

Seguin Independent School District
Jefferson Avenue Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Read, Write, Think, and Play

Make Connections Every Day.

Vision

At Jefferson Elementary, we are a welcoming, nurturing community that empowers students, families, and staff through collaboration to achieve high levels of learning.

Value Statement

We believe in Seguin ISD is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: Campus Goal #1: Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from to 44% by August 2025.	12
Goal 2: Campus Goal #2: Campus will Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR Mathematics from to 36% by August 2025.	14
Goal 3: Campus Goal #3: Jefferson ES will support awareness of the College, Career, and Military Readiness (CCMR) requirements.	16
Goal 4: Campus Goal #4: Campus will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard.	18
Goal 5: Campus Goal #5: Campus will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).	20
Goal 6: Campus Goal #6: Campus will improve student, staff, parent, and community perception as determined by the Net Promoter score.	22
Goal 7: Campus Goal #7 (SGS Goal): Campus will be rated A or B by August 2025.	24
Targeted Support Strategies	27
Addendums	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

- SPED- 59 Total- this includes EA and Speech Only students
 - KG- 7
 - 1st- 7
 - 2nd 12
 - 3rd- 14
 - 4th- 8
 - 5th 10
- - Emerging Bilingual
 - 3
 - Section 504
 - KG- 1
 - 2nd- 2
 - 3rd- 4
 - 4th- 3
 - 5th- 4
 - GT
 - 1st- 7
 - 2nd- 2
 - 3rd- 3

- 4th- 1

- 5th- 7

Total=20

- African American- 6%
- Hispanic/Latino- 73%
- White- 19%
- Two or more races- 2%
- Total Enrollment- predicted 380-400 with EA
-

Demographics Strengths

Cultural, Diversity, Grit

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are under identified as a campus regarding special education, GT, and 504. **Root Cause:** We lack processes and systems (RtI, GT indicators, etc.) to identify students in special education, GT, and 504.

Student Learning

Student Learning Summary

Name	Students Assessed	Performance by Level ^①
State Average	N/A	
District Average	N/A	
F C Weinert Elementary School	458	
George Vogel Elementary School	400	
Jefferson Avenue Elem School	382	
Mcqueeney Elementary School	294	
Oralia R Rodriguez Elem School	462	
Robert F Koennecke Elem School	538	
Vincent Patlan Elem School	430	

Spring Math Benchmark	Approaches	Meets	Masters
3rd	30%	11%	5%
4th	49%	23%	4%
5th	44%	11%	5%

Spring Reading Benchmark	Approaches	Meets	Masters
3rd	28%	10%	2%
4th	50%	5%	0%
5th	68%	33%	10%

Spring Science Benchmark	Approaches	Meets	Masters
5th	29%	6%	2%

Student Learning Strengths

Students showed significant strength in 5th Reading. This could be a result of aligned curriculum through the years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A majority (50%+) of students are not performing on grade level in math in all STAAR tested Grade Levels. **Root Cause:** The campus implemented a new curriculum and PLC protocol which was challenging for teachers.

Problem Statement 2: 70% of 3rd Graders are not on grade level for reading. **Root Cause:** Students did not have access to effective and consistent teaching practices.

Problem Statement 3 (Prioritized): 50% of students are not on grade level for reading in all STAAR Tested Grade Levels. **Root Cause:** Access to aligned and effective reading instruction and practices k-5.

School Processes & Programs

School Processes & Programs Summary

Turnover 22-23 School= 38%

PLC Survey Feedback= teachers expressed they needed more support with instructional materials, processing curriculum and delivering instruction to provide meaning to PLC.

Professional and instructional development- 1/3 staff members on growth plans showed growth in student data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Certified staff turnover rate equals 38%. **Root Cause:** Classroom instruction and classroom management vision changed throughout the school year.

Perceptions

Perceptions Summary

Panorama student survey data showed a decline in students feeling confident in building relationships with each other. School climate showed a drop by 8% and has trended down for 2 years.

Change in all administrative roles over the last 2 years (principal, assistant principal, counselor and academic dean).

Student social awareness in Panorama has been consistently between 60% and 70%.

Students attendance grew .5% but still under the previous year's goal.

Referrals increase as students enter into 3rd, 4th, and 5th grade.

Perceptions Strengths

School partnerships have increased.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students culture is declining as students become older. **Root Cause:** Students are not receiving effective strategies for managing relationships with peers and applying them in their relationships.

Priority Problem Statements

Problem Statement 1: A majority (50%+) of students are not performing on grade level in math in all STAAR tested Grade Levels.

Root Cause 1: The campus implemented a new curriculum and PLC protocol which was challenging for teachers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 50% of students are not on grade level for reading in all STAAR Tested Grade Levels.

Root Cause 2: Access to aligned and effective reading instruction and practices k-5.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Certified staff turnover rate equals 38%.

