

State Compensatory Education

Policies and Procedures



Manor Independent School District

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Section 1: Program Overview

Goal

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under the TEC, Chapter 39, Subchapter B, between

- students who are educationally disadvantaged and students who are not educationally disadvantaged; and
- students at risk of dropping out of school, as defined in the TEC, §29.081, and all other school district students.

The SCE program's desired result is to provide challenging and meaningful instructional programs and services that will close the achievement gap between students at risk of dropping out of school and their peers.

Purpose of SCE

The *purpose* of the SCE program is to increase academic achievement and reduce the dropout rate for identified students by providing supplemental programs and services.

Fifty-five percent (55%) of the compensatory education allotment *must* be used on supplemental services to prevent the disparity between students who are identified as at-risk and not at-risk and economically disadvantaged and non-economically disadvantaged.

Program Planning Committee

The SCE program planning and decision-making for the district will be facilitated through the Federal and State Programs Department.

Responsibilities Include:

- a. Review of the SCE Policies and Procedures
- b. Review and Revise SCE expenditures, as needed
- c. Review and Revise SCE staffing, as needed
- d. Evaluate the effectiveness of compensatory services and resources

General Use of Funds

Students at Manor ISD who meet any of the **fifteen (15)** at-risk criteria, as defined in the TEC, §29.081, are to be reported through the TSDS/PEIMS in the fall of each school year and updated in the student information system as students are identified as meeting the at-risk criteria.

Manor ISD will use state compensatory education funds to provide support programs and/or services that supplement the regular education program (foundation curriculum) so that students at risk of dropping out of school can succeed. Any program activity, program personnel, or program materials *required* by federal law, state law or State Board of Education rules may not be funded with SCE funds, unless otherwise waived. The SCE services must be part of the

delivery of academic instruction, which are supplemental to the regular program, and be reflected in the comprehensive needs assessment.

Manor ISD will ensure that positions funded with SCE:

- Provide direct foundation curriculum instruction and services to identified at-risk students;
- Are supplemental to the basic instructional program;
- Meet a need identified in the Comprehensive Needs Assessment (CNA), and;
- Are identified in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP).

Section II: Student Eligibility Criteria

TEC 29.081 (a)(b)

Manor ISD has adopted the TEC Section 29.081 **fifteen** criteria in identifying and documenting students who are at-risk of dropping out of school. **A student at risk of dropping out of school includes each student who is under 26 years of age and who:**

1. was not advanced from one grade level to the next for one or more school years; (excluding Prek or Kinder students held back by parent request)
2. if the student is in grade 7, 8, 9, 10, 11, or 12, and 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 Subchapter B, Chapter [39 \(Public School System Accountability\)](#), 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;
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 \(Removal for Certain Conduct\)](#) during the preceding or current school year;
7. has been expelled in accordance with Section [37.007 \(Expulsion for Serious Offenses\)](#) during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section [29.052 \(Definitions\)](#);
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; or
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 \(Definitions\)](#), 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](#).

Local Eligibility Criteria:

TEC Section 29.081 (g)

The district may choose to adopt a board-approved, local criteria if determined necessary through the comprehensive needs assessment (CNA) process.

- The number of students served based on local criteria may not exceed 10% of identified at-risk students served last year (using the **15** constructs)
 - Students identified using local criteria are not reported through the PEIMS.
 - Adopted criteria must be current and clearly defined in the DIP/CIP.
 - Need must be identified prior (in CNA and plans) to provide the specified supplemental services or supplemental instruction to locally identified at-risk students.
-
- Manor ISD has elected **not** to identify or serve students under locally defined criteria.
 - Manor ISD has elected to serve students under locally defined criteria of _____.

Students with Disabilities:

TEC Section 29.081

Any student with a disability must still meet one of the **15** state criteria to be identified as at-risk.

