



2018 - 2019

**State Compensatory Education
Annual Program Evaluation**

Program Description

The purpose of the KISD State Compensatory Education Program (SCE) is to increase the academic performance of students identified as being at-risk of dropping out of school. Students are identified based on thirteen state at-risk criteria and two board-approved local criteria. The board approved local criteria include students identified as exhibiting dyslexia characteristics and students who have extenuating circumstances such as those requiring homebound services. The program goal is to reduce any disparity between students at-risk of dropping out of school and all other district students in performance on state assessments and rates of high school completion (graduation rates).

SCE funds were prioritized to provide accelerated instruction to high school students who had previously failed an End-of-Course exam. Other district initiatives funded through SCE included summer school, Reading in the Content Area (RICA), paraprofessional support in the Bilingual and English-as-a-Second-Language programs, Communities in Schools, Math Evening Academy, the iLit program for middle school reading intervention, and technology support for the iLit program. Alternative programs for credit recovery and behavior interventions, to include Pathways, Gateway Middle School and Elementary DAEP, were supported with SCE funds as well.

In addition, each campus in KISD received SCE funds that were used to meet the needs of their at-risk student population. Each campus completed a comprehensive needs assessment to include a review of their SCE program. Needs identified in the CNA were then addressed through strategies and resources in their Campus Improvement Plans. Campus teams review and verify student data throughout the year in order to ensure support services and prescribed academic interventions are provided in a timely manner. The primary data sources considered when making intervention recommendations included: STAAR data, universal screening data, Texas Resource System unit assessments, report card and progress report data. Additional data sources were utilized when appropriate.

During the 18-19 school year, 280 FTEs were funded out of State Compensatory Education. Eighty-six positions were used to staff two alternative education campuses, Cavazos DAEP and Gateway MS, and one credit recovery campus, Pathways Academic Campus. Fifty aide positions were utilized as part of our bilingual/ESL program and were assigned to campuses based on need. Sixty-eight teacher positions and four aide positions were utilized for Reading in the Content Area and Dyslexia support. The remaining seventy-two positions were determined based on campus need as identified in the Campus Improvement Plans. These positions include aides, intervention teachers and counselors. Payroll costs made up 85% of the expenditures charged to SCE.

Student Population

The total number of students enrolled in KISD increased from 2017-18 to 2018-19 by 1.6%. During this same time period, the total number of students identified as At Risk saw a small decline while the total number of students identified as economically disadvantaged saw a significant increase. The table below represents data gathered as of Snapshot date and what is reported in the Texas Academic Performance Report.

TABLE 1 – STUDENT POPULATIONS						
School Year	All Students		At-risk		Economically Disadvantaged	
	#	%	#	%	#	%
2016 – 2017	43,725	100	21,579	49.4	24,064	55.0
2017 - 2018	44,233	100	23,218	52.5	25,051	56.6
2018 - 2019	44,919	100	23,160	51.6	27,668	61.6

Data sources: Texas Academic Performance Report District Profile for each year listed

At Risk Criteria

Table 2 includes all students identified as at risk for the 18-19 school year to include students who were identified after the Snapshot date. Data represents the percent of At-Risk students who were identified based on each criteria. Some students were identified based on multiple criteria.

TABLE 2 – AT-RISK CRITERIA													
	STAAR/EOC Failure	Readiness Assessment	Failed 2 or more	Retention	Residential Facility	Foster Care	Parole or probation	Pregnant	LEP	DAEP	Expelled	Homeless	Previous Drop-Out
18-19	64.20%	26.42%	12.47%	14.16%	1.49%	0.85%	0.02%	0.06%	16.58%	4.04%	0.01%	2.40%	0.05%
28,218	18,117	7,455	3,520	3,997	421	239	5	16	4,679	1,140	3	676	13

Data Source: KISD Reporting (SSRS)

High School Completion (Graduation Rates)

Table 3 reflects at-risk students' and non-at-risk students' graduation rates. State and Killeen ISD results are shown for comparison purposes. The goal of our SCE programs is to reduce the gap between at-risk and non-at-risk students' graduation rates. Numerals in green indicate that the gap is getting smaller. Numerals in red show that the gap is widening. The graduation rate for both At Risk and Not-At-Risk students increased from the class of 2017 to the class of 2018. However, the Not-At-Risk student group increased at a greater rate resulting in a 0.6 increase in the graduation rate gap between these two groups. In addition, the gap between KISD at-risk and non-at-risk graduation rates equaled that of the state for the class of 2018.

