

Hallsville Independent School District

For the Consideration of the Board of Trustees

Date of Board Meeting: July 27, 2026

Topic: State Compensatory Education Public Hearing

Background and Rationale:

The TEC, §29.081(b-3), states that a district shall evaluate the effectiveness of accelerated instruction programs and annually hold a public hearing to consider the results.

A summary of Hallsville ISD's State Compensatory Education (At Risk) program is attached. Each campus has outlined their progress toward goals and made recommendations for the future of their programs.

Relationship to Strategic Plan:

Personnel Affected:

Budget Implications:

- ☐ Include in this year's budget
- ☐ Amendment of this year's budget required
- ☐ Increase in this year's budget required
- ☐ Expenditures required for next year's budget
- ☐ N/A

Recommendation:

Public Hearing

Signature
(Person Bringing Information to the Board)

Superintendent's Signature

Hallsville ISD

2025-2026



**State Compensatory Education
Annual Program Evaluation
Public Hearing: July 27, 2026**

Program Description

State Compensatory Education (SCE) funds may be used to provide a compensatory, intensive, or accelerated program that enables the students to be performing at grade level at the conclusion of the next regular school term. Hallsville I.S.D. will provide compensatory education that is designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school.

The goal of all Hallsville I.S.D. State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, 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.

The Texas Education Agency (TEA) allotted Hallsville ISD \$20,129,857 in SCE funding for 2025-2026.

Program Strategies

Hallsville ISD's SCE funded positions include supplemental teachers, interventionists, behavior assistants, at-risk social workers, PK teachers (half-day) and PK paraprofessionals. 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. Disciplinary Alternative Education Placement Center (DAEP) also received direct support from SCE.

Beyond the campus staffing allocations, additional SCE funds were allocated to campuses to provide remediation outside the school day, which focused on meeting state testing goals. This instruction was supplemental to the basic instructional program and led by teachers with small groups of students. We also provided supplemental instructional materials and technology at our schools to address their needs.

Services include, but are not limited to:

- Math intervention teachers,
- Reading intervention teachers,
- PK teachers (to offer full day instruction),
- PK classroom assistants,
- Behavior assistants,
- Credit Recovery teachers and assistants,
- 8th-10th Grade Initiative extra duty pay for mentors,
- Supplies for intervention supports,
- Summer school funding,
- DAEP supplies and staff,
- Instructional coaches,
- Initiatives to raise attendance, and
- Supplemental instructional materials

Student Population (Fall 2025 PEIMS Submission)

Hallsville ISD's student population of 26,890 students was 86.61% at-risk for the 2025-2026 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.

Hallsville ISD is unique in its composition; consisting of 6 campuses located within the boundaries of HISD (brick and mortar) and an online school consisting of students across the state of Texas in grades 3-12 and managed by HISD and Stride K12.

Brick and Mortar Schools	Percent "At Risk"
Hallsville East Elementary, grades PK-4	12.75
Hallsville North Elementary, grades PK-4	18.15
Hallsville West Elementary, grades PK-4	19.92
Hallsville Intermediate, grade 5-6	38.84
Hallsville Jr. High, grades 7-8	41.06
Hallsville High School, grades 9-12	40.95

Virtual Campus	Percent "At Risk"
Texas Virtual Academy of Hallsville (TVAH), grades 3-12	98.41

Pre-Kindergarten Program Support

Hallsville 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.

High School Completion (Graduation Rates)

One of the State Compensatory Education Program’s goals is to eliminate any disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

Table 2 reflects graduation rates (TAPR reported) for the state and Hallsville ISD.

Table 2	2021 4 yr Grad. Rates	2022 4 yr Grad. Rates	2023 4 yr Grad. Rates
State	92.2%	89.7%	90.3%
All HISD	84.1%	75.1%	75.2%
Hallsville High School	98.4%	99.1%	97.2%
TVAH	No data	69.6%	71.6%

*as of July 2025, the latest report from T.E.A. was the 2022-2023 school year.