Section III: Student Identification and Monitoring Procedures

TEC Section 29.081

Campus At-Risk Contact

The District Superintendent, in consultation with each campus principal, will appoint a Campus At-Risk Contact for each campus. The Campus At-Risk Contact will be responsible for, but not limited to, the following:

- Manage and oversee the process for identification of students based on the **15** criteria and locally identified criteria, if applicable
- Maintain a list of identified at-risk students with the qualifying criteria listed
- Collaborate with campus administration and staff to ensure appropriate interventions are available to identified at-risk students
- Manage the formative evaluation process for district-determined monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility
- Collaborate with the District At-Risk Coordinator and principal to provide appropriate and timely staff development sessions for proper identification and interventions/services
- Ensure that TSDS/PEIMS at-risk data is updated and review reports for errors
- Compare at-risk numbers with prior years to observe for trends and variances
- Plan and conduct, in coordination with the District At-Risk Coordinator, an annual formative evaluation of the program effectiveness at the campus level.

The Campus At-Risk Contact, in consultation with the District At-Risk Coordinator, will establish a procedure to conduct at least two (2) reviews each semester or as designated, to identify additional students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed will include, but may not be limited to, the following:

- For Pre-K to 3rd grade students only- student performance on a readiness test or assessment instrument administered during the current school year
- For students in grades 7th to 12th only- student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year, or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as a student in an at-risk situation)
- Retention rates
- Performance on state assessments
- Parental or pregnancy status
- Alternative education program placement or expulsion records (current or preceding school year)

- To the extent possible, data regarding parole, deferred prosecution, or other conditional releases
- Previous dropout information
- Emergent Bilingual status
- Homeless status or Foster Care
- Residential facility placement data (current or preceding school year)

Manor ISD AT-RISK STUDENT PROFILE

PEIMS ID# Student ID# Last Name First Name MI DOB Grade School Year Current YR Enroll Date

STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

<u>PK-3 Criteria</u>	<u>20 State Assessment Score</u>	<u>Core Subject Grades (7-12 only)</u> <u>Previous Semester</u>	<u>Core Subjects Grades (7-12 only)</u> <u>Current Semester</u>
Readiness on TPRI Score: _____ (PK-3 only)	State Assessment- RLA _____	MATH _____	MATH _____
Readiness TPRI Test (PK3 only)	State Assessment- Math _____	SCIENCE _____	SCIENCE _____
Date: _____	State Assessment- SocSt _____	ELA _____	ELA _____
	State Assessment- Sci _____	Social Studies _____	Social Studies _____

<u>AT RISK CRITERIA</u>	<u>DOCUMENTATION</u>
Place a “Y” in the box for each question answered, “Yes”. A “Yes” to any question qualifies the student “At-Risk”.	Check all that apply. Documentation for each applicable item must be kept in student’s At-Risk folder.
1. Did not perform satisfactorily on the Readiness Test? (PK-3 only – TPRI)	Copy of Readiness Test (PK-3)
2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)	Grade Record or failure list
3. Was not advanced from one grade to the next for one or more school years? (Exception-PK or K not advanced as result of parent request)	Grade Record
4. Did not perform on state assessment? Or has failed State Assessment in prior year, and currently has passed, however, has not passed by the 110% rule? (Please circle)	Copy of State Assessment or EOC reports
5. Is pregnant or is a parent?	Copy of Doctor’s report confirming pregnancy or records proving parenthood
6. Is/Was in AEP (preceding or current year)? Section 37.006	Copy of hearing record indicating placement in AEP due to appropriate cause
7. Is/Was expelled in preceding or current school year? Section 37.007	Copy of expulsion records indicating cause of expulsion
8. Is currently on parole, probation, deferred prosecution, or other conditional release?	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9. Was previously reported to PEIMS as a dropout?	Copy of PEIMS report classifying student as a dropout
10. Is an Emergent Bilingual student?	Copy of LPAC profile indicating LEP status
11. Is in custody or care of Dept. of Protective & Regulatory Services or has in the current school year been referred to DPRS by school officials, officers of juvenile court, or officer of the law?	Copy of DPRS documentation confirming custody or referral
12. Is homeless, as defined by 42 U.S.C. §11302 and its amendments?	Copy of records indicating homeless status
13. Resided in preceding or current year in a residential placement facility in the district, including a foster group home? (Note: At-Risk status is valid for 2 years after release date of overnight stay at the facility)	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home with admission/release dates
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 and, regardless of the student’s age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259	
15. is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.	

