

# Hallsville Independent School District

## For the Consideration of the Board of Trustees

**Date of Board Meeting:** June 19, 2025

**Topic:** State Compensatory Education Public Hearing

**Background and Rationale:**

The TEC, §29.081(b-3), states that a district shall evaluate the effectiveness of accelerated instruction programs and annually hold a public hearing to consider the results.

A summary of Hallsville ISD's State Compensatory Education (At Risk) program is attached. Each campus has outlined their progress toward goals and made recommendations for the future of their programs.

**Relationship to Strategic Plan:**

**Personnel Affected:**

**Budget Implications:**

- ☐ Include in this year's budget
- ☐ Amendment of this year's budget required
- ☐ Increase in this year's budget required
- ☐ Expenditures required for next year's budget
- ☐ N/A

**Recommendation:**

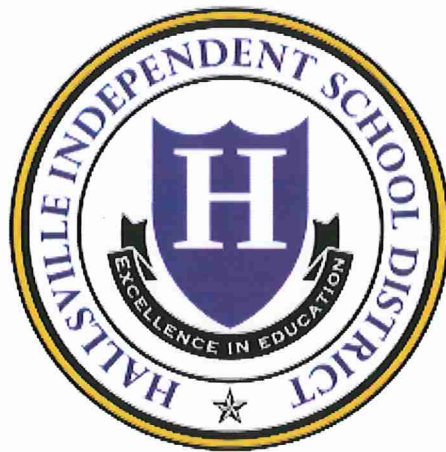
Public Hearing

\_\_\_\_\_  
Signature  
(Person Bringing Information to the Board)

\_\_\_\_\_  
Superintendent's Signature

# **Hallsville ISD**

## **2024-2025**



**State Compensatory Education  
Annual Program Evaluation  
Public Hearing: June 19, 2025**

## **Program Description**

State Compensatory Education (SCE) funds may be used to provide a compensatory, intensive, or accelerated program that enables the students to be performing at grade level at the conclusion of the next regular school term. Hallsville I.S.D. will provide compensatory education that is designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school.

The goal of all Hallsville I.S.D. State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

The Texas Education Agency (TEA) allotted Hallsville ISD \$19,563,524 in SCE funding for 2024-2025, of which at least 55% (\$10,759,939) of these funds were required to be spent on SCE eligible strategies to address the needs of SCE eligible students.

## **Program Strategies**

Hallsville ISD's SCE funded positions include supplemental teachers, interventionists, behavior assistants, at-risk social workers, PK teachers (half-day) and PK paraprofessionals. 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. Disciplinary Alternative Education Placement Center (DAEP) also received direct support from SCE. Beyond the campus staffing allocations, additional SCE funds were allocated to campuses to provide summer learning, which focused on core subject area instruction and PK-4 Emergent Bilingual instruction. This instruction was supplemental to the basic instructional program and led by teachers with small groups of students. We also provided supplemental instructional materials and technology at our schools to address their needs.

Services include, but are not limited to:

- Math intervention teachers,
- Reading intervention teachers,
- PK teachers (to offer full day instruction),
- PK classroom assistants,
- Behavior assistants,
- Credit Recovery teachers and assistants,
- 8th-10th Grade Initiative extra duty pay for mentors,
- Supplies for intervention supports,
- Summer school funding,
- DAEP supplies and staff,
- Instructional coaches,
- Initiatives to raise attendance,
- Supplemental instructional materials, and
- Professional learning.

## Student Population (Fall 2024 PEIMS Submission)

Hallsville ISD's student population of 24,604 students was 86.64% at-risk and 53.01% economically disadvantaged for the 2024-2025 school year. Both populations had an increase from 2023-2024. 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 eligible students' needs.

Hallsville ISD is unique in its composition; consisting of 6 campuses located within the boundaries of HISD (brick and mortar) and an online school consisting of students across the state of Texas in grades 3-12 and managed by HISD and Stride K12.