Root Cause 3: Classroom instruction and classroom management vision changed throughout the school year.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students culture is declining as students become older.

Root Cause 4: Students are not receiving effective strategies for managing relationships with peers and applying them in their relationships.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Goals

Goal 1: Campus Goal #1: Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from to 44% by August 2025.


Performance Objective 1: By the end of 2023-2024 school year the percentage of students 3-5 grade STAAR (State of Texas Assessment of Academic Readiness) Reading will increase from 32% (estimated meets as of 7/31/23) to 38%.


High Priority

Evaluation Data Sources: STAAR Accopuntability Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize substitutes to allow for specialized planning for teachers to review data, refine practices and engage in professional development.</p> <p>Strategy's Expected Result/Impact: Improve student scores.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: 50% of students are not on grade level for reading in all STAAR Tested Grade Levels. Root Cause: Access to aligned and effective reading instruction and practices k-5.</p>

Goal 1: Campus Goal #1: Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from to 44% by August 2025.

Performance Objective 2: By the end of the school year 2023-2024 the percentage of students who perform on grade level on the ISIP Reading K-5 will improve from 39% to 44%.

High Priority

Evaluation Data Sources: iStation Reports

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: Campus Goal #2: Campus will Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR Mathematics from to 36% by August 2025.


Performance Objective 1: By the end of 2023-2024 increase the percentage of students in 3-5 grade STAAR (State of Texas Assessment of Academic Readiness) Math from 28% to 32% .


High Priority


Evaluation Data Sources: STAAR Accountability Report


Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize substitutes to allow for specialized planning for teachers to review data, refine practices and engage in professional development.</p> <p>Strategy's Expected Result/Impact: Improved Student Scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: A majority (50%+) of students are not performing on grade level in math in all STAAR tested Grade Levels. Root Cause: The campus implemented a new curriculum and PLC protocol which was challenging for teachers.</p>

Goal 2: Campus Goal #2: Campus will Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR Mathematics from to 36% by August 2025.

Performance Objective 2: By the end of the 2023-2024 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase to 50%.

High Priority

Evaluation Data Sources: Imagine Math

Goal 3: Campus Goal #3: Jefferson ES will support awareness of the College, Career, and Military Readiness (CCMR) requirements.

Performance Objective 1: By the end the school year 2023-2024, the percentage of fourth and fifth graders will increase in the area of meets and masters.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: Campus Goal #3: Jefferson ES will support awareness of the College, Career, and Military Readiness (CCMR) requirements.

Performance Objective 2: By the end of the 23-24 school year, 4th and 5th grade students will be exposed to a minimum of 2 opportunities that expose them to CCMR opportunities.

Summative Evaluation: Some progress made toward meeting Objective

Goal 4: Campus Goal #4: Campus will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard.

Performance Objective 1: By the end of the 23-24 School Year, Jefferson Ave. Elementary attendance will increase from 91.5% to 93%.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Goal 4: Campus Goal #4: Campus will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard.

Performance Objective 2: By May 2024, School Climate Question "Students treat each other well" will reach 60% favorable responses by the Spring Panorama Survey.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Goal 5: Campus Goal #5: Campus will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By Spring 2024, teacher turnover will decrease by 10% across the campus.

Summative Evaluation: No progress made toward meeting Objective

Goal 5: Campus Goal #5: Campus will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 2: By Spring of 2024, Jefferson's Academic Emphasis index will show that teachers believe that their students have the ability to achieve academically.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Goal 6: Campus Goal #6: Campus will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: Increase parent communication through social media and weekly newsletter to parents.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 6: Campus Goal #6: Campus will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: Create a PTC by the end of 2023-2024 school year.





Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Campus Goal #7 (SGS Goal): Campus will be rated A or B by August 2025.

Performance Objective 1: By August 2024, Jefferson will score a B or better in Domain 2 (School Progress).

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have the opportunity to review data and plan based on student data via data days. Strategy's Expected Result/Impact: Meet student needs and target diverse learners. Staff Responsible for Monitoring: Princial, Assistant Principal, Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will use headphones to access assessments, online materials, and access targeted intervention. Strategy's Expected Result/Impact: Students will become more successful in online platforms. Staff Responsible for Monitoring: Academic Dean</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will use goal setting binders to incorporate a growth mindset and for students to track their data.</p> <p>Strategy's Expected Result/Impact: Students become self driven and academically motivated. Improvement in STAAR Data.</p> <p>Staff Responsible for Monitoring: Acadeic Dean</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: A majority (50%+) of students are not performing on grade level in math in all STAAR tested Grade Levels. Root Cause: The campus implemented a new curriculum and PLC protocol which was challenging for teachers.</p>
<p>Problem Statement 3: 50% of students are not on grade level for reading in all STAAR Tested Grade Levels. Root Cause: Access to aligned and effective reading instruction and practices k-5.</p>

Goal 7: Campus Goal #7 (SGS Goal): Campus will be rated A or B by August 2025.

