level	2022	13%	12%	<b>23%</b>	11%	34%	23	8%	37%	29
	2021	12%	11%	<b>27%</b>	16%	36%	20	6%	44%	38
<b>Grade 8 Reading</b>										
At Approaches Grade Level or Above	2022	83%	84%	<b>89%</b>	83%	93%	10	77%	99%	22
	2021	73%	75%	<b>79%</b>	68%	89%	21	66%	95%	29
At Meets Grade Level or Above	2022	58%	59%	<b>64%</b>	50%	75%	25	34%	89%	55
	2021	46%	48%	<b>50%</b>	39%	60%	21	30%	75%	45
At Masters Grade Level	2022	37%	38%	<b>46%</b>	34%	55%	21	17%	69%	52
	2021	21%	21%	<b>21%</b>	10%	31%	21	6%	39%	33
<b>Grade 8 Mathematics</b>										
At Approaches Grade Level or Above	2022	71%	72%	<b>79%</b>	75%	85%	10	70%	94%	24
	2021	62%	62%	<b>83%</b>	75%	91%	16	77%	95%	18
At Meets Grade Level or Above	2022	40%	39%	<b>45%</b>	40%	50%	10	31%	67%	36
	2021	36%	37%	<b>65%</b>	53%	79%	26	55%	88%	33
At Masters Grade Level	2022	14%	14%	<b>11%</b>	9%	14%	5	3%	25%	22
	2021	11%	11%	<b>16%</b>	13%	20%	7	10%	32%	22
<b>Grade 8 Science</b>										
At Approaches Grade Level or Above	2022	74%	75%	<b>81%</b>	71%	90%	19	64%	96%	32
	2021	68%	70%	<b>78%</b>	67%	88%	21	63%	97%	34
At Meets Grade Level or Above	2022	45%	46%	<b>58%</b>	40%	72%	32	26%	83%	57
	2021	43%	45%	<b>50%</b>	35%	63%	28	26%	79%	53
At Masters Grade Level	2022	24%	24%	<b>31%</b>	15%	43%	28	6%	51%	45
	2021	24%	24%	<b>28%</b>	21%	34%	13	14%	45%	31
<b>Grade 8 Social Studies</b>										
At Approaches Grade Level or Above	2022	61%	64%	<b>67%</b>	52%	78%	26	45%	85%	40
	2021	57%	60%	<b>63%</b>	50%	75%	25	42%	88%	46
At Meets Grade Level or Above	2022	31%	33%	<b>34%</b>	20%	44%	24	12%	51%	39
	2021	28%	31%	<b>25%</b>	12%	37%	25	10%	45%	35
At Masters Grade Level	2022	18%	20%	<b>15%</b>	6%	22%	16	3%	25%	22
	2021	14%	15%	<b>10%</b>	4%	15%	11	4%	17%	13

## High School:

Table 5 reflects student achievement on the STAAR assessments for high school grades, as well as state and district comparison data. The gap in at-risk and non-at-risk, and educationally disadvantaged and non-educationally disadvantaged students are reported, as a goal of SCE is to reduce any disparity in performance on assessment instruments 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 29.081 of the Texas Education Code. Presented to the SISD School Board on November 13, 2023



Code (TEC) and all other students. Gaps between at-risk and non-at-risk students, and educationally disadvantaged and non-educationally disadvantaged students in Stephenville ISD decreased across most subject areas as compared to the prior year data. Focused interventions will address the needs of at-risk students including interventions and credit recovery classes.