Brick and Mortar Schools (all are Title I, Part A schoolwide):

- Hallsville West Elementary, grades PK-4
- Hallsville East Elementary, grades PK-4
- Hallsville North Elementary, grades PK-4
- Hallsville Intermediate, grade 5-6
- Hallsville Jr. High, grades 7-8
- Hallsville High School, grades 9-12

Virtual Campus (Title I, Part A schoolwide)

- Texas Virtual Academy of Hallsville (TVAH), grades 3-12

The tables below break down the At-Risk Criteria Percentages (Fall Snapshot).

HHS	Total Stu.	At-Risk	Retained	Pregnant or Parent	DAEP	Expelled	Prior PEIMS Dropout	Emergent Bilingual	DFPS	Homeless
Fall '24	1,451	644	55	0	54	0	0	46	3	8
Fall '23	1462	607	55	0	74	0	0	62	0	1
Fall '22	1456	581	51	2	72	1	0	61	3	3

TVAH	Total Stu.	At-Risk	Retained	Pregnant or Parent	DAEP	Expelled	Prior PEIMS Dropout	Emergent Bilingual	DFPS	Homeless
Fall '24	19,731	19,521	1,689	0	10	0	29	2,327	3	257
Fall '23	14,830	16,272	1,486	0	0	0	30	1,983	4	220
Fall '22	12,883	12,883	1,632	0	0	0	30	1,309	11	199

Jr. High	Total Stu.	At-Risk	Retained	Pregnant or Parent	DAEP	Expelled	Prior PEIMS Dropout	Emergent Bilingual	DFPS	Homeless
Fall '24	768	309	49	0	5	0	0	20	1	1
Fall '23	738	263	40	0	28	0	0	37	2	1
Fall '22	1,139	384	58	0	39	0	0	57	5	3

<b>Int.</b>	<b>Total Stu.</b>	<b>At-Risk</b>	<b>Retained</b>	<b>Pregnant or Parent</b>	<b>DAEP</b>	<b>Expelled</b>	<b>Prior PEIMS Dropout</b>	<b>Emergent Bilingual</b>	<b>DFPS</b>	<b>Homeless</b>
Fall '24	759	314	43	0	5	0	0	54	1	2
Fall '23	782	283	46	0	11	0	0	48	3	5
Fall '22	389	107	28	0	5	0	0	14	2	1

<b>East</b>	<b>Total Stu.</b>	<b>At-Risk</b>	<b>Retained</b>	<b>Pregnant or Parent</b>	<b>DAEP</b>	<b>Expelled</b>	<b>Prior PEIMS Dropout</b>	<b>Emergent Bilingual</b>	<b>DFPS</b>	<b>Homeless</b>
Fall '24	598	154	39	70	1	0	0	11	2	6
Fall '23	592	68	23	9	0	0	0	14	0	0
Fall '22	604	220	42	117	0	0	0	19	2	2

<b>North</b>	<b>Total Stu.</b>	<b>At-Risk</b>	<b>Retained</b>	<b>Pregnant or Parent</b>	<b>DAEP</b>	<b>Expelled</b>	<b>Prior PEIMS Dropout</b>	<b>Emergent Bilingual</b>	<b>DFPS</b>	<b>Homeless</b>
Fall '24	592	166	23	91	0	0	0	46	8	7
Fall '23	627	110	30	32	0	0	0	41	7	0
Fall '22	677	279	45	146	0	0	0	45	7	4

<b>West</b>	<b>Total Stu.</b>	<b>At-Risk</b>	<b>Retained</b>	<b>Pregnant or Parent</b>	<b>DAEP</b>	<b>Expelled</b>	<b>Prior PEIMS Dropout</b>	<b>Emergent Bilingual</b>	<b>DFPS</b>	<b>Homeless</b>
Fall '24	703	207	29	118	0	0	0	66	1	1
Fall '23	740	138	32	41	0	0	0	75	2	3
Fall '22	723	291	43	152	0	0	0	81	3	4

## Pre-Kindergarten Program Support

Hallsville ISD Pre-Kindergarten programming benefits from having para educators 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.

## High School Completion (Graduation Rates)

One of the State Compensatory Education Program's goals is to eliminate any disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

Table 2 reflects graduation rates (TAPR reported) for the state and Hallsville ISD.