Performance Objective 2: The campus will incorporate a targeted intervention period into the master schedule.

Summative Evaluation: Some progress made toward meeting Objective

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize substitutes to allow for specialized planning for teachers to review data, refine practices and engage in professional development.
2	1	1	Utilize substitutes to allow for specialized planning for teachers to review data, refine practices and engage in professional development.

Addendums



JEFFERSON AVE ELEMENTARY

State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus
Serving Grades KG-05

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally disadvantaged students

STATE COMPENSATORY EDUCATION PROGRAM OF JEFFERSON AVE ELEMENTARY

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Jefferson Ave Elementary annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Jefferson Ave Elementary utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Jefferson Ave Elementary continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Jefferson Ave Elementary regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the [TEA Texas Performance Reporting System](#), Jefferson Ave Elementary has a total student population of 380 students. Of the total population of students, ethnic distributions are as follows: 6.6% African American, 76.8% Hispanic, 15.3% White, 0.0% American Indian, 0.0% Asian, 0.0% Pacific Islander and 1.3% Two or More Races. Additional identifiers of the total population include: 82.9% Economically Disadvantaged, 17.1% Non-Educationally Disadvantages, 0.5% Emergent Bilingual and English Learners, and 0.0% with discipline placements. Specific to the intent and purpose of SCE program support, 64.2% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen “at-risk” categories. Depending on the indicator, students can be counted in more than one category.

Jefferson Avenue Elementary School			Readiness Test		Not Advanced		Failed STAAR		AEP		LEP		Homeless	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%
K	66	16%	57	86%	0	0%			0	0%	2	3%	3	5%
1	71	17%	63	89%	0	0%			0	0%	0	0%	2	3%
2	70	17%	51	73%	0	0%			0	0%	3	4%	2	3%
3	68	17%	61	90%	0	0%	1	1%	0	0%	1	1%	4	6%
4	71	17%			0	0%	33	46%	0	0%	2	3%	3	4%
5	61	15%			2	3%	28	46%	1	2%	1	2%	4	7%
Totals	407	100%	232	57%	2	0%	62	15%	1	0%	9	2%	18	4%

