

Stephenville Independent School District's 2021-2022

State Compensatory Education Annual Program Evaluation

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 includes 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 disadvantages, 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 2020-21, of which at least 55% (\$1,493,039.90) 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 \$2,014,922 (81.52%).

Program Strategies:

Stephenville ISD's SCE funded positions include supplemental highly qualified teachers, interventionists, PK teachers and PK instructional paraprofessionals. This strategy included 25.91 FTES, at a cost of \$1,315,301.78. 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. This instruction was supplemental to the basic instructional program and led by highly qualified teachers with small groups of students. The supplemental pay for these interventions at SISD schools totaled \$23,916. Additionally, we provided supplemental instructional materials and technology at a cost of \$79,419.03 to address the growing needs of our Title I schools and SHS.

In addition, \$2,544.82 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 3,645 students was 41.0% at-risk and 48.6% economically disadvantaged for the 2020-21 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 eligible students' needs.

Pre-Kindergarten Program Support:

Benefit of staffing classrooms with para educators in PK

Stephenville 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. The 2020-2021 Texas Public Education Information Resource (TPEIR) data show a 34% increase in emergent literacy reading proficiency (34.9% proficient at BOY and 68.9% proficient at EOY). Language and Communication also had a 7.4% 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 indicate the 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.

Benefit 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 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 132 students in 2019-2020 to 155 in 2022-23.

Data indicates significant growth between BOY and EOY assessment. The 2020-2021 Texas Public Education Information Resource (TPEIR) data show a 34% increase in emergent literacy reading proficiency (34.9% proficient at BOY and 68.9% proficient at EOY). Language and Communication also had a 7.4% increase from the beginning to the end of the year.

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', in comparison to all students' graduation rates for the state and Stephenville ISD. The gap between ED and all students' graduation rates was +.2% statewide, while Stephenville ISD's gap was .4%.

Table 1: Graduation Rates from 2020-2021 TAPR

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	98.9%	98.9%	98.9%	98.8%	*	99.6%	-	98.7%	98.4%	98.5%	99.2%
2018-19	95.4%	95.7%	95.8%	96.0%	95.9%	95.8%	95.4%	98.0%	-	94.8%	94.4%	95.2%	96.5%
Chronic Absenteeism													
2019-20	6.7%	5.9%	5.4%	3.6%	6.0%	5.2%	9.1%	0.0%	-	5.3%	8.7%	7.7%	3.0%
2018-19	11.4%	10.2%	9.6%	17.3%	10.3%	9.2%	12.5%	2.2%	-	10.6%	15.7%	13.7%	7.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.4%	0.1%	0.0%	0.0%	0.2%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.9%	97.6%	*	96.7%	98.0%	*	*	-	*	70.0%	99.0%	*
Received TxCHSE	0.4%	0.4%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.9%	4.2%	2.0%	*	3.3%	1.3%	*	*	-	*	30.0%	1.0%	*
Dropped Out	5.4%	4.5%	0.4%	*	0.0%	0.7%	*	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.7%	91.3%	97.6%	*	96.7%	98.0%	*	*	-	*	70.0%	99.0%	*
Graduates, TxCHSE, and Continuors	94.6%	95.5%	99.6%	*	100.0%	99.3%	*	*	-	*	100.0%	100.0%	*
Class of 2019													
Graduated	90.0%	90.8%	99.2%	*	100.0%	99.3%	*	*	-	*	100.0%	97.5%	*
Received TxCHSE	0.5%	0.5%	0.0%	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.7%	3.8%	0.4%	*	0.0%	0.7%	*	*	-	*	0.0%	1.3%	*
Dropped Out	5.9%	4.9%	0.4%	*	0.0%	0.0%	*	*	-	*	0.0%	1.3%	*
Graduates and TxCHSE	90.4%	91.3%	99.2%	*	100.0%	99.3%	*	*	-	*	100.0%	97.5%	*
Graduates, TxCHSE, and Continuors	94.1%	95.1%	99.6%	*	100.0%	100.0%	*	*	-	*	100.0%	98.8%	*

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 by more than 1 percentage point.