<b>Table 2</b>	<b>2021 4 yr Grad. Rates</b>	<b>2022 4 yr Grad. Rates</b>	<b>2023 4 yr Grad. Rates</b>
<b>State</b>	92.2%	89.7%	90.3%
<b>All HISD</b>	84.1%	75.1%	75.2%
<b>Hallsville High School</b>	98.4%	99.1%	97.2%
<b>TVAH</b>	No data	69.6%	71.6%

\*as of July 2025, the latest report from T.E.A. was the 2022-2023 school year.

Hallsville ISD's strategy to provide credit recovery, EOC support courses, and at-risk "initiative" mentors will continue next year to meet the identified needs of our at-risk students. This strategy supports improving graduation rates.

## Performance Data

The data sources considered in regards to intervention recommendations included, but were not limited to:

- STAAR and TELPAS results,
- benchmarks and common assessments,
- report cards/progress reports,
- Universal screeners (IReady, dyslexia screeners, etc.), and
- at-risk data reports.

# Student Achievement Data

## East Elementary

East STAAR Performance Data																		
	Approaches or Above					Comp arison 24-25	Meets or Above					Comp arison 24-25	Masters or Above					Compa rison 24-25
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025	
3rd Math	81%	80%	74%	72%	73%	1	46%	48%	48%	37%	49%	12	23%	23%	22%	13%	18%	5
3rd Rdg	77%	85%	75%	71%	84%	13	43%	51%	50%	34%	56%	22	22%	28%	18%	13%	18%	5
4th Math			77%	81%	78%	-3			45%	52%	55%	3			17%	30%	27%	-3
4th Rdg			83%	77%	77%	0			49%	48%	30%	-18			19%	27%	13%	-14

## TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
1st	-	-	100	100	-	-	-	-
2nd	80	100	20	-	-	-	-	-
3rd	-	20	100	-	-	80	-	-
4th	33	-	67	100	-	-	-	-

## Implications/Findings

- 55% students on or above grade level reading in 2nd grade (running records)
- 65% students on or above grade level reading in 1st grade (running records)
- 47% students on or above grade level reading in kindergarten (running records)



## North Elementary

North STAAR Performance Data																		
	Approaches or Above					Comp arison 24-25	Meets or Above					Comp arison 24-25	Masters or Above					Compa rison 24-25
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025	
3rd Math	92%	88%	76%	76%	72%	-4	59%	62%	46%	49%	49%	0	31%	31%	15%	15%	20%	5
3rd Rdg	89%	88%	78%	82%	71%	-11	61%	62%	54%	54%	48%	-6	35%	39%	17%	16%	29%	13
4th Math			75%	69%	70%	1			53%	41%	57%	16			18%	20%	26%	6
4th Rdg			88%	79%	80%	1			44%	44%	49%	5			19%	19%	23%	4

### TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
1st	-	27	100	73	-	-	-	-
2nd	83	71	17	29	-	-	-	-
3rd	14	67	86	22	-	11	-	-
4th	83	60	17	40	-	-	-	-

### Implications/Findings

- North Elementary
  - 20/26 Math iReady "lab" students made progress
  - 15/21 Math intervention students mastered at least 5 SEs
  - 20/48 Reading intervention students made at least 1 years growth on their BAS
  - 4th grade Masters increased by 2%
  - 3rd grade math Meets increased by 3%



## West Elementary

West STAAR Performance Data												
	Approaches or above			Comparis on 24-25	Meets or above			Comparis on 24-25	Masters or Above			Comparis on 24-25
	2023	2024	2025		2023	2024	2025		2023	2024	2025	
3rd Math	84%	86%	78%	-8	54%	50%	56%	6	26%	19%	22%	3
3rd Rdg	83%	86%	91%	5	54%	63%	57%	-6	24%	24%	26%	2
4th Math	90%	86%	84%	-2	67%	63%	73%	10	36%	33%	38%	5
4th Rdg	89%	91%	88%	-3	62%	61%	70%	9	33%	35%	36%	1

## TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
1st	17	38	75	50	8	13	-	-
2nd	78	90	22	10	-	-	-	-
3rd	50	60	38	40	13	-	-	-
4th	81	86	19	14	-	-	-	-

## Implications/Findings

- West Elementary (2025)
  - 42 students were served in our PreK program.
  - 10/16 3rd Grade students in the Build/Reading Horizons program made at least 1 year's growth. Four of those students showed 2 year's growth!
  - 14/16 ELA students made at least 1 year's progress according to iReady data.
  - 15/17 Math students made at least 1 year's progress according to iReady data in 3rd grade.
  - 9/11 Math students made at least 1 year's progress according to iReady data in 4th grade.

