Humble
Independent School District
2017-2018

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 thirteen at-risk criteria, and the district’s board approved local 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 students at-risk of dropping out of school and all other district students in (a) performance on state assessments, and (b) rates of high school completion (graduation rates).

State Comp Ed funds were used to provide supplemental highly qualified teachers, interventionists, at-risk counselors, at-risk social workers, PK teachers (half-day) and PK instructional paraprofessionals. This strategy included 134 FTES, at a cost of $7,484,066. 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, which were based on the number of STAAR failures the prior year at each campus, additional SCE funds were allocated to Title I campuses to provide supplemental extended day and week classes, which focused on core subject area instruction. This instruction was supplemental to the basic instructional program and was led by highly qualified teachers with small groups of students. Of the $38,005 provided for the Title I schools for this purpose, $29,292 were expended.

In addition, $3,672 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 were also used to provide Compensatory Education Home Instruction for our pregnant/parenting students to allow them to stay current with their studies during the time they are not able to attend school on campus. The cost of this activity was $10,822.

Student Population

Humble ISD had 48.92% of the student population identified as at-risk and 33.4% as economically disadvantaged for the 2017-18 school year. 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 way. The data sources considered in regards to intervention recommendations include, but are not limited to: STAAR data, benchmark data, report card and progress report data, and at-risk data reports.
HIGH SCHOOL COMPLETION (Graduation Rates)

Table 1 reflects at-risk students’, and non-at-risk students’ graduation rates. State and Humble ISD results are shown for comparison purposes. One of the State Compensatory Education Program’s goals is to reduce the gap between at-risk and non-at-risk students’ graduation rates. The gap between at-risk and non-at-risk students’ graduation rates was 10% statewide, while Humble ISD’s gap between at-risk and non-at-risk students’ graduation rates was 7.1%.

<table>
<thead>
<tr>
<th>GRADUATION RATE</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
<th>Class of 2017</th>
<th>TOTAL Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>State - ALL</td>
<td>88</td>
<td>88.3</td>
<td>89</td>
<td>89.1</td>
<td>89.7</td>
<td>0.6</td>
</tr>
<tr>
<td>* At-Risk</td>
<td>81.2</td>
<td>81.5</td>
<td>85</td>
<td>83.5</td>
<td>83.8</td>
<td>0.3</td>
</tr>
<tr>
<td>Non At-Risk</td>
<td>92.9</td>
<td>93</td>
<td>92.6</td>
<td>93.3</td>
<td>93.8</td>
<td>.05</td>
</tr>
<tr>
<td>* Gap</td>
<td>11.7</td>
<td>11.5</td>
<td>7.6</td>
<td>9.8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Gap reduced by:</td>
<td>0.56</td>
<td>0.2</td>
<td>3.9</td>
<td>-2.2</td>
<td>-0.2</td>
<td>4.88</td>
</tr>
<tr>
<td>District - ALL</td>
<td>94.1</td>
<td>93.2</td>
<td>94.4</td>
<td>95.2</td>
<td>95.2</td>
<td>0.0</td>
</tr>
<tr>
<td>* At-Risk</td>
<td>88.6</td>
<td>88.1</td>
<td>91.8</td>
<td>92.0</td>
<td>91.2</td>
<td>-0.8</td>
</tr>
<tr>
<td>Non At-Risk</td>
<td>97.7</td>
<td>96.5</td>
<td>96.5</td>
<td>97.7</td>
<td>98.3</td>
<td>.6</td>
</tr>
<tr>
<td>* Gap</td>
<td>9.1</td>
<td>8.4</td>
<td>4.7</td>
<td>5.7</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td>Gap reduced by:</td>
<td>1.6</td>
<td>0.7</td>
<td>3.7</td>
<td>-1.0</td>
<td>-1.4</td>
<td>7</td>
</tr>
</tbody>
</table>

Student Achievement Results

Table 2 reflects STAAR performance for all students in the state as compared to all students in Humble ISD for the last two years. The differences between the state and district student achievement results are reported by subject for each year. Humble ISD’s student achievement scores for All Grades have exceeded the state 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”, as a goal of State Comp Ed to reduce this achievement gap. Gaps between at-risk and non-at-risk students in Humble ISD have been reduced in all areas over the prior year for All Subjects, ELA/Reading, Mathematics, Writing, Science and Social Studies. The gap for Science-Masters Grade Level remained unchanged from the prior year.