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 2021.

Table 2: 2020-2021 STAAR Performance	School Year	State	District	Econ Disadv	Non-Econ Disadv	Gap	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Gap
STAAR Performance Rates by Tested Grade, Subject, and Performance Level											
All Grades All Subjects											
At Approaches Grade Level or Above	2021	67%	77%	65%	87%	22	41%	81%	56%	92%	36
	2019	78%	83%	73%	91%	18	47%	87%	65%	95%	30
At Meets Grade Level or Above	2021	41%	51%	37%	64%	27	23%	55%	26%	69%	43
	2019	50%	54%	40%	67%	27	25%	57%	27%	74%	47
At Masters Grade Level	2021	18%	25%	15%	33%	18	8%	27%	9%	36%	27
	2019	24%	25%	15%	35%	20	11%	27%	7%	39%	32
All Grades ELA/Reading											
At Approaches Grade Level or Above	2021	68%	76%	64%	87%	23	37%	81%	53%	92%	39
	2019	75%	82%	72%	91%	19	44%	86%	64%	95%	31

At Meets Grade Level or Above	2021	45%	50%	35%	64%	29	21%	54%	23%	69%	46
	2019	48%	54%	39%	68%	29	25%	57%	27%	74%	47
At Masters Grade Level	2021	18%	21%	12%	30%	18	7%	23%	5%	32%	27
	2019	21%	25%	14%	34%	20	11%	26%	6%	39%	33
All Grades Mathematics											
At Approaches Grade Level or Above	2021	66%	80%	70%	88%	18	46%	85%	61%	93%	32
	2019	82%	85%	77%	93%	16	54%	89%	70%	96%	26
At Meets Grade Level or Above	2021	37%	55%	42%	66%	24	26%	59%	31%	71%	40
	2019	52%	56%	42%	69%	27	31%	59%	29%	74%	45
At Masters Grade Level	2021	18%	29%	19%	38%	19	10%	32%	12%	41%	29
	2019	26%	27%	17%	37%	20	13%	28%	8%	40%	32
All Grades Writing											
At Approaches Grade Level or Above	2021	58%	65%	50%	77%	27	20%	71%	36%	81%	45
	2019	68%	74%	64%	83%	19	38%	79%	51%	89%	38
At Meets Grade Level or Above	2021	30%	40%	24%	54%	30	9%	45%	12%	57%	45
	2019	38%	42%	31%	54%	23	23%	45%	17%	60%	43
At Masters Grade Level	2021	9%	10%	5%	15%	46	3%	11%	2%	15%	13
	2019	14%	16%	9%	23%	14	14%	16%	4%	24%	20
All Grades Science											
At Approaches Grade Level or Above	2021	71%	78%	66%	88%	22	51%	82%	61%	92%	31
	2019	81%	87%	78%	94%	16	54%	90%	70%	99%	29
At Meets Grade Level or Above	2021	44%	52%	38%	63%	25	28%	55%	28%	71%	43
	2019	54%	60%	47%	71%	24	17%	64%	28%	83%	55
At Masters Grade Level	2021	20%	28%	19%	35%	16	10%	30%	11%	42%	31
	2019	25%	28%	16%	39%	23	6%	30%	4%	45%	41
All Grades Social Studies											
At Approaches Grade Level or Above	2021	73%	79%	69%	86%	17	48%	81%	58%	95%	37
	2019	81%	80%	69%	89%	20	39%	84%	63%	93%	30
At Meets Grade Level or Above	2021	49%	53%	38%	65%	27	24%	56%	30%	72%	42
	2019	55%	52%	41%	62%	21	17%	55%	30%	68%	38
At Masters Grade Level	2021	29%	32%	23%	38%	15	9%	34%	13%	47%	34
	2019	33%	29%	18%	39%	21	2%	32%	14%	41%	27