Table 5: 2021-2022 STAAR Performance	School Year	State	Region 11	District	Econ Disadv	Non-Econ Disadv	Gap	At Risk	Non-At Risk	Gap
<b>End of Course English I</b>										
At Approaches Grade Level or Above	2022	65%	68%	<b>73%</b>	63%	82%	19	59%	100%	41
	2021	67%	71%	<b>76%</b>	63%	86%	23	50%	96%	46
At Meets Grade Level or Above	2022	47%	50%	<b>55%</b>	43%	66%	23	35%	94%	59
	2021	50%	55%	<b>58%</b>	44%	69%	25	25%	84%	59
At Masters Grade Level	2022	11%	11%	<b>9%</b>	4%	13%	9	2%	23%	21
	2021	12%	15%	<b>12%</b>	5%	18%	13	0%	22%	22
<b>End of Course English II</b>										
At Approaches Grade Level or Above	2022	72%	74%	<b>82%</b>	74%	90%	16	68%	99%	31
	2021	71%	73%	<b>79%</b>	71%	87%	16	60%	95%	35
At Meets Grade Level or Above	2022	55%	58%	<b>64%</b>	53%	75%	22	39%	93%	54
	2021	57%	60%	<b>63%</b>	48%	78%	30	35%	87%	52
At Masters Grade Level	2022	9%	9%	<b>10%</b>	7%	13%	6	3%	18%	15
	2021	11%	12%	<b>8%</b>	5%	11%	6	1%	13%	12
<b>End of Course Algebra I</b>										
At Approaches Grade Level or Above	2022	76%	75%	<b>78%</b>	66%	88%	22	66%	96%	30
	2021	73%	74%	<b>82%</b>	76%	87%	11	68%	94%	26
At Meets Grade Level or Above	2022	43%	44%	<b>44%</b>	25%	59%	34	20%	79%	59
	2021	41%	43%	<b>53%</b>	40%	63%	23	28%	74%	46
At Masters Grade Level	2022	27%	28%	<b>33%</b>	15%	47%	32	10%	67%	57
	2021	23%	25%	<b>33%</b>	25%	40%	15	13%	50%	37
<b>End of Course Biology</b>										
At Approaches Grade Level or Above	2022	83%	84%	<b>96%</b>	91%	99%	8	93%	100%	7
	2021	82%	83%	<b>88%</b>	79%	95%	16	74%	98%	24
At Meets Grade Level or Above	2022	55%	57%	<b>81%</b>	71%	87%	16	63%	100%	37
	2021	55%	58%	<b>70%</b>	56%	81%	25	40%	92%	52
At Masters Grade Level	2022	21%	24%	<b>53%</b>	42%	59%	17	26%	79%	53
	2021	22%	23%	<b>38%</b>	23%	50%	27	11%	59%	48
<b>End of Course U.S. History</b>										
At Approaches Grade Level or Above	2022	89%	90%	<b>96%</b>	93%	99%	6	92%	100%	8
	2021	88%	90%	<b>97%</b>	95%	99%	4	93%	99%	6
At Meets Grade Level or Above	2022	68%	70%	<b>81%</b>	75%	88%	13	64%	98%	34
	2021	69%	72%	<b>87%</b>	77%	93%	16	74%	93%	19
At Masters Grade Level	2022	42%	44%	<b>49%</b>	42%	57%	15	32%	66%	34
	2021	43%	46%	<b>58%</b>	52%	62%	10	32%	69%	37

Gaps between at-risk and non-at-risk students, and educationally disadvantaged and non-educationally disadvantaged students in Stephenville ISD decreased across most subject areas as compared to the prior year data. Focused interventions will address the needs of at-risk students including interventions and credit recovery classes.

## **Findings:**

Stephenville ISD's student achievement scores for All Grades data show we have met and/or exceeded the state results in all Subjects, ELA/Reading, Writing, Math, Science, and Social Studies in 2022.

SISD is closing the achievement gaps 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 29.081 of the Texas Education Code (TEC) and all other students in most areas. There are still areas of concern that need to be addressed.

Graduation rates continue to be above the state average and the gap between at-risk students and all other students is low, as is the gap between educationally disadvantaged and non-educationally disadvantaged students. Continued intensive monitoring, support, and interventions are needed to keep graduation rates high, and the gaps low.

## **Recommendations:**

Recommendations are to use SCE funds for direct supplemental instruction of identified SCE-eligible students, with a focused approach for interventions. The priority is to provide high school resources to address the needs of students who have failed an end-of-course exam and to help address the qualifications for graduation. Strategies will include supplemental (1) academic support (2) credit recovery classes at the high schools, (3) academic interventionists based on campus needs assessment data to improve both student achievement and graduation rates, (4) full-day PK support, (5) provide training to address the needs of SCE eligible students, (6) Disciplinary Alternative Education Program support, and (7) Compensatory Education Home Instruction (CEHI) for pregnant/parenting students.

Assurances will be made to ensure that all SCE funds are dedicated to improving the outcomes for SCE-eligible students. FTEs for interventionists and Credit Recovery Teachers will be allocated based on the number of at-risk students enrolled at each campus, the number of students with credit deficiencies, and the number of students identified as at-risk. PK instructional staff will be assigned based on campus needs.

Campus committees identify the areas of greatest needs during the development of their comprehensive needs assessment/campus Improvement plan process and will continue to evaluate, adjust, and implement their intervention services. Student performance is continuously monitored by campus staff to ensure that SCE-eligible students are receiving proper accelerated instruction. Each campus will monitor performance, and complete an evaluation of their SCE programs.

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We will provide supplemental resources for Title I schools to provide additional interventions focused on personalized learning sessions to prepare Title I students to improve their understanding of skills assessed by the state assessments (STAAR).