## Intermediate

Intermediate STAAR Performance Data															
	Approaches or Above				Comparison 24 vs 25	Meets or Above				Comparison 24-25	Masters or Above				Comparison 24-25
	2022	2023	2024	2025		2022	2023	2024	2025		2022	2023	2024	2025	
5th Math	94%	89%	82%	80%	-2	61%	61%	56%	51%	-5	29%	26%	22%	28%	6
5th Rdg	93%	86%	82%	78%	-4	70%	60%	55%	58%	3	48%	32%	30%	34%	4
5th Sci.	88%	85%	82%	81%	-1	65%	57%	56%	55%	-1	36%	30%	32%	28%	-4
6th Math	89%	90%	83%	81%	-2	68%	61%	55%	48%	-8	36%	31%	29%	25%	-4
6th Rdg	82%	88%	84%	81%	-3	55%	65%	67%	57%	-10	29%	28%	34%	32%	-2

## TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
5th	58	40	39	56	3	4	-	-
6th	60	47	30	50	10	3	-	-

## Implications/Findings

- Intermediate
  - 5th Math: The number of students who made **approaches** and **meets** decreased and the number of students who made **masters** increased. 30/41 Math intervention students made one year's growth or better on I-ready progress during the year. 24/41 Math intervention students went from **Did Not Approach** to **Approaching** standard on their Math STAAR.
  - 5th Reading: The number of students who made **approaches** decreased and the number of students who made **meets** and **masters** increased. 12/23 Reading intervention students went from **Did Not Approach** to **Approaching** standard on their RLA STAAR. 18/23 intervention students increased BAS reading levels by at least one grade level or more.
  - 5th Science: The number of students who made **approaches**, **meets**, and **masters** decreased.
  - 6th Math: The number of students who made **approaches**, **meets**, and **masters** decreased.
  - 6th Reading: The number of students who made **approaches**, **meets**, and **masters** decreased. 55/85 Reading intervention students went from **Did Not Approach** to **Approaching** standard on their RLA STAAR. 13/16 intervention students increased BAS reading levels by at least one grade level or more.

## Jr. High

HJHS STAAR Performance Data																		
	Approaches or Above					Comparison 24-25	Meets or Above					Comparison 24-25	Masters or Above					Comparison 24-25
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025	
7th Math	72%	81%	83%	77%	78%	1	37%	56%	62%	57%	59%	2	16%	35%	27%	25%	33%	8
7th Rdg	80%	84%	88%	81%	83%	2	57%	66%	73%	66%	63%	-3	31%	50%	42%	39%	39%	0
8th Math	78%	84%	87%	82%	96%	14	53%	61%	67%	58%	64%	6	14%	24%	31%	31%	26%	-5
8th Rdg	83%	87%	92%	90%	89%	-1	59%	63%	71%	76%	73%	-3	32%	42%	43%	46%	46%	0
8th Sci	81%	80%	83%	81%	85%	4	59%	50%	61%	56%	60%	4	35%	26%	26%	22%	26%	4
8th SS	72%	74%	77%	78%	72	-6	45%	38%	45%	50%	42%	-8	22%	23%	19%	26%	25	-1
Alg I	100%	100%	99%	100%	100%	0	96%	94%	99%	97%	98%	1	81%	82%	86%	88%	80%	-8

### TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
7th	38	22	62	78	-	-	-	-
8th	52	60	48	40	-	-	-	-

### Implications/Findings

- 8th grade SC Masters increased from 22% to 26%; Meets increased from 56%-60%.
- 8th grade SS Approaches, Meets & Masters all saw increases.
- 7th grade Math Meets increased from 57% to 59%.
- 7th grade RLA Masters increased from 39%-40%.
- Masters on all tests averaged for the campus increased from 34%-35%.