TABLE 3 – GRADUATION RATE				
State and KISD Comparison	Class of 2016	Class of 2017	Class of 2018	Prior Year Change
State – All students	89.1%	89.7	90.0%	0.3
State - At-risk students	83.5%	83.8	84.9%	1.1
State - Not at-risk students	93.4%	93.8	93.8%	0.0
Gap between At-Risk & Not At-Risk	9.9	10.0	8.9	Reduced
Gap reduced/increased by:	-	0.1	1.1	
KISD – All students	88.3%	87.1	88.1%	1.0
KISD - At-risk students	83.6%	83.1	84%	0.9
KISD - Not at-risk students	93.7%	91.4	92.9%	1.5
Gap between At-Risk & Not At-Risk	10.1	8.3	8.9	Increased
Gap reduced/increased by:	-	2.1	0.6	

Data sources: TEA Four-Year Longitudinal Summary Reports;
 Texas Academic Performance Report;
 Secondary School Completion & Dropouts in Texas Public Schools;
 Four-Year Graduation and Dropout Data downloads

EOC Results

Table 4 includes the percentage of students who re-tested and achieved Approaches Grade Level Standard or Above for each End of Course (EOC) exam administered during the 2018-2019 school year. One purpose of our SCE program is to supplement the regular education program with compensatory, intensive, and/or accelerated instruction to each student who has not performed satisfactorily on an End of Course assessment instrument required for graduation. Students who had previously failed one or more EOC received supplemental compensatory, intensive, and/or accelerated instruction before being administered the exam again. Supplemental services were provided during the school day, after school, on the weekends, and/or during summer school as appropriate for each student.

With the exception of U.S. History, the pass rate for students retesting is below 50%. The greatest number of students retested for English I. This EOC also has the lowest pass rate for re-testers across all administrations. U.S. History has the fewest number of re-testers and the highest pass rate across all administrations. The highest pass rate for students retesting for Algebra I occurred during the summer administration. All other subjects had the highest pass rate for re-testers during the spring administration. The current interventions require refinement and/or restructuring to better meet the needs of our students requiring re-testing.

TABLE 4	December 2018 – Re-testers			Spring 2019 – Re-testers			Summer 2019 – Re-testers		
	EOC	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed	# Tested	# Passed
Algebra 1	537	103	19.2%	395	82	20.8%	335	136	40.6%
Biology	371	122	32.9%	245	87	35.5%	131	41	31.3%
English I	1106	200	18.1%	805	156	19.4%	567	99	17.5%
English II	776	150	19.3%	542	147	27.1%	447	110	24.6%
U.S. History	94	29	30.9%	42	24	57.1%	33	18	54.5%

Data Source: STAAR Summary Reports from administration listed

Student Achievement Results

Table 5 reflects STAAR and End-of-Course performance for all students in the state as compared to all students in Killeen ISD for the 17-18 and 18-19 school years. Performance results at the Approaches, Meets and Masters level have been included. The differences between the state and district student achievement results are reported by subject for each year. Killeen ISD’s student achievement results for All Grades have trailed the State’s results in all areas (All Subjects, ELA/Reading, Mathematics, Writing, Science, and Social Studies). The gap in at-risk and non-at-risk student performance is reported for “All Grades”. A primary goal of the State Compensatory Education program is to reduce this achievement gap.

The achievement gap between at-risk and non-at-risk students was reduced for All Subjects at the Approaches and Meets level, for ELA/Reading at the Approaches and Meets level, for Writing at the Approaches and Meets level, and for Social Studies at the Approaches and Masters level. The achievement gap remained unchanged for All Subjects at the Masters level, for Mathematics at the Approaches level, for Science at the Approaches level, and for Social Studies at the Meets level. The achievement gap between at-risk and non-at-risk students increased for ELA/Reading at the Masters level, for Mathematics at the Meets and Masters level, for Writing at the Masters level, and for Science at the Meets and Masters level.