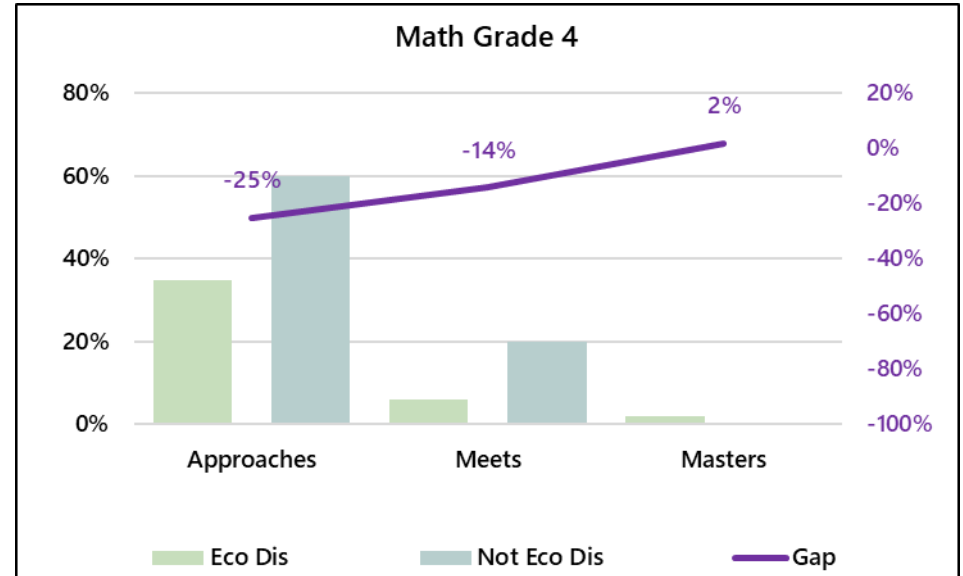
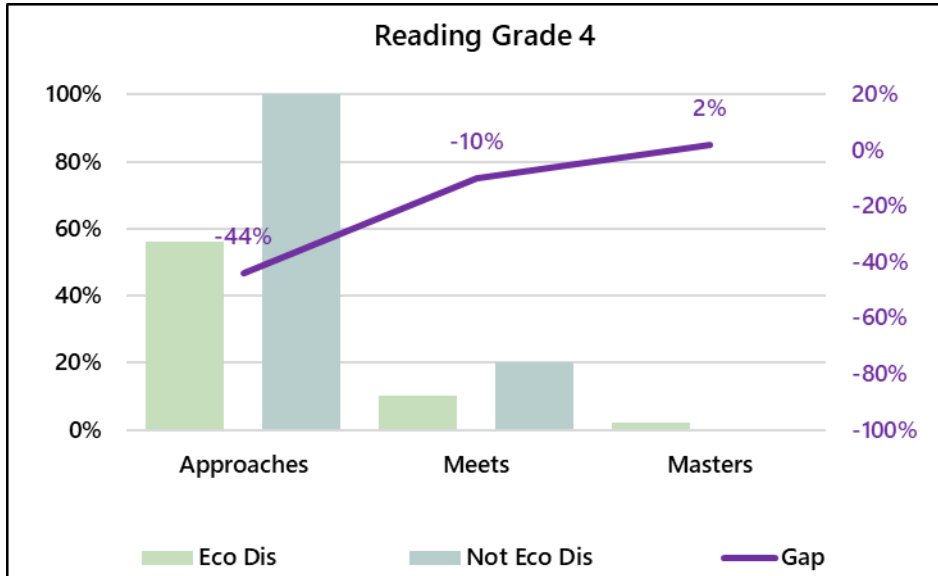
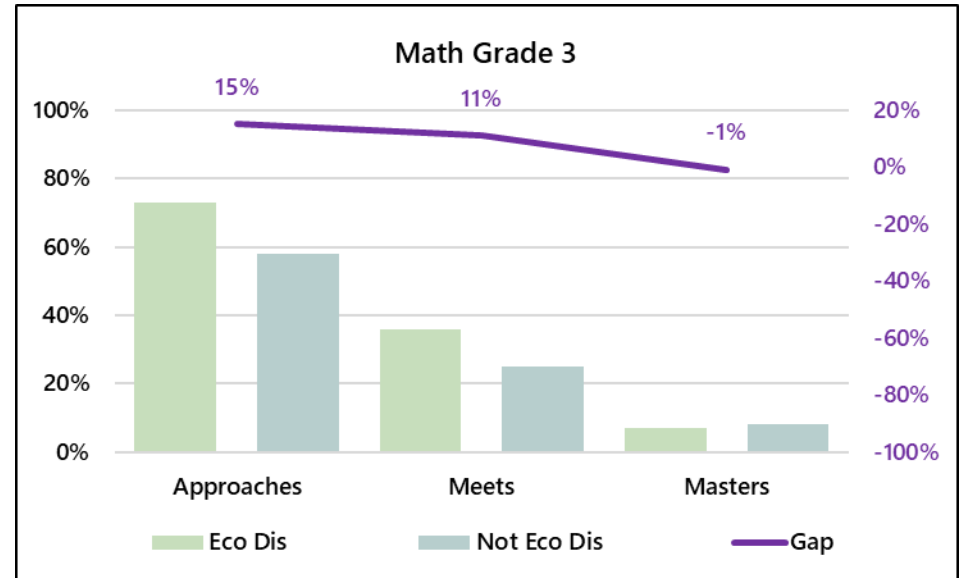
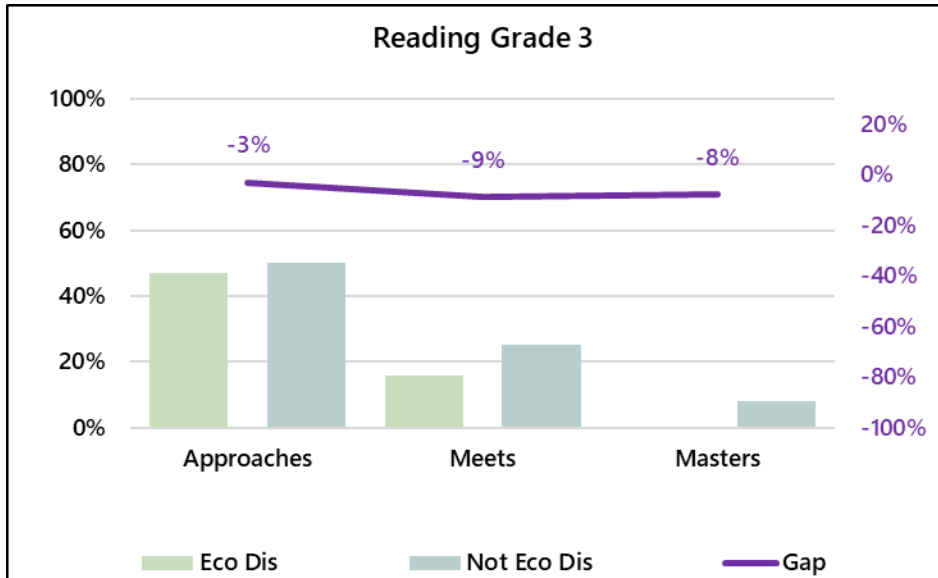
State Assessment Data – STAAR and STAAR EOC, 2022-2023

On [August 16, 2023](#), the Texas Education (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–5 and 5th grade science. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