Hallsville ISD’s strategy to provide credit recovery, EOC support courses, and at-risk “initiative” mentors will continue next year to meet the identified needs of our at-risk students. This strategy supports improving graduation rates.

Performance Data

The data sources considered in regards to intervention recommendations included, but were not limited to:

- STAAR and TELPAS results,
- benchmarks and common assessments,
- report cards/progress reports,
- Universal screeners (IReady, dyslexia screeners, etc.), and
- at-risk data reports.

Student Achievement Data

East Elementary

- At Risk: 12.75%
- Economically disadvantaged: 46.68%
- Attendance Rate: 95.23%
- State Compensatory Funds Spent on:
 - Instructional Coach/Intervention Teachers (3)
 - Behavior Assistants (2)
 - Intervention Assistant
 - PK Teacher
 - PK Assistant
 - STAAR Tutorials outside the school day
 - Supplies to support at-risk program
- Growth Shown in At-Risk Students on STAAR:
 - RLA: 35%-accelerated growth, 17%-expected growth, 48%-limited growth
 - Math: 51%-accelerated growth, 25%-expected growth, 24%-limited growth
- Growth Shown in Emergent Bilingual on TELPAS:
 - Five out of six 1st-4th grade emergent bilinguals showed growth on TELPAS
- Implications for 2026-2027 S.C.E. Program:
 - Use with fidelity our new explicit and systematic reading language arts high quality instructional material (HMH)
 - Begin after school tutorials in the fall vs. mid spring (2025-2026 school year)
 - Revamp MTSS processes to ensure we are meeting the needs of EVERY student
 - During common planning time, model instructional strategies and focus on HOW we are going to present the material, what success criteria looks like, what materials we are using during small group instruction, and plan for primetime
 - Utilize instructional coaches to complete coaching cycles with teachers
 - Utilize new mentor system for first year teachers

East Cohort Data									
3rd to 4th grade	Approaches or Above		Comparison on 25 vs 26	Meets or Above		Comparison on 25 vs 26	Masters or Above		Comparison on 25 vs 26
	2025	2026		2025	2026		2025	2026	
Math	73%	77%	4	49%	59%	10	18%	27%	9
Reading	84%	80%	4	56%	52%	4	18%	10%	8

North Elementary

- At Risk: 18.15%
- Economically disadvantaged: 52.67%
- Attendance Rate: 94.99%
- State Compensatory Funds Spent on:
 - Instructional Coach/Intervention Teachers (2)
 - Behavior Assistants (2)
 - PK Teacher (2)
 - PK Assistant (2)
 - STAAR Tutorials outside the school day
 - Supplies to support at-risk program
- Growth Shown in At-Risk Students on STAAR:
 - RLA: 20% had accelerated growth, 30% had expected growth, 50% had limited growth on STAAR.
 - Math: 11% had accelerated growth, 38% had expected growth, 51% limited growth on STAAR.
- Growth Shown in Emergent Bilingual on TELPAS:
 - 37% of EB students had progress towards proficiency and 4 students scored Advanced High with the ability to reclassify and exit.

North Cohort Data									
3rd to 4th grade	Approaches or Above		Comparison on 25 vs 26	Meets or Above		Comparison on 25 vs 26	Masters or Above		Comparison on 25 vs 26
	2025	2026		2025	2026		2025	2026	
Math	72%	73%	1	49%	58%	9	20%	28%	8
Reading	71%	74%	3	48%	58%	10	29%	24%	5

- Implications for 2026-2027 S.C.E. Program:
 - Start tutorials (after school) earlier in the year to give students more time to spiral and master skills.
 - The intervention model will target foundational skills and move students towards proficiency in a more timely manner.
 - Focus on the BTC model within 3rd and 4th grade classrooms.
 - provide students with more opportunities for academic discourse, allowing them to articulate their thinking, explain their reasoning, and collaboratively engage in problem-solving through intentionally planning these opportunities in PLC meetings with teams
 - Utilize high engage strategies for students through intentional planning in PLC meetings
 - Provide teachers with the opportunity to engage in instructional walks to learn from other high yielding teachers
 - Revamp the MTSS model to further target students who need additional support in a more individualized manner.