Student is At-Risk (Please Circle) Yes No _____
 Person Completing Form _____ Principal’s Signature _____ Date _____

Monitoring Record

Date	Monitored By	Service Provided	Data Reviewed	Recommendation to Exit		Recommendation to Modify Services (Explain)	Campus At-Risk Contact Initials
				Yes	No		

Date Exited from SCE Services: _____

Reason for Exiting Student: _____

Exit Review Conducted By: _____

Section IV: Provision of Services and Monitoring

TEC Section 29.081; TEC Section 28.0217; House Bill 5, 87th Legislative Session

Services

Manor ISD DIP and CIP(s) are the primary records supporting SCE services and expenditures. The program/services will be described in the DIP if the program is implemented district-wide, or in the CIP(s) if implemented at the campus level. As based on Texas Education Agency's guidelines, the DIP/CIP will include the following:

- Comprehensive Needs Assessment (CNA)- is conducted to identify the strengths and weaknesses of existing programs, activities, practices, procedures and activities, and also ensures the use of resources is carefully planned, supplemental and cost effective
- Total amount of SCE funds allocated for resources and staff [include in both DIP and CIP(s)]
- Identified strategies- specific strategies aligned with the CNA
- Supplemental Full-Time Equivalents (FTEs) for SCE
- Measurable performance objectives based on needs assessment data
- Timelines for monitoring strategies and reaching goals
- Formative evaluation and summative evaluation criteria

Upon identification of students, the Campus At-Risk Contact, in collaboration with appropriate campus staff, will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for State assessments. *See HB4545*
- Extended learning opportunities (e.g. before, during and/or after-school tutoring sessions)
- Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery, and like services)
- Peer, teacher, community-member mentoring sessions
- Teen parenting sessions
- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction

- Extended early childhood programs
- Goal-setting sessions
- Class-size reduction measures (Note: Ensure class size reduction is having the intended impact on student achievement)
- Professional development related to identification, interventions and response to intervention for at-risk students

Mentoring Programs for At-Risk Students:

TEC Section 29.089

Monitoring

Campus At-Risk Contact: The Campus At-Risk Contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include, but are not limited to, the following:

- Periodic interviews with service providers
- Ongoing monitoring of changes in status or situations with students
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure and/or three-week progress reports
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from the Department of Family and Protective Services (DFPS)
- As appropriate, review impact of counseling services offered to identified students

Section V. Exit Procedures

TEC Section 29.081

Since some criteria may only temporarily qualify students for SCE services (e.g. performance in subject area curriculum, on readiness tests, on State assessments, expulsion timeframe, LEP status, residential placement timeframes), the Campus At-Risk Contact, in consultation with the principal and/or appropriate staff, will determine through periodic review of student data, the student's continued eligibility and need for continued services.

All decisions for exiting a student from the SCE program will be based upon the review of student performance data and may include, but not limited to, the following:

- 110% level of satisfactory performance on State assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- Emergent Bilingual status

Students are never exited from the SCE program when they have been identified as at-risk *under the following criteria:*

- Not advanced from one grade level to the next (Exception: PK or K not advancing as result of parent request)
- Was previously reported through TSDS/PEIMS to have dropped out of school
- 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 and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259

Methodology for Calculation of the 110% Satisfactory Performance on Assessment

Instruments:

TEC 29.081 (d)(3)

TEA does not maintain the 110% calculation for any public school. It is the district's responsibility to complete the 110% calculation. Our data software system (DMAC or similar tool) service calculates the level equal to 110% of the level of satisfactory performance on the instrument using the following methodology:

- Using an Excel spreadsheet, the ESC representative entered data from the STAAR Raw Score Conversion chart for math, Reading Language Arts, English I and II, social studies, science, Algebra I, Biology, and U.S. History.
- The following information is entered into the spreadsheet to calculate the 110% level:
 - Grade:
 - Math- Grade level 3rd, 4th, 5th, 6th, 7th and 8th, and Algebra I
 - Reading Language Arts - Grade level 3rd, 4th, 5th, 6th, 7th and 8th and English I and English II
 - Social Studies- Grade level 8th and U.S. History
 - Science- Grade level 5th and 8th, and Biology
 - Standard- Approaches
 - Total Test Items for each foundation curriculum subject
 - Raw Score Cut (test items required for Approaches)
 - Percentage of Total Test Items (Raw Score Cut divided by Total Test Items)
 - 110% Average (Percentage of Total Test Items multiplied by 1.1)
 - 110% Raw Score (110% Average multiplied by Total Test Item rounded to nearest integer)
 - 110% Scale Score
- The spreadsheet information is shared with appropriate district contacts.

Section VI: Program Evaluation

TEC 29.081 (b-3), 29.081 (c); TEC Section 11.253

Required Overall Program Evaluation:

The district at-risk coordinator, with campus contacts, conducts an annual program evaluation to assess the impact of SCE services/programs on increasing student achievement and reducing disparity in performance on the state assessment and rates of high school completion between students at-risk of dropping out of school and all other district students.

The evaluation will examine, but is not limited to, the following data and will determine the need to maintain the program, modify the program, or discontinue the program or strategy:

- At-risk student identification process
- Effectiveness of identified strategies
- Expenditures
- Supplement FTEs
- At-risk student exit process

The evaluation findings will be examined and will summarize how the SCE direct cost funds were used for the supplemental services and programs, as described in the CNA, DIP and CIP and expenditures. *The evaluation does not address the expenditures of indirect cost SCE allocations, which are designed to defray administrative costs associated with the program.* The evaluation findings will describe the characteristics of the at-risk student population and will examine how their state assessment performance, graduation rate, and dropout rate compares to their not at-risk peers.

Additional Evaluation Measures:

Other evaluation measures, both formative and summative, may be included in the review of evaluation data arising from specific services provided at each campus(es). This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided.

(SAMPLE) Annual SCE Evaluation: Previous School Year

2022 - 2023 at Sample Manor High School

SCE Program Evaluation for School Year _____ (Insert School Year Here-Preceding School Year)				
Service & Evaluation Strategy	Person(s) Responsible	Final Evaluation Conducted By	Findings	Program Modification
<p>Example: Extended Day Services (e.g. After-School Tutoring, Saturday Classes, etc.)</p> <p>Example: Semi-Annual review of benchmark assessment results for identified students served and State Assessment results</p>	District Coordinator, Campus Contact			
<p>Example: Special Classes (e.g. Reading and Math Labs)</p> <p>Example: Review of 6-week failure lists for identified students served in special programs and course completion/promotion rates</p>	District Coordinator, Campus Principals			

Goal, Objective, Strategy Worksheet

Goal # :

**Performance
Objective**

Strategy Description	BUDGET	Monitor	Strategy's Expected Result/Impact	Evaluation

Section VII: State Compensatory Education (SCE) Expenditures

TEC Section 29.081; TEC Section 42.152; TEC Section 28.0211;

FASRG Module 9; FAR Module 1

Manor ISD ensures all costs recorded under SCE are supplemental to the regular education program and aligned with the CNA, DIP and CIP(s).

State Compensatory Education (SCE) funds must be used to provide compensatory, intensive, or accelerated instruction to students at-risk of dropping out of school. The purpose of the program is to increase the academic achievement and reduce the dropout rate of these students. SCE is a state mandated program, and SCE funds may only supplement the regular education program for students identified as at-risk of dropping out of school. SCE funds cannot be used to pay for services and materials that students must have as a part of their basic educational program.