Contact: Dr. Jamie Bryson, Director of State and Federal Programs
TABLE 2 - ALL GRADES

<table>
<thead>
<tr>
<th>All Grades All Subjects</th>
<th>2018</th>
<th>State</th>
<th>District</th>
<th>At Risk</th>
<th>Non-At Risk</th>
<th>At-Risk Non-At-Risk Gap</th>
<th>Gap Change Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Approaches Grade Level or Above</td>
<td>2018</td>
<td>77%</td>
<td>80%</td>
<td>66%</td>
<td>94%</td>
<td>28</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>48%</td>
<td>53%</td>
<td>31%</td>
<td>74%</td>
<td>43</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>22%</td>
<td>25%</td>
<td>10%</td>
<td>39%</td>
<td>29</td>
<td>Reduced</td>
</tr>
<tr>
<td>All Grades ELA/Reading</td>
<td>2018</td>
<td>74%</td>
<td>78%</td>
<td>62%</td>
<td>95%</td>
<td>33</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>46%</td>
<td>53%</td>
<td>29%</td>
<td>75%</td>
<td>46</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>19%</td>
<td>22%</td>
<td>7%</td>
<td>37%</td>
<td>30</td>
<td>Reduced</td>
</tr>
<tr>
<td>All Grades Mathematics</td>
<td>2018</td>
<td>81%</td>
<td>83%</td>
<td>70%</td>
<td>95%</td>
<td>25</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>50%</td>
<td>52%</td>
<td>29%</td>
<td>72%</td>
<td>43</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>24%</td>
<td>25%</td>
<td>9%</td>
<td>39%</td>
<td>30</td>
<td>Reduced</td>
</tr>
<tr>
<td>All Grades Writing</td>
<td>2018</td>
<td>66%</td>
<td>69%</td>
<td>45%</td>
<td>86%</td>
<td>41</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>41%</td>
<td>44%</td>
<td>20%</td>
<td>62%</td>
<td>42</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>13%</td>
<td>14%</td>
<td>4%</td>
<td>22%</td>
<td>18</td>
<td>Reduced</td>
</tr>
<tr>
<td>All Grades Science</td>
<td>2018</td>
<td>80%</td>
<td>85%</td>
<td>73%</td>
<td>97%</td>
<td>24</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>51%</td>
<td>59%</td>
<td>38%</td>
<td>80%</td>
<td>42</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>23%</td>
<td>29%</td>
<td>12%</td>
<td>47%</td>
<td>35</td>
<td>Same</td>
</tr>
<tr>
<td>All Grades Social Studies</td>
<td>2018</td>
<td>78%</td>
<td>84%</td>
<td>74%</td>
<td>96%</td>
<td>22</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>53%</td>
<td>62%</td>
<td>47%</td>
<td>79%</td>
<td>32</td>
<td>Reduced</td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>31%</td>
<td>40%</td>
<td>24%</td>
<td>58%</td>
<td>34</td>
<td>Reduced</td>
</tr>
</tbody>
</table>
Table 3 reflects at-risk student, and non-at-risk student achievement on the STAAR assessments for elementary students, and well as state and district comparison data. The gap in at-risk and non-at-risk student performance is reported, as a goal of State Comp Ed is to reduce this gap.

Gaps between at-risk and non-at-risk students in Humble ISD have been reduced across most areas as compared to the prior year data. Areas where the gap increased will be addressed in 2018-2019.

<table>
<thead>
<tr>
<th>TABLE 3 - ELEMENTARY</th>
<th>2017-18 District STAAR Performance - Additional Student Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Name:</strong> HUMBLE ISD (101913)</td>
<td><strong>County Name:</strong> HARRIS</td>
</tr>
<tr>
<td><strong>TABLE 3 - ELEMENTARY</strong></td>
<td><strong>STAAR Performance Rates by Tested Grade, Subject, and Performance Levels</strong></td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td><strong>Grade 3 Reading</strong></td>
<td></td>
</tr>
<tr>
<td>At Approaches Grade Level or Above</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td><strong>Grade 3 Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>At Approaches Grade Level or Above</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td><strong>Grade 4 Reading</strong></td>
<td></td>
</tr>
<tr>
<td>At Approaches Grade Level or Above</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td><strong>Grade 4 Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>At Approaches Grade Level or Above</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Grade 4 Writing</td>
<td>At Approaches Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5 Reading</td>
<td>At Approaches Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5 Mathematics</td>
<td>At Approaches Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5 Science</td>
<td>At Approaches Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
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<td></td>
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</tr>
</tbody>
</table>

Based on State Compensatory Education paid staff evaluation reports, 2344 unduplicated elementary students received supplemental interventions/instruction in the areas of reading, writing, math, and science. Of the students served, 71.08% made progress on student-specific targets set at the beginning of the school year by the served students’ State Comp Ed funded teachers.
**MIDDLE SCHOOL**

Table 4 reflects at-risk student, and non-at-risk student achievement on the STAAR assessments for middle school students, and well as state and district comparison data. The gap in at-risk and non-at-risk student performance is reported, as a goal of State Comp Ed is to reduce this gap.