The percentage of At-Risk students in “All Grades” scoring at Approaches Grade Level or Above increased or remained the same for all content areas. At Meets Grade Level or Above, only fourth grade Writing saw a decrease from the previous year in the percentage of At-Risk students achieving this standard. At Masters Grade Level, the percentage of At-Risk students achieving this standard increased or remained the same from the previous year across all content areas.

Interventions used during the 18-19 school year were effective in increasing the percentage of At-Risk students meeting the minimum standard on STAAR/EOC exams. As a result, the existing gap between At-Risk and Not-At-Risk students was maintained or reduced across all subjects at the Approaches Level. Although the percentage of At-Risk students achieving the Meets or Masters level increased or remained the same across most of the content areas, the Not-At-Risk student group increased at a greater rate resulting in an increased gap in performance at the Masters level in Reading, Math, Writing, and Science.

TABLE 5 – ALL GRADES	Year	State	District	At-Risk	Non-At-Risk	At-Risk/ Non-At-Risk Gap	Gap Change Prior Year
All Grades All Subjects							
At Approaches Grade Level or Above	2019	78%	74%	61%	91%	-30	Reduced
	2018	77%	73%	60%	91%	-31	
At Meets Grade Level or Above	2019	50%	44%	26%	67%	-41	Reduced
	2018	48%	42%	24%	67%	-43	
At Masters Grade Level	2019	24%	18%	7%	33%	-26	Same
	2018	22%	17%	6%	32%	-26	
All Grades ELA/Reading							
At Approaches Grade Level or Above	2019	75%	71%	57%	91%	-34	Reduced
	2018	74%	70%	55%	92%	-37	
At Meets Grade Level or Above	2019	48%	42%	24%	67%	-43	Reduced
	2018	46%	40%	21%	67%	-46	
At Masters Grade Level	2019	21%	15%	4%	30%	-26	Increased
	2018	19%	15%	4%	29%	-25	
All Grades Mathematics							
At Approaches Grade Level or Above	2019	82%	79%	68%	93%	-25	Same
	2018	81%	79%	68%	93%	-25	
At Meets Grade Level or Above	2019	52%	48%	29%	71%	-42	Increased
	2018	50%	46%	28%	69%	-41	
At Masters Grade Level	2019	26%	23%	9%	40%	-31	Increased
	2018	24%	21%	9%	38%	-29	
All Grades Writing							
At Approaches Grade Level or Above	2019	68%	61%	42%	82%	-40	Reduced
	2018	66%	62%	41%	83%	-42	
At Meets Grade Level or Above	2019	38%	29%	11%	47%	-36	Reduced
	2018	41%	35%	16%	55%	-39	
At Masters Grade Level	2019	14%	8%	2%	15%	-13	Increased
	2018	13%	8%	2%	14%	-12	
All Grades Science							
At Approaches Grade Level or Above	2019	81%	76%	64%	93%	-29	Same
	2018	80%	75%	64%	93%	-29	
At Meets Grade Level or Above	2019	54%	45%	26%	72%	-46	Increased
	2018	51%	42%	25%	70%	-45	
At Masters Grade Level	2019	25%	17%	5%	36%	-31	Increased
	2018	23%	16%	5%	34%	-29	
All Grades Social Studies							
At Approaches Grade Level or Above	2019	81%	77%	67%	93%	-26	Reduced
	2018	78%	73%	62%	91%	-29	
At Meets Grade Level or Above	2019	55%	50%	37%	71%	-34	Same
	2018	53%	46%	33%	67%	-34	
At Masters Grade Level	2019	33%	29%	17%	48%	-31	Reduced
	2018	31%	25%	12%	45%	-33	

Data source: Texas Academic Performance Report – District STAAR Performance – Additional Student Groups

ELEMENTARY

Table 6 reflects STAAR performance for all elementary students in the state as compared to all elementary students in Killeen ISD for the 17-18 and 18-19 school years. Performance results at the Approaches, Meets and Masters level have been included for the At Risk and Non-At-Risk student groups. The gap in at-risk and non-at-risk student performance is reported for each tested grade and subject. A primary goal of the State Compensatory Education program is to reduce this achievement gap.

During the 2018-2019 school-year, the achievement gap between at-risk and non-at-risk elementary students was reduced in 9 out of 24 areas (37.5%), remained the same in 3 out of 24 areas (12.5%) and increased in 12 out of 24 areas (50%). Areas where the gap increased will

be addressed during the 2019-2020 program year.