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: 2020-21 STAAR Performance	School Year	State	District	Econ Disadv	Non-Econ Disadv	Gap	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Gap
STAAR Performance Rates by Tested Grade, Subject, and Performance Level											
Grade 3 Reading											
At Meets Grade Level or Above	2021	39%	48%	33%	63%	30	30%	51%	21%	63%	42
	2019	45%	52%	36%	68%	32	46%	54%	25%	62%	37
At Masters Grade Level	2021	19%	26%	14%	37%	23	13%	28%	9%	35%	26
	2019	27%	29%	18%	40%	22	15%	31%	8%	36%	28
Grade 3 Mathematics											
At Meets Grade Level or Above	2021	31%	56%	43%	69%	26	47%	58%	28%	70%	42
	2019	49%	61%	45%	75%	30	51%	62%	33%	70%	37
At Masters Grade Level	2021	14%	32%	20%	43%	23	13%	34%	14%	41%	27
	2019	25%	33%	19%	45%	26	15%	36%	10%	40%	30
Grade 4 Reading											
At Meets Grade Level or Above	2021	36%	45%	27%	62%	35	19%	49%	13%	58%	45
	2019	44%	51%	39%	64%	25	39%	53%	27%	65%	38
At Masters Grade Level	2021	17%	25%	13%	37%	24	6%	29%	4%	34%	30
	2019	22%	28%	15%	43%	28	29%	28%	11%	38%	27
Grade 4 Mathematics											
At Meets Grade Level or Above	2021	36%	66%	52%	78%	26	31%	71%	41%	76%	35
	2019	48%	51%	37%	67%	30	45%	52%	32%	62%	30
At Masters Grade Level	2021	21%	50%	32%	67%	35	19%	55%	26%	60%	34
	2019	28%	30%	18%	43%	25	29%	30%	15%	38%	23
Grade 4 Writing											
At Meets Grade Level or Above	2021	27%	37%	19%	55%	36	11%	41%	9%	49%	40
	2019	35%	42%	30%	57%	27	26%	45%	23%	54%	31
At Masters Grade Level	2021	8%	7%	2%	12%	10	3%	8%	1%	10%	9
	2019	11%	13%	6%	22%	16	16%	13%	5%	18%	13
Grade 5 Reading											
At Meets Grade Level or Above	2021	46%	50%	36%	62%	26	14%	55%	17%	68%	51
	2019	54%	61%	42%	76%	34	27%	64%	27%	86%	59
At Masters Grade Level	2021	30%	36%	25%	46%	21	10%	40%	12%	49%	37
	2019	29%	38%	23%	49%	26	15%	40%	13%	56%	43
Grade 5 Mathematics											
At Meets Grade Level or Above	2021	44%	52%	42%	61%	19	21%	57%	28%	65%	37
	2019	58%	60%	45%	72%	27	27%	63%	29%	83%	54
At Masters Grade Level	2021	25%	33%	23%	42%	19	7%	37%	19%	41%	22
	2019	36%	37%	22%	49%	27	15%	39%	9%	58%	49
Grade 5 Science											
At Meets Grade Level or Above	2021	31%	30%	20%	39%	19	21%	32%	12%	40%	28
	2019	49%	58%	45%	69%	24	27%	61%	27%	81%	54
At Masters Grade Level	2021	13%	15%	12%	17%	5	7%	16%	6%	19%	13
	2019	24%	31%	14%	46%	32	12%	33%	7%	49%	42
Grade 6 Reading											
At Meets Grade Level or Above	2021	32%	34%	14%	54%	40	25%	35%	10%	50%	40
	2019	37%	37%	19%	54%	35	10%	39%	13%	54%	41

At Masters Grade Level	2021	15%	16%	7%	25%	18	9%	17%	3%	25%	22
	2019	18%	18%	7%	30%	23	5%	19%	3%	29%	26
Grade 6 Mathematics											
At Meets Grade Level or Above	2021	36%	39%	22%	56%	34	22%	42%	13%	57%	44
	2019	47%	46%	28%	65%	37	10%	49%	24%	63%	39
At Masters Grade Level	2021	15%	16%	4%	27%	23	13%	16%	4%	24%	20
	2019	21%	16%	11%	22%	11	5%	17%	8%	22%	14

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. Gaps between Stephenville ISD at-risk and non-at-risk students, and educationally disadvantaged and non-educationally disadvantaged students decreased across most areas as compared to the prior year data. Focused interventions will be provided to address the needs of SCE eligible students.