Gaps between at-risk and non-at-risk students in Humble ISD have been reduced across most areas as compared to the prior year data. Areas where the gap increased will be addressed in 2018-2019.

### 2017-18 District STAAR Performance - Additional Student Groups

**District Name:** HUMBLE ISD (101913)

**County Name:** HARRIS

#### TABLE 4 - MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>STAAR Performance Rates by Tested Grade, Subject, and Performance Levels</th>
<th>2018</th>
<th>District</th>
<th>At Risk</th>
<th>Non-At Risk</th>
<th>At-Risk Non-At-Risk Gap</th>
<th>Gap Change Prior Year</th>
</tr>
</thead>
</table>
| **Grade 6 Reading**  
At Approaches Grade Level or Above | 69% | 73% | 49% | 90% | 41 | Increased |
| 2017 | 69% | 77% | 54% | 92% | 38 |  |
| **At Meets Grade Level or Above** | 39% | 44% | 17% | 62% | 45 | Reduced |
| 2017 | 37% | 44% | 15% | 64% | 49 |  |
| **At Masters Grade Level** | 19% | 22% | 7% | 32% | 25 | Reduced |
| 2017 | 18% | 22% | 4% | 34% | 30 |  |
| **Grade 6 Mathematics**  
At Approaches Grade Level or Above | 77% | 81% | 64% | 92% | 28 | Reduced |
| 2017 | 76% | 83% | 64% | 95% | 31 |  |
| **At Meets Grade Level or Above** | 44% | 47% | 23% | 65% | 42 | Reduced |
| 2017 | 43% | 49% | 18% | 70% | 52 |  |
| **At Masters Grade Level** | 18% | 18% | 5% | 27% | 22 | Reduced |
| 2017 | 18% | 21% | 3% | 34% | 31 |  |
| **Grade 7 Reading**  
At Approaches Grade Level or Above | 74% | 79% | 60% | 95% | 35 | Reduced |
| 2017 | 73% | 79% | 58% | 96% | 38 |  |
| **At Meets Grade Level or Above** | 48% | 53% | 25% | 76% | 51 | Reduced |
| 2017 | 42% | 48% | 17% | 72% | 55 |  |
| **At Masters Grade Level** | 29% | 32% | 11% | 50% | 39 | Same |
| 2017 | 23% | 26% | 4% | 43% | 39 |  |
| **Grade 7 Mathematics**  
At Approaches Grade Level or Above | 72% | 81% | 64% | 96% | 32 | Reduced |
<p>| 2017 | 70% | 80% | 57% | 97% | 40 |  |
| <strong>At Meets Grade Level or Above</strong> | 40% | 52% | 25% | 76% | 51 | Reduced |
| 2017 | 40% | 53% | 21% | 78% | 57 |  |
| <strong>At Masters Grade Level</strong> | 18% | 27% | 9% | 44% | 35 | Reduced |
| 2017 | 17% | 24% | 3% | 40% | 37 |  |</p>
<table>
<thead>
<tr>
<th>Grade 7 Writing</th>
<th>At Approaches Grade Level or Above</th>
<th>2018</th>
<th>69%</th>
<th>74%</th>
<th>52%</th>
<th>94%</th>
<th>42</th>
<th>Reduced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
<td>70%</td>
<td>73%</td>
<td>48%</td>
<td>92%</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>43%</td>
<td>48%</td>
<td>21%</td>
<td>71%</td>
<td>50</td>
<td>Reduced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>39%</td>
<td>43%</td>
<td>13%</td>
<td>65%</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>15%</td>
<td>18%</td>
<td>5%</td>
<td>29%</td>
<td>24</td>
<td>Increased</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>12%</td>
<td>13%</td>
<td>1%</td>
<td>22%</td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8 Reading</th>
<th>At Approaches Grade Level or Above</th>
<th>2018</th>
<th>86%</th>
<th>89%</th>
<th>79%</th>
<th>99%</th>
<th>20</th>
<th>Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
<td>86%</td>
<td>91%</td>
<td>82%</td>