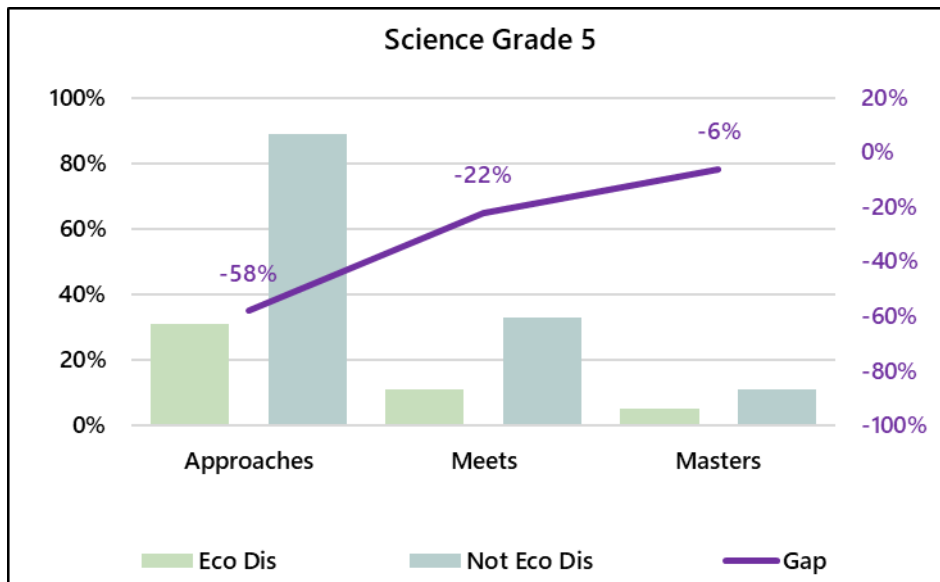
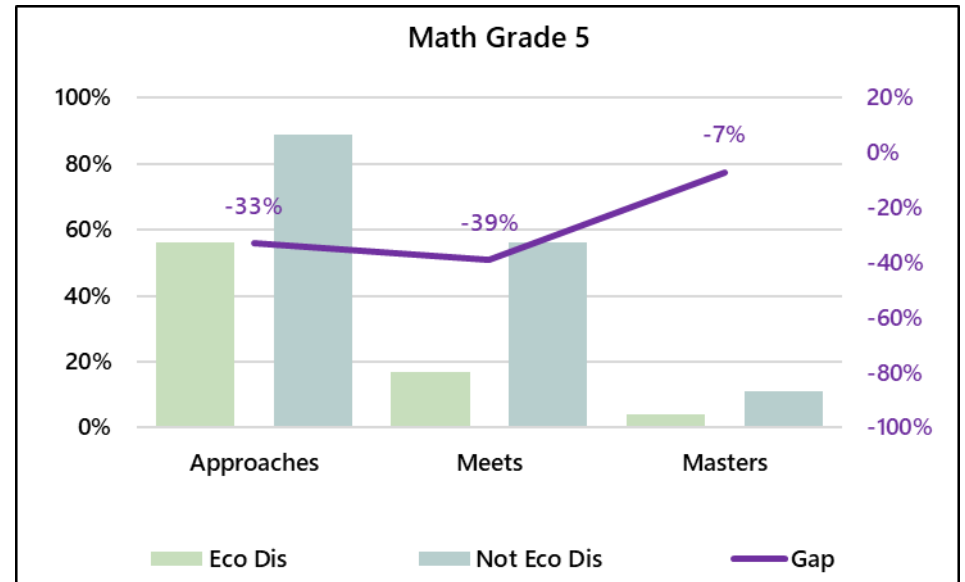
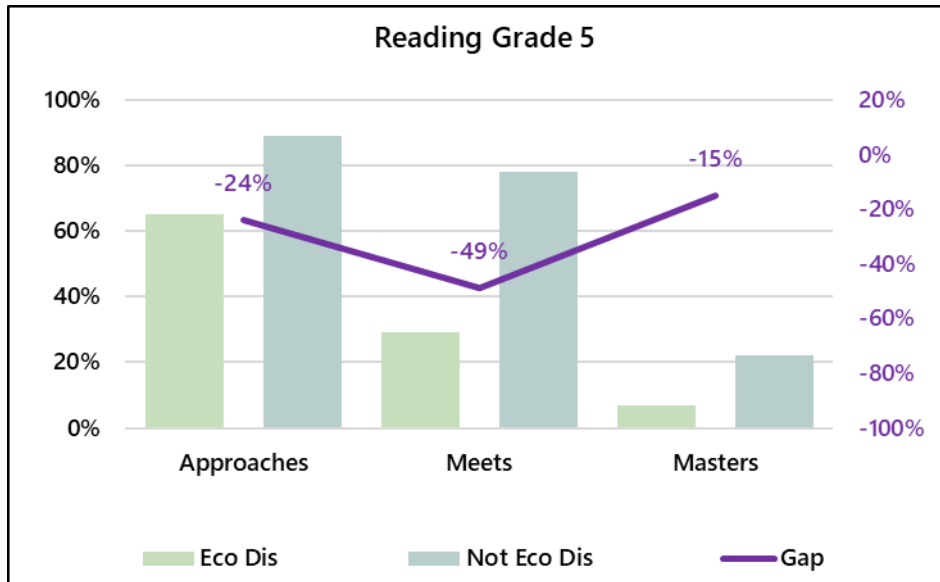
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Jefferson Ave Elementary's accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
 - Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
 - Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
 - Are taught by a person with training in the applicable instructional materials.
 - Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
 - Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

