

State Comp Ed
Comprehensive Needs Assessment
District & Campus Improvement Planning

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Dedicated to Serve

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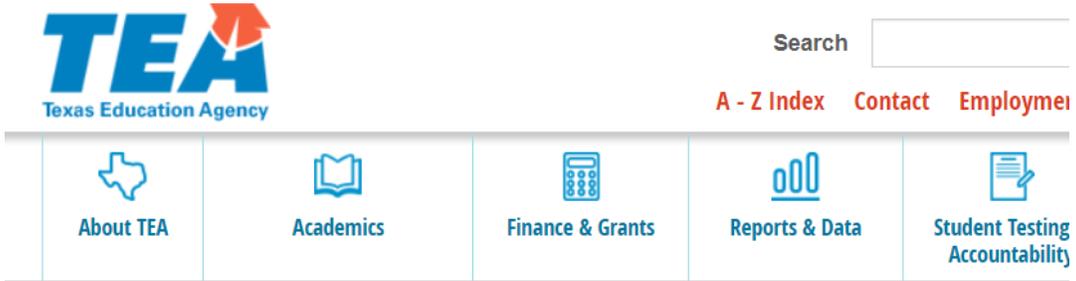
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Resource for State Comp Ed

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State Compensatory Education

The purpose of the State Compensatory Education (SCE) program is to supplement the regular – or basic – education program with compensatory, intensive, and/or accelerated instruction. The program requires Texas public school districts and charter schools to offer additional accelerated instruction to each student who meets one or more statutory or locally-defined eligibility criteria in order to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students.

Sec. 29.081. COMPENSATORY, INTENSIVE, AND ACCELERATED INSTRUCTION.

Each school district shall use the student performance data resulting from the basic skills assessment instruments and achievement tests administered under Subchapter B, Chapter [39](#), to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term.

Each district shall provide accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment instrument administered under Section 39.023(c) and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school.

Each school district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation.

A district that is required to provide accelerated instruction under Subsection (b-1) shall separately budget sufficient funds, including funds under Section [42.152](#), for that purpose. A district may not budget funds received under Section [42.152](#) for any other purpose until the district adopts a budget to support additional accelerated instruction under Subsection (b-1).

A district shall evaluate the effectiveness of accelerated instruction programs under Subsection (b-1) and annually hold a public hearing to consider the results.

Each school district shall evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter [39](#), or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:

- was not advanced from one grade level to the next for one or more school years;
- 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;
- did not perform satisfactorily on an assessment instrument administered to the student under 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;
- 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;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

- has been expelled in accordance with Section 37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- is a student of limited English proficiency, as defined by Section 29.052;
- 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;
- is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- 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.

Notwithstanding Subsection (d)(1), a student is not considered a student at risk of dropping out of school if the student did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the student's parent.

A school district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program may be offered:

- at a campus; or
- through the use of an Internet online program that leads to a high school diploma and prepares the student to enter the workforce.

A campus-based dropout recovery education program must:

- provide not less than four hours of instructional time per day;
- employ as faculty and administrators persons with baccalaureate or advanced degrees;
- provide at least one instructor for each 28 students;
- perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and
- comply with this title and rules adopted under this title except as otherwise provided by this subsection.

An Internet online dropout recovery education program must:

- include as a part of its curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state;
- employ as faculty and administrators persons with baccalaureate or advanced degrees;
- provide an academic coach and local advocate for each student;
- use an individual learning plan to monitor each student's progress;
- establish satisfactory requirements for the monthly progress of students according to standards set by the commissioner;
- provide a monthly report to the student's school district regarding the student's progress;

- perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and
- comply with this title and rules adopted under this title except as otherwise provided by this subsection.

The commissioner shall include students in attendance in a program under Subsection (e) in the computation of the district's average daily attendance for funding purposes.

In addition to students described by Subsection (d), a student who satisfies local eligibility criteria adopted by the board of trustees of a school district may receive instructional services under this section. The number of students receiving services under this subsection during a school year may not exceed 10 percent of the number of students described by Subsection (d) who received services from the district during the preceding school year.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1588, Sec. 1, eff. Aug. 30, 1999; Acts 2001, 77th Leg., ch. 725, Sec. 1, 2, eff. June 13, 2001.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 1312 (S.B. [1031](#)), Sec. 4, eff. September 1, 2007.

Acts 2009, 81st Leg., R.S., Ch. 690 (H.B. [2703](#)), Sec. 1, eff. June 19, 2009.

Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. [5](#)), Sec. 20, eff. June 10, 2013.

Acts 2017, 85th Leg., R.S., Ch. 317 (H.B. [7](#)), Sec. 2, eff. September 1, 2017.

Acts 2017, 85th Leg., R.S., Ch. 1094 (H.B. 3706), Sec. 1, eff. June 15, 2017.