Possible uses of funds (**must be supplemental and instructional**):

- Tutoring
- Class size reduction
- Specialized staff development addressing the needs of at-risk students
- State Assessment remediation
- Accelerated instruction
- Individualized instruction
- Specialized reading and mathematics programs
- Computer assisted instruction
- Extension of the instructional school, week, or year
- Extended day sessions for Pre-Kindergarten
- Small group instruction
- Teacher assistants

Payroll/Personnel:

The district may fund Full-Time Equivalents (FTEs) with SCE funds. Payroll costs related to SCE must be shown as the number of FTEs in the DIP and/or CIP(s). In addition, personnel paid with SCE funds must maintain payroll documentation.

Documentation will include job description, class schedule including number of students and number of minutes, and time and effort forms if required. The job description of the SCE funded position must:

- Be updated when applicable
- Be signed by the employee annually
- Clearly identify the activities performed by the employee
- Be maintained in the employee's personnel file

Records of employee class schedule and time and effort records are available from the district administration office.

Accounting Codes

FASRG, 4

The district will follow financial accounting codes and general guidelines and ensure that direct costs of the compensatory education program supplement expenditures of the regular education program. The majority of SCE program expenditures are accounted for in the General Fund (Fund Code 199). Expenditures are further specified using the established accounting code structure.

Expenditures attributable to compensatory education program are recorded in financial accounting records under program intent codes (PIC):

- PIC 24 Non-Title I, TA Title I, and SW Title I, where <39% EcoDis; includes SCE PK expenses
- PIC 26 Non-disciplinary Alternative Education Program- AEP Basic Services
- PIC 28 Disciplinary Alternative Program- DAEP Basic Services
- PIC 29 Disciplinary Alternative Education Program – DAEP SCE Supplemental Costs
- PIC 30 SW Title I, Part A with 40% or more Educationally Disadvantaged Students; includes SCE PK expenses

All costs recorded under SCE PICs must be supplemental to the regular education program and aligned with the DIP, CIP and CNA. **Use of the accounting codes implies that the district complies with the appropriation of SCE funds to supplement programs that provide services for At-Risk students.**

Budget Planning Sheet

All Expenditures MUST be reflected in the Campus/District CNA, CIP, & DIP

Campus/Department:	Fund Name:	Total Campus Allocation		\$	
Class/Object/Description	Instruction	Staff Development	Administrative Leadership	Community	
	11	13	23	61	
Payroll Costs – 6100					
6117 – Substitute					
6117 – Extra-Duty Professional					
6119 – Professional Personnel					
6127 – Extra-Duty Paraprofessional					
6129 – Paraprofessionals Personnel					
61					
61					
61					
61					
Professional and Contracted Services – 6200					
6219 – Contracted Services					
6239 – Regional Service Centers					
6291 - Consultant Services					
6299 – Miscellaneous Contracted Services					
62					
Supplies and Materials – 6300					
6329 – Reading Materials					
6339 – Testing Materials					
6399 - General Supplies					
63					
63					
Other Operating Costs – 6400					
6494 – Transportation for Students - Tutorials					
6411 - Travel and Registration					
6499 – General & Awards-Students (instruction related & inexpensive)					
64					
64					
Capital Outlay – 6600					
6639 – Technology-Related Equipment (unit cost over \$5,000) <i>please describe below</i>					
6639 – Software (unit cost over \$5,000) <i>please describe below-See Notes</i>					
TOTAL (sum of lines for all functions)					
GRAND TOTAL					

- Notes:
1. Requests for technology equipment and software outside of the district's technology plan require advance planning and budgeting to ensure sufficient electricity and cabling are available.
 2. Please contact the Department of Federal & State Programs prior to submitting your plan. To request Capital outlay (items with a unit cost ≥ \$5,000), complete the "Request for Capital Outlay" form and submit it to the Department of Federal & State Programs. All Capital outlay requires **prior** approval from TEA.