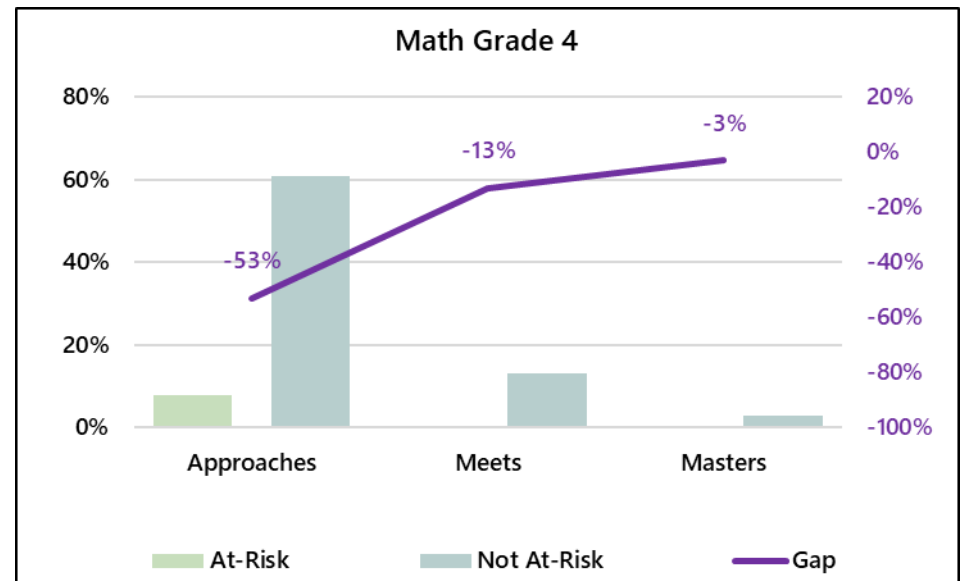
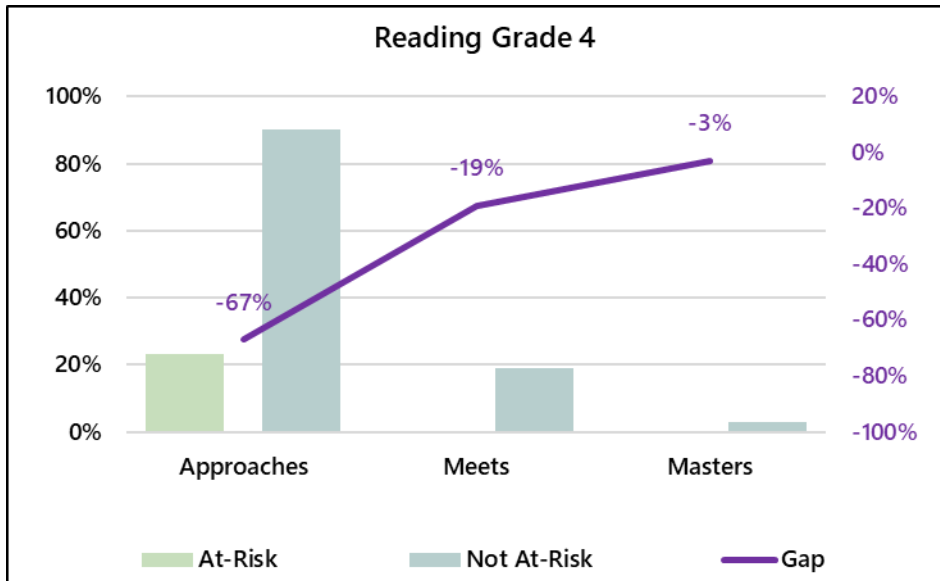
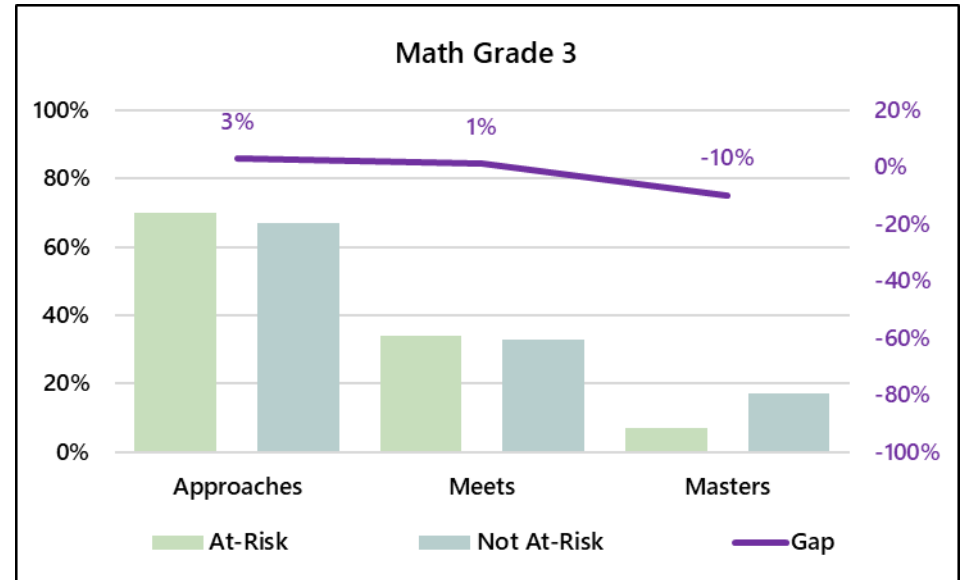
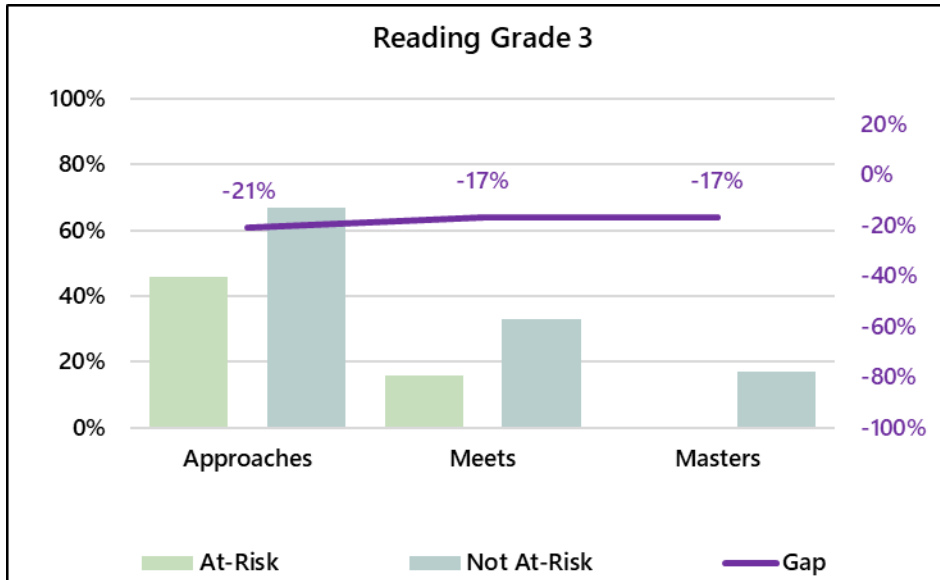
Economically disadvantaged compared to not economically disadvantaged