<td>99%</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>49%</td>
<td>55%</td>
<td>31%</td>
<td>79%</td>
<td>48</td>
<td>Reduced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>50%</td>
<td>58%</td>
<td>30%</td>
<td>83%</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>27%</td>
<td>30%</td>
<td>11%</td>
<td>48%</td>
<td>37</td>
<td>Reduced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>23%</td>
<td>28%</td>
<td>8%</td>
<td>46%</td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8 Mathematics</th>
<th>At Approaches Grade Level or Above</th>
<th>2018</th>
<th>86%</th>
<th>86%</th>
<th>81%</th>
<th>98%</th>
<th>17</th>
<th>Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
<td>85%</td>
<td>88%</td>
<td>84%</td>
<td>98%</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>51%</td>
<td>44%</td>
<td>31%</td>
<td>70%</td>
<td>39</td>
<td>Reduced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>45%</td>
<td>41%</td>
<td>28%</td>
<td>70%</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>15%</td>
<td>8%</td>
<td>4%</td>
<td>15%</td>
<td>11</td>
<td>Reduced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>13%</td>
<td>8%</td>
<td>3%</td>
<td>18%</td>
<td>15</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8 Science</th>
<th>At Approaches Grade Level or Above</th>
<th>2018</th>
<th>76%</th>
<th>83%</th>
<th>67%</th>
<th>98%</th>
<th>31</th>
<th>Same</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
<td>76%</td>
<td>83%</td>
<td>67%</td>
<td>98%</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>52%</td>
<td>60%</td>
<td>35%</td>
<td>83%</td>
<td>48</td>
<td>Reduced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>48%</td>
<td>58%</td>
<td>30%</td>
<td>83%</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>28%</td>
<td>34%</td>
<td>14%</td>
<td>54%</td>
<td>40</td>
<td>Increased</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>19%</td>
<td>26%</td>
<td>6%</td>
<td>44%</td>
<td>38</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8 Social Studies</th>
<th>At Approaches Grade Level or Above</th>
<th>2018</th>
<th>65%</th>
<th>73%</th>
<th>53%</th>
<th>92%</th>
<th>39</th>
<th>Reduced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
<td>63%</td>
<td>71%</td>
<td>48%</td>
<td>92%</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>36%</td>
<td>44%</td>
<td>23%</td>
<td>64%</td>
<td>41</td>
<td>Reduced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>33%</td>
<td>42%</td>
<td>16%</td>
<td>65%</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>21%</td>
<td>28%</td>
<td>12%</td>
<td>43%</td>
<td>31</td>
<td>Reduced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>19%</td>
<td>26%</td>
<td>7%</td>
<td>43%</td>
<td>36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on State Compensatory Education paid staff evaluation reports, 2675 unduplicated middle schools students received supplemental interventions/instruction in the areas of reading, writing, math, science and social studies, as well as interventions by the supplemental at-risk counselors. Of the students served, 65.81% made progress on student-specific targets set-at the beginning of the school year.
HIGH SCHOOL