TABLE 6 – ELEMENTARY	Year	State	District	At-Risk	Non-At-Risk	At-Risk/ Non-At-Risk Gap	Gap Change Prior Year
Grade 3 Reading							
At Approaches Grade Level or Above	2019	76%	75%	52%	89%	-37	Reduced
	2018	77%	73%	51%	89%	-38	
At Meets Grade Level or Above	2019	45%	41%	18%	55%	-37	Same
	2018	43%	37%	15%	52%	-37	
At Masters Grade Level	2019	27%	24%	8%	34%	-26	Increased
	2018	25%	18%	5%	27%	-22	
Grade 3 Mathematics							
At Approaches Grade Level or Above	2019	79%	81%	65%	92%	-27	Reduced
	2018	78%	77%	59%	89%	-30	
At Meets Grade Level or Above	2019	49%	50%	27%	65%	-38	Increased
	2018	47%	44%	24%	58%	-34	
At Masters Grade Level	2019	25%	24%	10%	33%	-23	Increased
	2018	23%	20%	9%	27%	-18	
Grade 4 Reading							
At Approaches Grade Level or Above	2019	75%	68%	45%	85%	-40	Reduced
	2018	73%	70%	47%	88%	-41	
At Meets Grade Level or Above	2019	44%	36%	15%	52%	-37	Reduced
	2018	46%	42%	18%	61%	-43	
At Masters Grade Level	2019	22%	16%	5%	25%	-20	Reduced
	2018	24%	20%	7%	30%	-23	
Grade 4 Mathematics							
At Approaches Grade Level or Above	2019	75%	70%	50%	85%	-35	Increased
	2018	78%	77%	59%	90%	-31	
At Meets Grade Level or Above	2019	48%	44%	22%	60%	-38	Reduced
	2018	49%	44%	21%	61%	-40	
At Masters Grade Level	2019	28%	27%	11%	38%	-27	Same
	2018	27%	23%	8%	35%	-27	
Grade 4 Writing							
At Approaches Grade Level or Above	2019	67%	60%	38%	77%	-39	Reduced
	2018	63%	59%	35%	79%	-44	
At Meets Grade Level or Above	2019	35%	27%	10%	40%	-30	Reduced
	2018	39%	36%	15%	52%	-37	
At Masters Grade Level	2019	11%	7%	2%	11%	-9	Same
	2018	11%	7%	2%	11%	-9	
Grade 5 Reading							
At Approaches Grade Level or Above	2019	86%	86%	77%	97%	-20	Reduced
	2018	84%	84%	74%	95%	-21	
At Meets Grade Level or Above	2019	54%	48%	27%	73%	-46	Increased
	2018	54%	49%	29%	73%	-44	
At Masters Grade Level	2019	29%	23%	8%	41%	-33	Increased
	2018	26%	21%	7%	37%	-30	
Grade 5 Mathematics							
At Approaches Grade Level or Above	2019	90%	90%	84%	97%	-13	Increased
	2018	91%	93%	89%	98%	-9	
At Meets Grade Level or Above	2019	58%	55%	35%	77%	-42	Increased
	2018	58%	59%	42%	79%	-37	
At Masters Grade Level	2019	36%	32%	16%	50%	-34	Increased
	2018	30%	30%	16%	47%	-31	
Grade 5 Science							
At Approaches Grade Level or Above	2019	75%	67%	49%	88%	-39	Increased

	2018	76%	71%	57%	88%	-31	
At Meets Grade Level or Above	2019	49%	37%	18%	60%	-42	Increased
	2018	41%	32%	17%	50%	-33	
At Masters Grade Level	2019	24%	15%	6%	26%	-20	Increased
	2018	17%	11%	4%	20%	-16	

Data source: Texas Academic Performance Report – District STAAR Performance – Additional Student Groups

MIDDLE SCHOOL

Table 7 reflects STAAR performance for all middle school students in the state as compared to all middle school students in Killeen ISD for the 17-18 and 18-19 school years. Performance results at the Approaches, Meets and Masters level have been included for the At Risk and Non-At-Risk student groups. The gap in At-Risk and Non-At-Risk student performance is reported for each tested grade and subject. A primary goal of the State Compensatory Education program is to reduce this achievement gap.

