

**AGENDA ITEM**

**BOARD OF TRUSTEES  
AGENDA**

|                                   |   |                                  |
|-----------------------------------|---|----------------------------------|
| <input type="checkbox"/> Workshop | <input checked="" type="checkbox"/> Regular | <input type="checkbox"/> Special |
|-----------------------------------|---|----------------------------------|

- (A)  Report Only  Recognition

**Presenter(s):** John Cox, Deputy Superintendent for C&I  
Norma R. Serna, Federal Programs Director

**Briefly describe the subject of the report or recognition presentation.**

Report on State Compensatory Education Program.

- (B)  Action Items

**Presenters(s):**

**Briefly describe the action required.**

- (C) **Funding source: Identify the source of funds if any are required.**

- (D) **Clarification: Explain any question or issues that might be raised regarding this item.**

# Eagle Pass Independent School District

Deputy Superintendent for Curriculum & Instruction

## School Board Meeting Agenda Items

**Meeting Date:** September 13, 2022

**Agenda Items Due:** Friday, September 2, 2022

**Campus/Dept.** Federal Programs

| <b>Topic</b>  | <b>Presenter</b> | <b>Handout<br/>Yes/No</b> |
|---|------------------|---------------------------|
| 2020 - 2021 State Compensatory Education Evaluation | Norma R. Serna   | Yes                       |
|   |                  |                           |
|   |                  |                           |
|   |                  |                           |
|   |                  |                           |
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# EAGLE PASS INDEPENDENT SCHOOL DISTRICT

## Federal Programs

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### STATE COMPENSATORY EDUCATION EVALUATION

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#### Performance Analysis Summary:

***Due to the national pandemic emergency, learning loss has become a priority for Eagle Pass ISD.***

The STAAR and EOC data are comparisons made between multiple years and within years (2019 to 2021). Although all grade levels and content areas indicate a narrowing of gap performance levels within the past few years, significant gaps between at-risk and not at-risk students have grown due to learning loss.

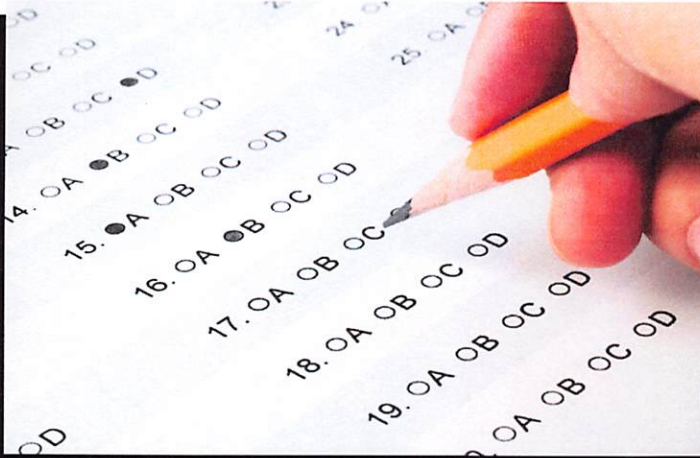
This would imply the need to revise, improve, and intensify SCE intervention support for students who failed the STAAR or EOC. Summer School was provided.

#### RECOMMENDATIONS:

1. Re-establish priorities for compensatory funding efforts based on current needs assessment and review spending patterns related to support and interventions for at-risk students.
2. Implement and monitor the development of in-school and after school interventions to address STAAR and EOC failures of at-risk students.
3. Review current dropout initiatives and consider increased emphasis on individual student interventions particularly those that enter High School as EB students.
4. Continue summer school programs.

Approved: \_\_\_\_\_

   
John Cox, Deputy Superintendent for C&I



# Eagle Pass ISD

## 2020-2021 State Compensatory Education Evaluation



**EP**  
ISD  
*Marked for Excellence*

District Level  
Performance Analysis  
2019-2021  
Texas Performance Reporting  
System – HTML Data Set

| <b>3<sup>rd</sup> Grade Accountability Subset – Approaches Grade Level or Above</b> |                    |                |                    |                        |
|---|--------------------|----------------|--------------------|------------------------|
|   | <b>School Year</b> | <b>At-Risk</b> | <b>Not At-risk</b> | <b>Performance Gap</b> |
| Reading/ELA   | 2021               | 34             | 69                 | 35                     |
| Reading/ELA   | 2020               | *              | *                  | *                      |
| Reading/ELA   | 2019               | 72             | 93                 | 21                     |
| Mathematics   | 2021               | 23             | 50                 | 27                     |
| Mathematics   | 2020               | *              | *                  | *                      |
| Mathematics   | 2019               | 74             | 92                 | 18                     |

