



Sonora Independent School District

2025-2026 Student Services Program Evaluation

Presented to District Board of Education on October 13th, 2025

ESSA

The Every Student Succeeds Act (ESSA) is the main law for K-12 public education in the United States. It replaced No Child Left Behind.

The main purpose of ESSA is to make sure public schools provide a quality education for all kids. ESSA gives states more of a say in how schools account for student achievement. This includes the achievement of disadvantaged students. These students fall into four key groups:

- Students in poverty
- Minorities
- Students who receive special education
- Those with limited English language skills

TITLE 1 - IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

The purpose of Title 1 under the ESEA of 1965 is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach proficiency on challenging state academic achievement standards and state academic assessments.

TITLE 2A - PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS AND PRINCIPALS

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to

(1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and

(2) hold local educational agencies and schools accountable for improvements in student academic achievement.

TITLE 4A - SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

The purpose of this part is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement, through the provision of Federal assistance to —

- (1) States for grants to local educational agencies and consortia of such agencies to establish, operate, and improve local programs of school drug and violence prevention and early intervention;
- (2) States for grants to, and contracts with, community-based organizations and public and private entities for programs of drug and violence prevention and early intervention, including community-wide drug and violence prevention planning and organizing activities;
- (3) States for development, training, technical assistance, and coordination activities; and
- (4) public and private entities to provide technical assistance; conduct training, demonstrations, and evaluation; and to provide supplementary services and community-wide drug and violence prevention planning and organizing activities for the prevention of drug use and violence among students and youth.

Federal ESSA Funds

2024-2025	Title I- Part A	Title II- Part A	Title IV- Part A
Total Amount Spent by District	\$164,781	\$25,091	\$11,274

2025-2026	Title I- Part A	Title II- Part A	Title IV- Part A
Total Amount Awarded to District	\$143,778	\$23,088	\$11,585

STATE COMPENSATORY EDUCATION

Compensatory education is defined in law as programs and/or services deigned to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students. The goal of State Compensatory Education (SCE) is to 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 (Section 29.081, Texas Education Code and 77 (R) SB702 Enrolled- Bill Text). State Compensatory Education funds were authorized by legislature to provide financial support for programs and/or services designed by school districts to increase the achievement of students at risk of dropping out of school. State law, Section 29.081 Texas Education Code (see 77(R) SB702 Enrolled- Bill Text), requires districts to use student performance data from the state's legislatively mandated assessment and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including end-of-course tests and norm-referenced tests approved by the State Board of Education to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of

dropping out of school.

State Criteria for Identification of Students At Risk of Dropping out of School A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. The student did not advance from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten (pre-K) or kindergarten to the next grade level only at the request of the student's parent.
2. The student is in grades seven to 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
3. The student did not perform satisfactorily on a state assessment instrument (administered to the student under the TEC, Chapter 39, Subchapter B) and who has not, in the previous or current school year, performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
4. The student is in pre-K, kindergarten, or grades one to three, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
5. The student is pregnant or is a parent.
6. The student has been placed in a DAEP in accordance with the TEC, §37.006, during the preceding or current school year.
7. The student has been expelled in accordance with the TEC, §37.007, during the preceding or current school year.
8. The student is currently on parole, probation, deferred prosecution, or other conditional release.
9. The student was previously reported through the Public Education Information Management System (PEIMS) as having dropped out of school.
10. Is an emergent bilingual student, as defined by the TEC, §29.052.
11. The student 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. The student is homeless.
13. The student resided in the preceding school year or resides in the current school year in a residential placement facility in a district. Such facilities include: a detention facility, substance abuse treatment facility, emergency shelter, psychiatric

hospital, halfway house, cottage home operation, specialized child care home, or general residential operation.

14. The student 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 the Texas Penal Code, §1.07.
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

Compensatory Education Funds

2024-2025	
Total Amount Spent by District	\$192,947.00

2025-2026	
Total Amount Budgeted by District	\$427,847.00

At-Risk Student Numbers for 24-25

	At-Risk	Total Students	Percentage %
Elementary	179	372	48%
Secondary	179	284	63%
District	358	656	55%

At-Risk Student Numbers for 25-26 (As of October 2nd)

	At-Risk	Total Students	Percentage %
Elementary	117	345	34%
Secondary	110	300	37%
District	227	645	35%

MCKINNEY VENTO HOMELESS ASSISTANCE ACT

The McKinney-Vento Act's Education for Homeless Children and Youth Program is the federal program that removes barriers to education for children and youth experiencing homelessness. McKinney-Vento Definition of Homeless: means individuals who lack a fixed, regular, and adequate nighttime residence. This includes:

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- migratory children

McKinney Vento Student Numbers for 24-25

	McKinney Vento
Elementary	5
Secondary	9
District	14

McKinney Vento Student Numbers for 25-26 (As of October 2nd)

	McKinney Vento
Elementary	10
Secondary	10
District	20

SECTION 504 & LOCAL DYSLEXIA PROGRAM

A 504 plan is a way for schools to provide support for students with a disability so that they can learn in a regular classroom.

The name 504 plan comes from Section 504 of the Rehabilitation Act. This law prohibits discrimination against people with disabilities in programs or activities that receive federal funding (such as public schools or publicly funded private schools). This ensures that students with disabilities can get a free education that works for them.

Students are eligible for 504 plans if they have a disability that limits daily life activities such as self-care, walking, seeing, breathing, hearing, speaking, or learning.

Beginning the 2023-2024 school year, Dyslexia is now a Specific Learning Disability (SLD) under IDEA. Any students previously served with Dyslexia remained in the Section 504 program.

Section 504 Student Numbers for 25-26 (As of October 2nd)

	Section 504	Total Students
Elementary	10	345
Secondary	18	300
District	28	645

Dyslexia Student Numbers for 25-26 (As of October 2nd)

	Dyslexia	Total Students
Elementary	0	345
Secondary	10	300
District	10	645