During the 2018-2019 school year, the achievement gap between at-risk and non-at-risk middle school students was reduced in 13 out of 27 areas (48%), remained the same in 4 out of 27 areas (15%) and increased in 10 out of 27 areas (37%). Areas where the gap increased will be addressed during the 2019-2020 program year.

TABLE 7 – MIDDLE SCHOOL	Year	State	District	At-Risk	Non-At-Risk	At-Risk/ Non-At-Risk Gap	Gap Change Prior Year
Grade 6 Reading							
At Approaches Grade Level or Above	2019	68%	63%	44%	85%	-41	Reduced
	2018	69%	62%	41%	86%	-45	
At Meets Grade Level or Above	2019	37%	30%	11%	52%	-41	Reduced
	2018	39%	31%	12%	54%	-42	
At Masters Grade Level	2019	18%	12%	3%	23%	-20	Same
	2018	19%	13%	4%	24%	-20	
Grade 6 Mathematics							
At Approaches Grade Level or Above	2019	81%	82%	72%	94%	-22	Reduced
	2018	77%	78%	67%	93%	-26	
At Meets Grade Level or Above	2019	47%	47%	27%	69%	-42	Reduced
	2018	44%	42%	23%	67%	-44	
At Masters Grade Level	2019	21%	20%	7%	35%	-28	Increased
	2018	18%	16%	5%	31%	-26	
Grade 7 Reading							
At Approaches Grade Level or Above	2019	76%	70%	54%	94%	-40	Increased
	2018	74%	69%	54%	92%	-38	
At Meets Grade Level or Above	2019	49%	39%	20%	69%	-49	Increased
	2018	48%	40%	21%	69%	-48	
At Masters Grade Level	2019	29%	21%	7%	41%	-34	Reduced
	2018	29%	22%	8%	43%	-35	
Grade 7 Mathematics							
At Approaches Grade Level or Above	2019	75%	73%	60%	94%	-34	Same
	2018	72%	73%	59%	93%	-34	
At Meets Grade Level or Above	2019	43%	42%	23%	74%	-51	Increased
	2018	40%	42%	23%	71%	-48	
At Masters Grade Level	2019	17%	17%	5%	37%	-32	Reduced
	2018	18%	21%	7%	41%	-34	
Grade 7 Writing							
At Approaches Grade Level or Above	2019	70%	63%	45%	90%	-45	Same
	2018	69%	64%	46%	91%	-45	
At Meets Grade Level or Above	2019	42%	31%	12%	59%	-47	Increased
	2018	43%	34%	16%	61%	-45	
At Masters Grade Level	2019	18%	9%	2%	21%	-19	Increased
	2018	15%	9%	2%	18%	-16	

Grade 8 Reading							
At Approaches Grade Level or Above	2019	86%	86%	78%	98%	-20	Reduced
	2018	86%	85%	76%	99%	-23	
At Meets Grade Level or Above	2019	55%	52%	32%	82%	-50	Reduced
	2018	49%	43%	22%	73%	-51	
At Masters Grade Level	2019	28%	24%	8%	48%	-40	Increased
	2018	27%	21%	7%	42%	-35	
Grade 8 Mathematics							
At Approaches Grade Level or Above	2019	88%	87%	82%	98%	-16	Reduced
	2018	86%	84%	79%	98%	-19	
At Meets Grade Level or Above	2019	57%	55%	43%	83%	-40	Same
	2018	51%	49%	37%	77%	-40	
At Masters Grade Level	2019	17%	14%	6%	31%	-25	Increased
	2018	15%	12%	6%	28%	-22	
Grade 8 Science							
At Approaches Grade Level or Above	2019	81%	76%	63%	95%	-32	Reduced
	2018	76%	71%	55%	95%	-40	
At Meets Grade Level or Above	2019	51%	42%	21%	73%	-52	Reduced
	2018	52%	44%	22%	76%	-54	
At Masters Grade Level	2019	25%	18%	5%	37%	-32	Reduced
	2018	28%	20%	5%	42%	-37	
Grade 8 Social Studies							
At Approaches Grade Level or Above	2019	69%	61%	43%	87%	-44	Reduced
	2018	65%	54%	35%	83%	-48	
At Meets Grade Level or Above	2019	37%	27%	11%	51%	-40	Increased
	2018	36%	23%	9%	43%	-34	
At Masters Grade Level	2019	21%	13%	3%	26%	-23	Increased
	2018	21%	11%	3%	23%	-20	