West Elementary

- At Risk: 19.92%
- Economically disadvantaged: 47.41%
- Attendance Rate: 95.03%
- State Compensatory Funds Spent on:
 - Instructional Coach/Intervention Teachers (3)
 - Behavior Assistants (1)
 - PK Teacher (2)
 - PK Assistant (1)
 - STAAR Tutorials outside the school day
 - Supplies to support at-risk program
- Growth Shown in At-Risk Students on STAAR:
 - RLA: 4% of at risk students showed accelerated growth, 35% showed expected growth and 57% showed limited growth
 - Math: 16% showed accelerated growth, 51% expected growth, 31% limited growth
- Growth Shown in Emergent Bilingual on TELPAS: 48% of EB students showed growth towards proficiency, and 4 students scored advanced high with the ability to reclassify and exit the EB program.

West Cohort Data									
3rd to 4th grade	Approaches or Above		Comparison 25 vs 26	Meets or Above		Comparison 25 vs 26	Masters or Above		Comparison 25 vs 26
	2024	2025		2024	2025		2024	2025	
Math	78%	85%	7	56%	63%	7	22%	34%	12
Reading	91%	82%	9	57%	52%	5	26%	21%	5

- Implications for 2026-2027 S.C.E. Program:
 - provide students with more opportunities for academic discourse, allowing them to articulate their thinking, explain their reasoning, and collaboratively engage in problem-solving through intentionally planning these opportunities in PLC meetings with teams
 - Revamp the MTSS model to further target students who need additional support in a more individualized manner.

Intermediate

- At Risk: 38.84%
- Economically disadvantaged: 44.66%
- Attendance Rate: 95.24%
- State Compensatory Funds Spent on:
 - Instructional Coach/Intervention Teachers (2)
 - Behavior Assistants (2)
 - STAAR Tutorials outside the school day
 - Supplies to support at-risk program
 - DAEP personnel
- Growth Shown in At-Risk Students on STAAR:
 - RLA: 8% had accelerated growth, 40% had expected growth, 49 % had limited growth on STAAR
 - Math: 7% had accelerated growth, 39% had expected growth, 51 % had limited growth on STAAR
- Growth Shown in Emergent Bilingual on TELPAS: 17 % of EB students showed growth towards proficiency, and 3 students scored advanced high with the ability to reclassify and exit the EB program.
- Implications for 2026-2027 S.C.E. Program:
 - Increase opportunities for academic discourse and writing across the curriculum by intentionally planning activities that require students to articulate thinking, explain reasoning, and engage collaboratively in problem-solving during weekly common planning meetings.
 - Master Schedule includes a built in WIN time so that targeted support can be provided to students based on individual needs.
 - Continue improving the planning and implementation of small-group instruction during core instructional time to provide targeted support based on students' individual learning needs.

HIS Cohort Data									
5th to 6th grade	Approaches or Above		Comparison 25 vs 26	Meets or Above		Comparison 25 vs 26	Masters or Above		Comparison 25 vs 26
	2025	2026		2025	2026		2025	2026	
Math	81%	77%	4	52%	48%	4	29%	27%	2
Reading	78%	72%	6	59%	55%	4	34%	29%	5