# Hallsville High School

## HHS STAAR Performance Data

EOC	Approaches or Above					Comparison 24-25	Meets or Above					Comparison 24-25	Masters or Above					Comparison on 24-25
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025	
Algebra I	90%	84%	92%	85%	79%	-6	65%	53%	57%	52%	36%	-16	34%	29%	22%	22%	12%	-10
Biology	92%	93%	96%	99%	97%	-2	76%	78%	80%	80	82%	2	46%	41%	41%	40%	40%	0
US History	98%	95%	98%	98%	95%	-3	85%	82%	85%	81%	78%	-3	60%	50%	46%	50%	41%	-9
English I	79%	82%	86%	83%	85%	2	67%	66%	77%	73%	73%	0	13%	16%	26%	30%	26%	-4
English II	79%	84%	90%	86%	85%	-1	67%	70%	80%	76%	73%	-3	13%	12%	14%	12%	15%	3

## TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
9th	42	60	58	40	-	-	-	-
10th	67	56	33	44	-	-	-	-
11th	33	70	60	30	7	-	-	-
12th	62	55	38	45	-	-	-	-

## Implications/Findings

- High School
  - Algebra 1: The number of students who performed at **approaches** and **meets** decreased. **Masters** numbers increased.
  - Biology: The number of students who performed at **approaches** increased. **Meets** numbers stayed the same, and the **masters** numbers decreased.
  - US History: The number of students who performed at **approaches** stayed the same, and the **Meets** numbers decreased. The **masters** numbers increased.
  - English I: The number of students who performed at **approaches** and **meets** decreased. **Masters** numbers increased.
  - English II. The number of students who performed at **approaches**, **meets**, and **masters** all decreased.
  - Credit Recovery (CR)/Edgenuity:
    - Freshmen: 20 students enrolled in CR; 34 courses completed
    - Sophomores: 45 students enrolled in CR; 52 courses completed
    - Juniors: 35 students enrolled in CR; 49 courses completed
    - Seniors: 33 students enrolled in CR; 78 courses completed
  - 9 GI/10 GI
    - 25 students were served through 9/10 GI

# Texas Virtual Academy at Hallsville

## TVAH STAAR Performance Data

	Approaches or Above					Comparison 24-25	Meets or Above					Comparison 24-25	Masters or Above					Comparison 24-25
	2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025	
3rd Math	28%	31%	45%	21%	26%	5	6%	13%	10%	5%	10%	5	3%	3%	2%	2%	2%	0
3rd Rdg	49%	52%	53%	42%	54%	12	20%	27%	19%	16%	21%	5	6%	18%	4%	5%	4%	-1
4th Math	25%	18%	19%	17%	16%	-1	8%	7%	5%	4%	5%	1	5%	4%	1%	0.60%	2%	1.4
4th Rdg	41%	48%	50%	54%	53%	-1	17%	21%	14%	17%	16%	-1	8%	10%	4%	4%	1%	-3
5th Math	26%	24%	32%	21%	21%	0	8%	6%	10%	7%	6%	-1	3%	2%	2%	0.50%	2%	1.5
5th Rdg	49%	54%	53%	52%	50%	-2	24%	26%	19%	24%	23%	-1	11%	13%	6%	7%	5%	-2
5th Sci	25%	25%	23%	18%	20%	2	7%	9%	6%	3%	4.5%	1.5	1%	3%	1%	1%	.5%	-5
6th Math	46%	46%	45%	33%	39%	6	12%	12%	8%	6%	6%	0	1%	3%	2%	1%	1%	0
6th Rdg	45%	58%	53%	53%	57%	4	16%	26%	22%	26%	31%	5	7%	11%	6%	5%	8%	3
7th Math	34%	32%	40%	24%	23%	-1	7%	8%	13%	8%	7%	-1	2%	1%	2%	1%	1%	0
7th Rdg	62%	71%	66%	54%	57%	3	32%	41%	33%	28%	25%	-3	14%	22%	10%	10%	7%	-3
8th Math	30%	32%	49%	30%	23%	-7	9%	6%	9%	5%	5%	0	1%	1%	1%	0.5%	1%	.5
8th Rdg	64%	72%	61%	62%	61%	-1	29%	38%	28%	28%	25%	-3	10%	20%	6%	8%	7%	-1
8th Sci	52%	43%	73%	34%	38%	4	21%	12%	7%	10%	11%	1	6%	4%	1%	2%	1%	-1
8th SS	34%	27%	76%	27%	21%	-6	9%	7%	8%	6%	5%	-1	3%	3%	2%	2%	1%	-1
Alg I	37%	31%	42%	32%	27%	-5	9%	8%	7%	5%	5%	0	4%	4%	2%	2%	2%	0
Bio	73%	66%	80%	75%	80%	5	28%	22%	29%	24%	28%	4	2%	3%	4%	3%	3%	0
US His	84%	83%	92%	81%	86%	4	59%	54%	55%	39%	41%	2	30%	25%	20%	13%	14%	1
Eng I	58%	57%	56%	43%	41%	-2	38%	38%	34%	27%	24%	-3	3%	5%	3%	3%	3%	0
Eng II	60%	65%	64%	53%	51%	-2	40%	48%	39%	34%	30%	-4	2%	3%	1%	2%	1%	-1