Table 5 reflects at-risk student, and non-at-risk student achievement on the STAAR assessments for high school students, and well as state and district comparison data. The gap in at-risk and non-at-risk student performance is reported, as a goal of State Comp Ed is to reduce this gap.

Gaps between at-risk and non-at-risk students in Humble ISD have been reduced across most areas as compared to the prior year data. Areas where the gap increased will be addressed in 2018-2019.

<table>
<thead>
<tr>
<th>TABLE 5 - HIGH SCHOOL</th>
<th>STAAR Performance Rates by Tested Grade, Subject, and Performance Levels</th>
<th>State</th>
<th>District</th>
<th>At Risk</th>
<th>Non-At Risk</th>
<th>At-Risk Non-At-Risk Gap</th>
<th>Gap Change Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>End of Course English I</strong></td>
<td>At Approaches Grade Level or Above</td>
<td>2018</td>
<td>65%</td>
<td>72%</td>
<td>57%</td>
<td>96%</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>64%</td>
<td>72%</td>
<td>55%</td>
<td>94%</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>44%</td>
<td>56%</td>
<td>36%</td>
<td>89%</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>43%</td>
<td>54%</td>
<td>29%</td>
<td>84%</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>7%</td>
<td>5%</td>
<td>1%</td>
<td>12%</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>8%</td>
<td>11%</td>
<td>1%</td>
<td>22%</td>
<td>21</td>
</tr>
<tr>
<td><strong>End of Course English II</strong></td>
<td>At Approaches Grade Level or Above</td>
<td>2018</td>
<td>67%</td>
<td>73%</td>
<td>58%</td>
<td>95%</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>66%</td>
<td>74%</td>
<td>59%</td>
<td>94%</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>48%</td>
<td>55%</td>
<td>34%</td>
<td>87%</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>45%</td>
<td>55%</td>
<td>32%</td>
<td>86%</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>8%</td>
<td>10%</td>
<td>3%</td>
<td>22%</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>6%</td>
<td>10%</td>
<td>2%</td>
<td>21%</td>
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</tr>
<tr>
<td><strong>End of Course Algebra I</strong></td>
<td>At Approaches Grade Level or Above</td>
<td>2018</td>
<td>83%</td>
<td>87%</td>
<td>77%</td>
<td>98%</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>83%</td>
<td>86%</td>
<td>76%</td>
<td>98%</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>55%</td>
<td>59%</td>
<td>36%</td>
<td>86%</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>48%</td>
<td>58%</td>
<td>32%</td>
<td>85%</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>32%</td>
<td>30%</td>
<td>10%</td>
<td>53%</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>26%</td>
<td>34%</td>
<td>10%</td>
<td>58%</td>
<td>48</td>
</tr>
<tr>
<td><strong>End of Course Biology</strong></td>
<td>At Approaches Grade Level or Above</td>
<td>2018</td>
<td>87%</td>
<td>92%</td>
<td>86%</td>
<td>99%</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>86%</td>
<td>93%</td>
<td>86%</td>
<td>99%</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>59%</td>
<td>71%</td>
<td>53%</td>
<td>93%</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>57%</td>
<td>74%</td>
<td>54%</td>
<td>93%</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>24%</td>
<td>34%</td>
<td>14%</td>
<td>59%</td>
<td>45</td>
</tr>
<tr>
<td></td>
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<td>2017</td>
<td>21%</td>
<td>29%</td>
<td>8%</td>
<td>48%</td>
<td>40</td>
</tr>
<tr>
<td><strong>End of Course U.S. History</strong></td>
<td>At Approaches Grade Level or Above</td>
<td>2018</td>
<td>92%</td>
<td>96%</td>
<td>92%</td>
<td>100%</td>
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<td>2017</td>
<td>91%</td>
<td>95%</td>
<td>91%</td>
<td>100%</td>
<td>9</td>
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<tr>
<td></td>
<td>At Meets Grade Level or Above</td>
<td>2018</td>
<td>70%</td>
<td>81%</td>
<td>69%</td>
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<tr>
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<td>2017</td>
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<td>77%</td>
<td>60%</td>
<td>95%</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>At Masters Grade Level</td>
<td>2018</td>
<td>40%</td>
<td>52%</td>
<td>34%</td>
<td>76%</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017</td>
<td>35%</td>
<td>48%</td>
<td>27%</td>
<td>71%</td>
<td>44</td>
</tr>
</tbody>
</table>
Based on State Compensatory Education paid staff evaluation reports, 3720 unduplicated high schools students received supplemental interventions/instruction in the areas of reading, writing, math, science and social studies, as well as interventions by the supplemental at-risk counselors. Of the students served, 71.11% made progress on student-specific targets set-at the beginning of the school year.

**Implications/Findings**

The 2017-2018 data show, Humble ISD scores were above the state average for each subject area of the STAAR assessments. The subjects/grades with the least gains over the prior year in at-risk student performance for “Approaching Grade Level or Above” was 3rd grade mathematics for elementary schools, 6th grade reading for middle schools, and English II for high schools. The subject with the greatest gains over the prior year in at-risk student performance was 5th grade reading for elementary schools, 7th grade mathematics for middle schools, and English I EOC for high schools.

Graduation rates continue to be above the state average, but intensive monitoring, support and interventions are needed to keep graduation rates high.

**Recommendations**

Recommendations are to continue to use SCE funds for (1) direct supplemental instruction of identified at-risk students, with a more focused approach for interventions, (2) credit recovery classes at the high schools, (3) supplemental at-risk social workers and at-risk counselors at the secondary schools based on campus needs assessment data to improve both student achievement and graduation rates, (4) full-day PK support, and (5) provide training to address the needs of at-risk students. We plan to implement an at-risk social worker at select campuses.

Assurances will be made to ensure that all SCE funds are dedicated to improving the outcomes for at-risk 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 who failed the prior year STAAR assessments by subject. At-Risk Counselors, At-Risk Social Workers, and 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 at-risk 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 tutoring sessions to prepare Title I students to improve their understanding of skills assessed by the state assessments (STAAR).

The Compensatory Education Home Instruction (CEHI) for pregnant/parenting students will continue as mandated by law, to help enable these at-risk students to complete their education. The pregnancy related services support provided for these students helps to reduce dropouts.

The implementation of Local Criteria, approved by the School Board will continue to allow us to serve the needs of students needing additional interventions, but who have not yet met the state at-risk criteria.

We will continue to collect individualized evaluation reports from all staff who serve students using State Compensatory Education funds, to ensure we have clear data to determine the effectiveness of our State Compensatory Education interventions.