

AGENDA ITEM

**BOARD OF TRUSTEES
AGENDA**

<input type="checkbox"/> Workshop	<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Special
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- (A) ☐ Report Only ☐ Recognition

Presenter(s): John Cox, Deputy Superintendent for Curriculum & Instruction
Norma R. Serna, Federal Programs Director

Briefly describe the subject of the report or recognition presentation.

Report on State Compensatory Education Program Evaluation

- (B) ☐ Action Items

Presenters(s):

Briefly describe the action required.

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

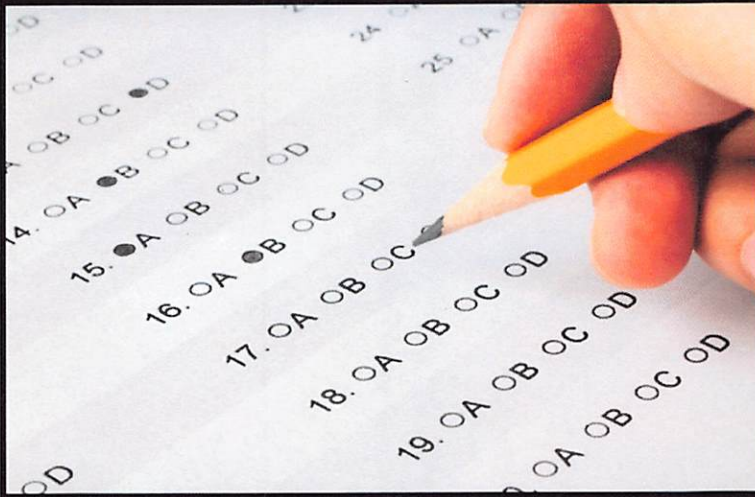
- (D) **Clarification: Explain any question or issues that might be raised regarding this item.**

Eagle Pass Independent School District
Deputy Superintendent for Curriculum & Instruction

School Board Meeting Agenda Items

Meeting Date: September 12, 2023
Agenda Items Due: September 1, 2023
Campus/Dept: C&I , Federal Programs

			For Recognitions, please fill out this section of attendees		
Topic	Presenter	Handout Yes/No	Students	Staff or Sponsor(s)	Parents
2021 - 2022 State Compensatory Education Evaluation	Norma R. Serna	Yes			



Eagle Pass ISD

2021 - 2022 State Compensatory Education Evaluation



EP
Marked for Excellence

District Level
Performance Analysis
2020-2022
Texas Performance Reporting
System – HTML Data Set

3rd Grade Accountability Subset – Approaches Grade Level or Above				
	School Year	At-Risk	Not At-risk	Performance Gap
Reading/ELA	2022	65	92	27
Reading/ELA	2021	34	69	35
Reading/ELA	2020	*	*	*
Mathematics	2022	57	87	30
Mathematics	2021	23	50	27
Mathematics	2020	*	*	*

4th Grade Accountability Subset – Approaches Grade Level or Above				
	School Year	At-Risk	Not At-risk	Performance Gap
Reading/ELA	2022	67	97	30
Reading/ELA	2021	25	64	39
Reading/ELA	2020	*	*	*
Mathematics	2022	61	91	30
Mathematics	2021	17	44	27
Mathematics	2020	*	*	*

*** 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.**

5th Grade Accountability Subset – Approaches Grade Level or Above				
	School Year	At-Risk	Not At-risk	Performance Gap
Reading/ELA	2022	75	100	25
Reading/ELA	2021	50	87	37
Reading/ELA	2020	*	*	*
Mathematics	2022	74	96	22
Mathematics	2021	36	73	37
Mathematics	2020	*	*	*
Science	2022	63	99	36
Science	2021	24	68	44
Science	2020	*	*	*

6th Grade Accountability Subset – Approaches Grade Level or Above				
	School Year	At-Risk	Not At-risk	Performance Gap
Reading/ELA	2022	68	98	30
Reading/ELA	2021	38	84	46
Reading/ELA	2020	*	*	*
Mathematics	2022	74	98	24
Mathematics	2021	39	76	37
Mathematics	2020	*	*	*

7th Grade Accountability Subset – Approaches Grade Level or Above				
	School Year	At-Risk	Not At-risk	Performance Gap
Reading/ELA	2022	67	98	31
Reading/ELA	2021	40	83	43
Reading/ELA	2020	*	*	*
Mathematics	2022	44	85	41
Mathematics	2021	29	64	35
Mathematics	2020	*	*	*

8th Grade Accountability Subset – Approaches Grade Level or Above				
	School Year	At-Risk	Not At-risk	Performance Gap
Reading/ELA	2022	79	92	13
Reading/ELA	2021	34	86	52
Reading/ELA	2020	*	*	*
Mathematics	2022	66	86	20
Mathematics	2021	13	67	54
Mathematics	2020	*	*	*
Science	2022	76	91	15
Science	2021	25	76	51
Science	2020	*	*	*
Social Studies	2022	53	84	31
Social Studies	2021	17	71	54
Social Studies	2020	*	*	*

End of Course - Accountability Subset – Approaches Grade Level or Above				
	School Year	At-Risk	Not At-risk	Performance Gap
ELA/Reading I	2022	49	90	41
ELA/Reading I	2021	40	93	53
ELA/Reading I	2020	*	*	*
ELA/Reading II	2022	62	96	34
ELA/Reading II	2021	48	96	48
ELA/Reading II	2020	*	*	*
Algebra I	2022	72	95	23
Algebra I	2021	34	75	41
Algebra I	2020	*	*	*
Biology	2022	76	98	22
Biology	2021	60	95	35
Biology	2020	*	*	*
US History	2022	85	100	15
US History	2021	71	98	27
US History	2020	*	*	*

*** 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 within years (2020 to 2022). Although all grade levels and content areas indicate a narrowing of gap in performance levels, significant gaps between at-risk and not at-risk students are noted 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 2018*, 2019, 2020 and 2021 – all students (ELL)

All Students – District graduation rate for 2021: 94.0% (90.1% EB)
 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 dropout rate (9-12) for 2021: 1.5% (2.8% EB)
 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)

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

Funding and Staffing data for School year 2022

Total State Compensatory Education 2021-2022:		
	<u>Position</u>	<u>Total FTEs</u>
	Director	1.00
	Supervisor	1.00
	Dean of Instruction	3.00
	Instructional Officer	11.40
	Counselor	26.60
	Teacher	13.00
	Interventionist	14.00
	Computer Lab Managers	24.00
	Instructional Aide	46.00
	Secretary /Clerk	1.00
	Custodian	1.00
	Home Inst. Teacher	2.00
	Service Advocate Recruiters	1.00
		145.00



EAGLE PASS INDEPENDENT SCHOOL DISTRICT

Federal Programs

STATE COMPENSATORY EDUCATION EVALUATION

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 (2020 to 2022). 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

8/15/23