Jr. High

- At Risk: 41.06%
- Economically disadvantaged: 40.93%
- Attendance Rate: 95.46%
- State Compensatory Funds Spent on:
 - Instructional Coach/Intervention Teachers (2)
 - 8th Grade Initiative
 - Math Tutorials built into the school day
 - Saturday School
 - STAAR Tutorials outside the school day
 - Supplies to support at-risk program
 - DAEP personnel
- Growth Shown in At-Risk Students on STAAR:
 - Reading: 16% had accelerated growth, 44% had expected growth and 37 % had limited growth
 - Math 8% had accelerated growth, 56% had expected growth and 35 % had limited growth
 - Growth Shown in Emergent Bilingual on TELPAS:
 - 48% of EB students made progress toward proficiency and 7 students scored Advanced High with the ability to reclassify and exit.
- Implications for 2026-2027 S.C.E. Program:
 - Enhance Tier II and Tier III intervention programs to provide more targeted support for students demonstrating limited growth.
 - Continue implementing regular data tracking and data talks with teachers and campus teams to monitor student progress and adjust instruction.
 - Implement student growth incentives that encourage goal setting, academic progress, and continuous improvement.
 - Provide ongoing professional learning focused on strengthening Tier I instruction
 - Utilize PLCs to analyze student data, plan instruction, and monitor student growth.

HJHS Cohort Data									
7th to 8th grade	Approaches or Above		25 vs 26	Meets or Above		25 vs 26	Masters or Above		25 vs 26
	2025	2026		2025	2026		2025	2026	
Math	78%	85%	7	59%	68%	9	33%	35%	2
Reading	83%	90%	7	63%	71%	8	39%	39%	0
HIS to HJHS Cohort Data									
6th to 7th grade	Approaches or Above		24 vs 25	Meets or Above		24 vs 25	Masters or Above		24 vs 25
	2025	2026		2025	2026		2025	2026	
Math	81%	60%	21	49%	36%	13	25%	4%	21
Reading	81%	81%	0	57%	56%	1	32%	31%	1

Hallsville High School

- At Risk: 40.95%
- Economically disadvantaged: 36.07%
- Attendance Rate: 94.75%
- State Compensatory Funds Spent on:
 - 9th Grade Initiative
 - 10th Grade Initiative
 - Credit Recovery built into the school day
 - Summer School for EOC
 - Summer School for Credit Recovery
 - Supplies to support at-risk program
 - DAEP personnel
- Growth Shown in At-Risk Students on STAAR:
 - RLA: 1% of at risk students showed accelerated growth, 50% showed expected growth and 43% showed limited growth
 - Math: 4% showed accelerated growth, 37% expected growth, 51% limited growth
- Growth Shown in Emergent Bilingual on TELPAS:
 - 34% of EB students showed growth towards proficiency, and 4 students scored advanced high with the ability to reclassify and exit the EB program.
- Implications for 2026-2027 S.C.E. Program:
 - We will continue to focus on at-risk students through our Bobcat Achievement and EOC courses while also working with the students' current teachers on high priority skills.
 - Continue to individualize what students need by intentionally focusing on 9 & 10 GI students during 3 week GI meetings. During these meetings we will focus on grades, attendance, discipline, and assessment data for those students.
 - Our EB students will continue to get targeted intervention with our campus EB coordinator by having dedicated time to work with her built into their schedule.
 - We will focus on improving Tier I instructional strategies to increase the number of students that maintain the masters level of achievement on STAAR.
 - Focus on increasing attendance rates.
 - Increased focus on students that qualify for McKinney-Vento as "unaccompanied".

HJHS to HHS Cohort Data									
8th to English I & Algebra 1	Approaches or Above		Comparis on 25 vs 26	Meets or Above		Comparis on 25 vs 26	Masters or Above		Comparis on 25 vs 26
	2025	2026		2025	2026		2025	2026	
Math	86%	90%	4	64%	62%	2	26%	22%	4
Reading	89%	91%	2	73%	76%	3	46%	21%	25

Texas Virtual Academy at Hallsville

- At Risk: 98.41%
- Economically disadvantaged: 50.39%
- Attendance Rate: 100%
- State Compensatory Funds Spent on:
 - Intervention Teachers
 - At-Risk Counselors
 - Instructional Coaches
 - State Comp Ed Manager
 - At-Risk Coordinators
 - Data Coordinator
 - Engagement Specialists
 - MTSS/RTI Coordinators
 - At-Risk Teachers
 - EB Teacher Trainer
- Growth Shown in At-Risk Students on STAAR:
 - Reading: grades 4, 5, 7, 8, and English I
 - Algebra I EOC made a 3 point improvement in approaches
 - Biology EOC made gains at all levels
- Growth Shown in Emergent Bilingual on TELPAS:
 - 174 students met reclassification
 - 27% met progress on TELPAS