| <b>4th Grade Accountability Subset – Approaches Grade Level or Above</b> |                    |                |                    |                        |
|--|--------------------|----------------|--------------------|------------------------|
|  | <b>School Year</b> | <b>At-Risk</b> | <b>Not At-risk</b> | <b>Performance Gap</b> |
| Reading/ELA  | 2021               | 25             | 64                 | 39                     |
| Reading/ELA  | 2020               | *              | *                  | *                      |
| Reading/ELA  | 2019               | 68             | 97                 | 29                     |
| Mathematics  | 2021               | 17             | 44                 | 27                     |
| Mathematics  | 2020               | *              | *                  | *                      |
| Mathematics  | 2019               | 69             | 94                 | 25                     |
| Writing  | 2021               | 17             | 54                 | 37                     |
| Writing  | 2020               | *              | *                  | *                      |
| Writing  | 2019               | 64             | 93                 | 29                     |

| <b>5th Grade Accountability Subset – Approaches Grade Level or Above</b> |                    |                |                    |                        |
|--|--------------------|----------------|--------------------|------------------------|
|  | <b>School Year</b> | <b>At-Risk</b> | <b>Not At-risk</b> | <b>Performance Gap</b> |
| Reading/ELA  | 2021               | 50             | 87                 | 37                     |
| Reading/ELA  | 2020               | *              | *                  | *                      |
| Reading/ELA  | 2019               | 80             | 99                 | 19                     |
| Mathematics  | 2021               | 36             | 73                 | 37                     |
| Mathematics  | 2020               | *              | *                  | *                      |
| Mathematics  | 2019               | 91             | 100                | 9                      |
| Science  | 2021               | 24             | 68                 | 44                     |
| Science  | 2020               | *              | *                  | *                      |
| Science  | 2019               | 67             | 95                 | 28                     |

| <b>6th Grade Accountability Subset – Approaches Grade Level or Above</b> |                    |                |                    |                        |
|--|--------------------|----------------|--------------------|------------------------|
|  | <b>School Year</b> | <b>At-Risk</b> | <b>Not At-risk</b> | <b>Performance Gap</b> |
| Reading/ELA  | 2021               | 38             | 84                 | 46                     |
| Reading/ELA  | 2020               | *              | *                  | *                      |
| Reading/ELA  | 2019               | 51             | 94                 | 43                     |
| Mathematics  | 2021               | 39             | 76                 | 37                     |
| Mathematics  | 2020               | *              | *                  | *                      |
| Mathematics  | 2019               | 84             | 99                 | 15                     |

| <b>7th Grade Accountability Subset – Approaches Grade Level or Above</b> |                    |                |                    |                        |
|--|--------------------|----------------|--------------------|------------------------|
|  | <b>School Year</b> | <b>At-Risk</b> | <b>Not At-risk</b> | <b>Performance Gap</b> |
| Reading/ELA  | 2021               | 40             | 83                 | 43                     |
| Reading/ELA  | 2020               | *              | *                  | *                      |
| Reading/ELA  | 2019               | 63             | 96                 | 33                     |
| Mathematics  | 2021               | 29             | 64                 | 35                     |
| Mathematics  | 2020               | *              | *                  | *                      |
| Mathematics  | 2019               | 68             | 98                 | 30                     |
| Writing  | 2021               | 26             | 77                 | 51                     |
| Writing  | 2020               | *              | *                  | *                      |
| Writing  | 2019               | 58             | 97                 | 39                     |

| <b>8th Grade Accountability Subset – Approaches Grade Level or Above</b> |                    |                |                    |                        |
|--|--------------------|----------------|--------------------|------------------------|
|  | <b>School Year</b> | <b>At-Risk</b> | <b>Not At-risk</b> | <b>Performance Gap</b> |
| Reading/ELA  | 2021               | 34             | 86                 | 52                     |
| Reading/ELA  | 2020               | *              | *                  | *                      |
| Reading/ELA  | 2019               | 79             | 100                | 21                     |
| Mathematics  | 2021               | 13             | 67                 | 54                     |
| Mathematics  | 2020               | *              | *                  | *                      |
| Mathematics  | 2019               | 88             | 100                | 12                     |
| Science  | 2021               | 25             | 76                 | 51                     |
| Science  | 2020               | *              | *                  | *                      |
| Science  | 2019               | 75             | 100                | 25                     |
| Social Studies   | 2021               | 17             | 71                 | 54                     |
| Social Studies   | 2020               | *              | *                  | *                      |
| Social Studies   | 2019               | 57             | 96                 | 39                     |