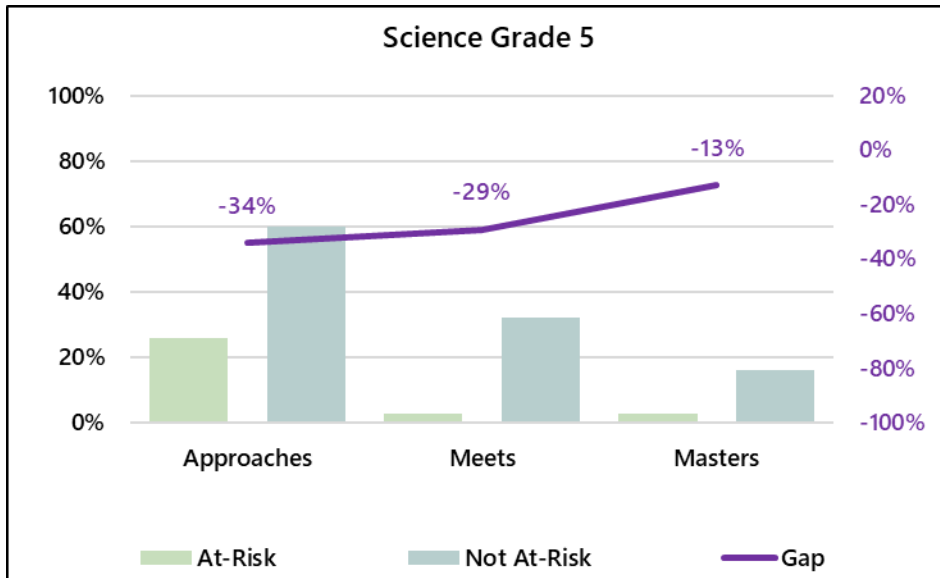
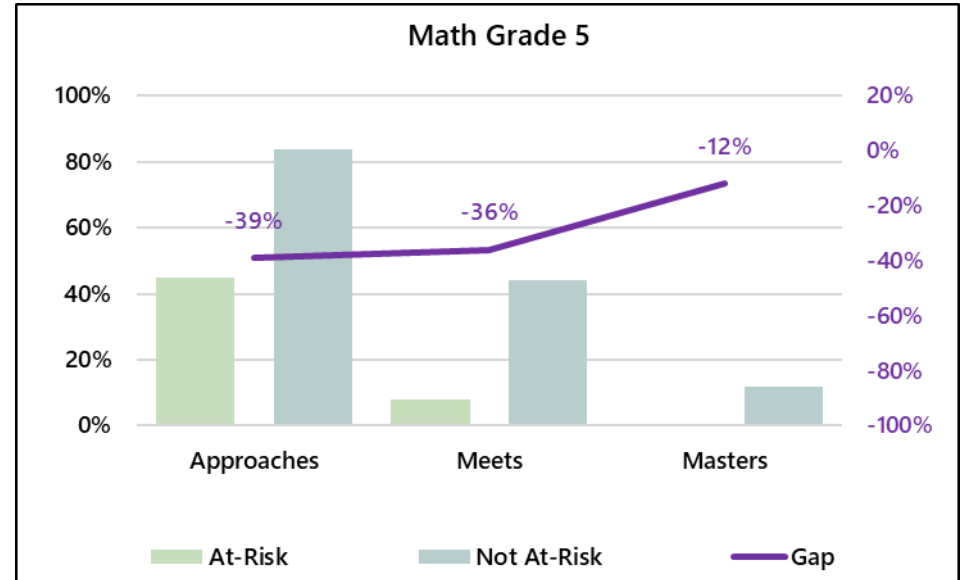
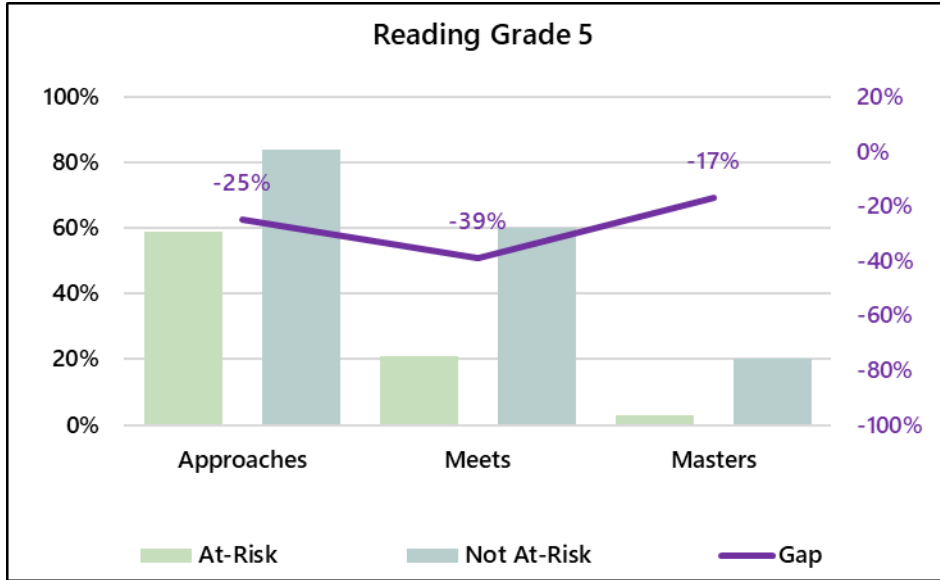
Economically disadvantaged compared to not economically disadvantaged (continued)



At risk compared to not at risk



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Jefferson Ave Elementary SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) Economically Disadvantaged Compared to Not Economically Disadvantaged			
Grade Level	Reading	Math	Science
Grade 3	-9%	11%	
Grade 4	-10%	-14%	
Grade 5	-49%	-39%	-22%

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) At-Risk Compared to Not At-Risk			
Grade Level	Reading	Math	Science
Grade 3	-17%	1%	
Grade 4	-19%	-13%	
Grade 5	-39%	-36%	-29%

SCE Programs and Services of JEFFERSON AVE ELEMENTARY

Jefferson Ave Elementary provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Jefferson Ave Elementary conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Jefferson Ave Elementary evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Jefferson Ave Elementary chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the “Programs and Services” section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency’s ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student’s needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Jefferson Ave Elementary is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Jefferson Ave Elementary does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Jefferson Ave Elementary: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan. Additionally, the SCE allotment at Jefferson Ave Elementary is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part D, Subpart 2 (Fund 211) – Funding supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A ELA (Fund 263)— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title III, Part A Immigrant (Fund 263) - These funds are used to develop programs for immigrant children to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic

field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) —Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.