Data source: Texas Academic Performance Report – District STAAR Performance – Additional Student Groups

HIGH SCHOOL

Table 8 reflects End of Course (EOC) performance for all high school students in the state as compared to all high school students in Killeen ISD for the 17-18 and 18-19 school years. Performance results at the Approaches, Meets and Masters level have been included for the At Risk and Non-At-Risk student groups. The gap in At-Risk and Non-At-Risk student performance is reported for each tested grade and subject. A primary goal of the State Compensatory Education program is to reduce this achievement gap.

During the 2018-2019 school year, the achievement gap between at-risk and non-at-risk middle school students was reduced in 13 out of 15 areas (86.6%), remained the same in 1 out of 15 areas (6.6%) and increased in 1 out of 15 areas (6.6%). Areas where the gap increased will be addressed during the 2019-2020 program year.

TABLE 8 – HIGH SCHOOL	Year	State	District	At-Risk	Non-At-Risk	At-Risk/ Non-At-Risk Gap	Gap Change Prior Year
End of Course English I							
At Approaches Grade Level or Above	2019	68%	63%	52%	94%	-42	Reduced
	2018	65%	61%	49%	94%	-45	
At Meets Grade Level or Above	2019	50%	46%	31%	91%	-60	Reduced
	2018	44%	39%	22%	85%	-63	
At Masters Grade Level	2019	11%	3%	1%	10%	-9	Reduced
	2018	7%	5%	1%	15%	-14	
End of Course English II							
At Approaches Grade Level or Above	2019	68%	65%	54%	95%	-41	Reduced
	2018	67%	64%	53%	95%	-42	
At Meets Grade Level or Above	2019	49%	44%	27%	86%	-59	Same
	2018	48%	42%	26%	85%	-59	

At Masters Grade Level	2019	8%	4%	1%	14%	-13	Reduced
	2018	8%	5%	1%	16%	-15	
End of Course Algebra I							
At Approaches Grade Level or Above	2019	85%	73%	62%	96%	-34	Increased
	2018	83%	74%	64%	96%	-32	
At Meets Grade Level or Above	2019	61%	46%	28%	86%	-58	Reduced
	2018	55%	42%	24%	83%	-59	
At Masters Grade Level	2019	37%	23%	9%	53%	-44	Reduced
	2018	32%	24%	9%	60%	-51	
End of Course Biology							
At Approaches Grade Level or Above	2019	88%	84%	78%	97%	-19	Reduced
	2018	87%	83%	75%	98%	-23	
At Meets Grade Level or Above	2019	62%	54%	37%	89%	-52	Reduced
	2018	59%	51%	32%	89%	-57	
At Masters Grade Level	2019	25%	19%	6%	47%	-41	Reduced
	2018	24%	19%	5%	47%	-42	
End of Course US History							
At Approaches Grade Level or Above	2019	93%	93%	90%	99%	-9	Reduced
	2018	92%	92%	88%	99%	-11	
At Meets Grade Level or Above	2019	73%	75%	64%	96%	-32	Reduced
	2018	70%	70%	56%	95%	-39	
At Masters Grade Level	2019	45%	46%	30%	75%	-45	Reduced
	2018	40%	39%	21%	70%	-49	

Data source: Texas Academic Performance Report – District STAAR Performance – Additional Student Groups

RECOMMENDATIONS

- Continue to use SCE funds for direct supplemental instruction of identified at-risk students both during the school year and summer school.
- Ensure that all SCE funds are dedicated to improving outcomes for at-risk students.
- Identify the areas of greatest needs for at-risk students during the campus comprehensive needs assessment/campus improvement plan process and continue to evaluate, adjust, and implement campus intervention services.
- Monitor at-risk student performance to ensure that at-risk students are receiving proper accelerated instruction.
- Implement a supplemental math intervention at the elementary and middle school levels.
- Continue the supplemental reading intervention program at the middle school level.
- Provide professional development to address the needs of ELL and bilingual students.
- Determine district provided interventions to be used at the high school level.
- Establish uniformity of interventions at the elementary school level.
- Increase fidelity of implementation of district provided programs and interventions.