| End of Course - Accountability Subset – Approaches Grade Level or Above |             |         |             |                 |
|---|-------------|---------|-------------|-----------------|
|   | School Year | At-Risk | Not At-risk | Performance Gap |
| ELA/Reading I   | 2021        | 40      | 93          | 53              |
| ELA/Reading I   | 2020        | *       | *           | *               |
| ELA/Reading I   | 2019        | 56      | 98          | 42              |
| ELA/Reading II  | 2021        | 48      | 96          | 48              |
| ELA/Reading II  | 2020        | *       | *           | *               |
| ELA/Reading II  | 2019        | 61      | 99          | 38              |
| Algebra I   | 2021        | 34      | 75          | 41              |
| Algebra I   | 2020        | *       | *           | *               |
| Algebra I   | 2019        | 80      | 99          | 19              |
| Biology   | 2021        | 60      | 95          | 35              |
| Biology   | 2020        | *       | *           | *               |
| Biology   | 2019        | 84      | 100         | 16              |
| US History  | 2021        | 71      | 98          | 27              |
| US History  | 2020        | *       | *           | *               |
| US History  | 2019        | 92      | 100         | 8               |

**\* Due to the cancellation of Spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance section of the 2019-2020 school year report is not updated.**

**Performance Analysis Summary:**

***Due to the national pandemic emergency, learning loss has become a priority for Eagle Pass ISD.***

The STAAR and EOC data above are comparisons made between multiple years and within years (2019 to 2021). Although all grade levels and content areas indicate a narrowing of gap performance levels within the past few years, significant gaps between at-risk and not at-risk students have grown due to learning loss.

This would imply the need to revise, improve, and intensify SCE intervention support for students who failed the STAAR or EOC.

Summer School was provided.

# District Level Graduation, Completion, and Dropout Analysis

## 4 Year Longitudinal Data from TAPR reports Class of 2017, 2018\*, 2019 and 2020 – all students (ELL)

All Students – District graduation rate for 2020: 96.5% (92.4% EB)  
 All Students – District graduation rate for 2019: 96.4% (88.5% ELL)  
 All Students – District graduation rate for 2018: 92.2% (82.9% ELL)  
 All Students – District graduation rate for 2017: 92.6% (79.7% ELL)

All Students – District dropout rate (9-12) for 2020: 0.9% (1.3% EB)  
 All Students – District dropout rate (9-12) for 2019: 0.4% (0.7% ELL)  
 All Students – District dropout rate (9-12) for 2018: 0.7% (1.6% ELL)  
 All Students – District dropout rate (9-12) for 2017: 0.8% (0.7% ELL)

\*reported in 2018. Data one year behind due to availability.

### Funding and Staffing data for School year 2021

| Total State<br>Compensatory Education<br>2020-2021: | Position                           | Total FTEs    |
|---|------------------------------------|---------------|
|   | <b>Director</b>                    | <b>1.00</b>   |
|   | <b>Supervisor</b>                  | <b>1.00</b>   |
|   | <b>Dean of Instruction</b>         | <b>3.00</b>   |
|   | <b>Instructional Officer</b>       | <b>10.50</b>  |
|   | <b>Counselor</b>                   | <b>19.50</b>  |
|   | <b>Teacher</b>                     | <b>15.00</b>  |
|   | <b>Interventionist</b>             | <b>14.00</b>  |
|   | <b>Computer Lab Managers</b>       | <b>21.00</b>  |
|   | <b>Instructional Aide</b>          | <b>45.00</b>  |
|   | <b>Secretary /Clerk</b>            | <b>9.00</b>   |
|   | <b>Custodian</b>                   | <b>1.00</b>   |
|   | <b>Home Inst. Teacher</b>          | <b>2.00</b>   |
|   | <b>Service Advocate Recruiters</b> | <b>1.00</b>   |
|   |                                    | <b>143.00</b> |

**RECOMMENDATIONS:**

1. Re-establish priorities for compensatory funding efforts based on current needs assessment and review spending patterns related to support and interventions for at-risk students.
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3. Review current dropout initiatives and consider increased emphasis on individual student interventions particularly those that enter High School as EB students.
4. Continue Summer School Programs.