TVAH 3-8 STAAR Performance Data										
	Approaches or Above		Comparison 25 vs 26	Meets or Above		Comparison 25 vs 26	Masters or Above		Comparison 25 vs 26	Total # of Students 2026
	2025	2026		2025	2026		2025	2026		
3rd Math	26%	26%	0	10%	6%	4	2%	2%	0	317
3rd Reading	54%	54%	0	21%	21%	0	4%	5%	1	312
4th Math	16%	15%	1	5%	5%	0	2%	1.00%	1	501
4th Reading	53%	57%	4	17%	26%	9	1%	6%	5	487
5th Math	21%	21%	0	6%	5%	1	2%	1.00%	1	717
5th Reading	50%	58%	8	24%	29%	5	6%	10%	4	701
5th Science	20%			5%			0%			521
6th Math	39%	33%	6	8%	6%	2	1%	1%	0	949
6th Reading	57%	50%	7	31%	26%	5	8%	8%	0	947

7th Math	23%	20%	3	7%	7%	0	1%	1%	0	1326
7th Reading	57%	60%	3	25%	27%	2	7%	10%	3	1342
8th Math	23%	22%	1	4%	5%	1	1%	1%	0	1955
8th Reading	61%	64%	3	26%	27%	1	7%	7%	0	1899
8th Science	38%			12%			1%			2031
8th SS	21%	21%	0	5%	4%	1	1%	1%	0	2023

TVAH STAAR Performance Data														
	Approaches or Above			Comparison 24 vs 25	Meets or Above			Comparison 24 vs 25	Masters or Above			Comparison 24 vs 25	Total # of Students 2024	Total # of Students 2025
	2024	2025	2026		2024	2025	2026		2024	2025	2026			
Algebra I	32%	27%	29%	2	5%	5%	5%	0	2%	2%	2%	0	4225	4608
Biology	75%	80%	83%	3	24%	28%	36%	8	3%	3%	7%	4	3447	3565
US History	81%	86%	83%	3	39%	41%	36%	5	13%	14%	9%	5	3772	3772
English I	43%	41%	46%	5	27%	24%	23%	1	3%	3%	2%	1	4129	4500
English II	53%	51%	47%	4	34%	30%	31%	1	2%	1%	1%	0	4461	5067

TVAH TELPAS Growth

Individual Analysis of Students	
Number of students that increased their composite score	536
Number of students that decreased their composite score	408
Number of students that maintained their composite score	1579
Number of students without a score to compare	1026

Implications for 2026-2027 S.C.E. Program:

- Note: Data sets may not be equivalent. Data could differ once final accountability results are released.
 - Algebra 1: The percentage of students who performed at **approaches** increased. **Meets and masters** percentages stayed the same.
 - Biology: The percentage of students who performed at **approaches, meets and masters** increased.
 - US History: The percentage of students who performed at **approaches, meets and masters** decreased.

- English I: The percentage of students who performed at **approaches** increased. The percentage of students who performed at **meets** and **masters** decreased.
 - English II. The percentage of students who performed at **approaches** decreased. The percentage of students who performed at **meets** increased. **Masters** percentages stayed the same.
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- Credit Recovery (credits earned) = 8685
 - Graduation Rate = 93.90% (preliminary)

2026-2027 Recommendations

Recommendations are to use SCE funds for direct supplemental instruction of identified SCE eligible students, with a focused approach for interventions.

- Maintain FTEs for the positions that have shown to create student growth
- Supplies and Materials needed for Intervention and Credit Recovery
- Focus on attendance rates across the district
- Focus on early identification and intervention to reduce the number in secondary