## TELPAS Growth

	Same Level		1 Level		2 Levels		3 Levels	
	2024	2025	2024	2025	2024	2025	2024	2025
3rd	60	64	40	29	-	7	-	-
4th	75	89	25	7	-	4	-	-
5th	64	66	36	32	-	2	-	-
6th	73	81	27	18	-	1	-	-
7th	70	69	30	31	-	-	-	-
8th	77	84	22	16	1	-	-	-
9th	81	81	18	19	1	-	-	-
10th	79	76	20	22	1	2	-	-
11th	75	77	24	22	1	1	-	-
12th	80	75	19	23	1	2	-	-

### Implications/Findings:

- TVAHS Note: 2024 - all students who took test with TVAHS. 2023 - snapshot students. Data sets are not equivalent. Data could differ once final accountability results are released.
  - Algebra 1: The percentage of students who performed at **approaches** and **meets** decreased. **Masters** percentages stayed the same.
  - Biology: The percentage of students who performed at **approaches** decreased. **Meets** percentages increased. **Masters** percentages stayed the same.
  - US History: The percentage of students who performed at **approaches**, **meets** and **masters** decreased.
  - English I: The percentage of students who performed at **approaches**, **meets** and **masters** decreased.
  - English II: The percentage of students who performed at **approaches**, **meets** and **masters** decreased.
- Credit Recovery (credits earned) = 8685
- Graduation Rate = 93.90% (preliminary)



## **Recommendations**

Recommendations are to use SCE funds for direct supplemental instruction of identified SCE eligible students, with a focused approach for interventions.

TVAH priority will be ELA and Math for all students by:

- Maintaining FTEs for the following positions that have shown to create student growth
  - Intervention Teachers
  - At-Risk Counselors
  - Instructional Coaches
  - State Comp Ed Manager
  - At-Risk Coordinators
  - Data Coordinator
  - Engagement Specialists
  - MTSS/RTI Coordinators
  - At-Risk Teachers
  - EB Teacher Trainer
- Providing incentives to students to encourage reading and positive behavior
- Credit recovery resources
- Shipping materials and resources

Brick and Mortar campus priorities will be Reading and Math. These priorities will be supported by:

- Hallsville Jr. High will implement 7th Grade Initiative in 24-25,
- Elementary are redesigning intervention job assignments to include reading and math campus specialists that will support Tier 1 and Tier 2 classroom instruction,
- Professional development to include managing tough behaviors, ,
- Discontinue any digital resources that are not yielding results and/or not being implemented with fidelity.
- Intervention progress monitoring that is consistent across campuses

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. We will continue to collect individualized evaluation reports from staff who serve students using SCE funds, to ensure we have clear data to determine the effectiveness of our SCE interventions.