At Meets Grade Level or Above	2021	36%	65%	53%	79%	26	38%	68%	55%	88%	33
	2019	57%	68%	65%	72%	7	35%	72%	53%	88%	35
At Masters Grade Level	2021	11%	16%	13%	20%	7	10%	17%	10%	32%	22
	2019	17%	15%	10%	22%	12	13%	15%	5%	28%	23
Grade 8 Science											
At Meets Grade Level or Above	2021	43%	50%	35%	63%	28	25%	52%	26%	79%	53
	2019	51%	53%	37%	69%	32	14%	56%	24%	75%	51
At Masters Grade Level	2021	24%	28%	21%	34%	13	20%	29%	14%	45%	31
	2019	25%	21%	10%	32%	22	0%	23%	1%	37%	36
Grade 8 Social Studies											
At Meets Grade Level or Above	2021	28%	25%	12%	37%	25	10%	27%	10%	45%	35
	2019	37%	24%	17%	31%	14	18%	25%	5%	38%	33
At Masters Grade Level	2021	14%	10%	4%	15%	11	5%	11%	4%	17%	13
	2019	21%	11%	6%	17%	11	0%	13%	2%	19%	17

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 (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: 2020-21 STAAR Performance	School Year	State	District	Econ Disadv	Non-Econ Disadv	Gap	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Gap
STAAR Performance Rates by Tested Grade, Subject, and Performance Level											
End of Course English I											
At Meets Grade Level or Above	2021	50%	58%	44%	69%	25	24%	63%	25%	84%	59
	2019	50%	61%	48%	72%	24	11%	66%	32%	86%	54
At Masters Grade Level	2021	12%	12%	5%	18%	13	5%	13%	0%	22%	22
	2019	11%	14%	8%	19%	11	0%	15%	2%	25%	23
End of Course English II											
At Meets Grade Level or Above	2021	57%	63%	48%	78%	30	28%	67%	35%	87%	52
	2019	49%	66%	53%	76%	23	4%	71%	42%	95%	53
At Masters Grade Level	2021	11%	8%	5%	11%	6	4%	8%	1%	13%	12
	2019	8%	12%	7%	17%	10	0%	13%	1%	26%	25
End of Course Algebra I											
At Meets Grade Level or Above	2021	41%	53%	40%	63%	23	20%	58%	28%	74%	46

	2019	61%	55%	42%	65%	23	0%	59%	22%	78%	56
At Masters Grade Level	2021	23%	33%	25%	40%	15	3%	37%	13%	50%	37
	2019	37%	33%	24%	41%	17	0%	36%	6%	53%	47
End of Course Biology											
At Meets Grade Level or Above	2021	55%	70%	56%	81%	25	35%	76%	40%	92%	52
	2019	62%	67%	58%	75%	17	9%	73%	32%	92%	60
At Masters Grade Level	2021	22%	38%	23%	50%	27	7%	43%	11%	59%	48
	2019	25%	31%	23%	37%	14	4%	33%	5%	49%	44
End of Course U.S. History											
At Meets Grade Level or Above	2021	69%	87%	77%	93%	16	50%	89%	74%	93%	19
	2019	73%	79%	68%	88%	20	16%	84%	55%	96%	41
At Masters Grade Level	2021	43%	58%	52%	62%	10	17%	60%	32%	69%	37
	2019	45%	47%	31%	59%	28	5%	50%	26%	61%	35

Findings:

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 2021.

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 first priority is to provide high school resources to address the needs of students who have failed an end of course exam, 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.

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).