SEC 11.251. PLANNING AND DECISION-MAKING PROCESS

- a) The board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:
 - 1) are mutually supportive to accomplish the identified objectives; and
 - 2) at a minimum, support the state goals and objectives under Chapter 4.
- b) The board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of the district, parents, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. The board shall establish a procedure under which meetings are held regularly by district- and campus-level planning and decision-making committees that include representative professional staff, including, if practicable, at least one representative with the primary responsibility for educating students with disabilities, parents of students enrolled in the district, business representatives, and community members. The committees shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district. The board, or the board's designee, shall periodically meet with the district-level committee to review the district-level committee's deliberations.
- c) For purposes of establishing the composition of committees under this section:
 - 1) a person who stands in parental relation to a student is considered a parent;
 - 2) a parent who is an employee of the school district is not considered a parent representative on the committee;
 - 3) a parent is not considered a representative of community members on the committee; and
 - 4) community members must reside in the district and must be at least 18 years of age.
- d) The board shall also ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision-making at the district and campus levels.
- e) The board shall adopt a procedure, consistent with Section 21.407(a), for the professional staff in the district to nominate and elect the professional staff representatives who shall meet with the board or the board designee as required under this section. At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members. If practicable, the committee membership shall include at least one professional staff representative with the primary responsibility for educating students with disabilities. Board policy must provide procedures for:
 - 1) the selection of parents to the district-level and campus-level committees; and

- 2) the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.
- f) The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.
- g) This section does not:
 - 1) prohibit the board from conducting meetings with teachers or groups of teachers other than the meetings described by this section;
 - 2) prohibit the board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision-making;
 - 3) limit or affect the power of the board to govern the public schools; or
 - 4) create a new cause of action or require collective bargaining.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 61, Sec. 1, eff. May 16, 2003.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 626 (S.B. 778), Sec. 1, eff. September 1, 2011.

Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING.

- (a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section [11.251](#). The purpose of the district improvement plan is 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 the achievement indicators adopted under Section 39.053(c). The district improvement plan must include provisions for:
- (1) a comprehensive needs assessment addressing district student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter [29](#);
 - (2) measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter [29](#), and other measures of student performance that may be identified through the comprehensive needs assessment;
 - (3) strategies for improvement of student performance that include:
 - (A) instructional methods for addressing the needs of student groups not achieving their full potential;
 - (B) methods for addressing the needs of students for special programs, including:
 - (i) suicide prevention programs, in accordance with Subchapter O-1, Chapter [161](#), Health and Safety Code, which includes a parental or guardian notification procedure;
 - (ii) conflict resolution programs;
 - (iii) violence prevention programs; and
 - (iv) dyslexia treatment programs;
 - (C) dropout reduction;
 - (D) integration of technology in instructional and administrative programs;
 - (E) discipline management;
 - (F) staff development for professional staff of the district;
 - (G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and
 - (H) accelerated education;
 - (4) strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
 - (A) higher education admissions and financial aid opportunities;
 - (B) the TEXAS grant program and the Teach for Texas grant program established under Chapter [56](#);
 - (C) the need for students to make informed curriculum choices to be prepared for success beyond high school; and
 - (D) sources of information on higher education admissions and financial aid;
 - (5) resources needed to implement identified strategies;
 - (6) staff responsible for ensuring the accomplishment of each strategy;
 - (7) timelines for ongoing monitoring of the implementation of each improvement strategy;

- (8) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance; and
- (9) the policy under Section 38.0041 addressing sexual abuse and other maltreatment of children.
- (b) A district's plan for the improvement of student performance is not filed with the agency, but the district must make the plan available to the agency on request.
- (c) In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan.
- (d) At least every two years, each district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.
- (e) The district-level committee established under Section [11.251](#) shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives. District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. This section does not create a new cause of action or require collective bargaining.
- (f) A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1202, Sec. 2, eff. June 18, 1999; Acts 1999, 76th Leg., ch. 1590, Sec. 6, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1261, Sec. 7, eff. June 15, 2001.

Amended by:

- Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. [3](#)), Sec. 10, eff. June 19, 2009.
- Acts 2011, 82nd Leg., R.S., Ch. 1134 (H.B. [1386](#)), Sec. 4, eff. June 17, 2011.
- Acts 2011, 82nd Leg., R.S., Ch. 1323 (S.B. [471](#)), Sec. 1, eff. June 17, 2011.
- Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. [715](#)), Sec. 2, eff. June 14, 2013.
- Acts 2015, 84th Leg., R.S., Ch. 1094 (H.B. [2804](#)), Sec. 9, eff. June 19, 2015.
- Acts 2017, 85th Leg., R.S., Ch. 807 (H.B. 22), Sec. 1, eff. June 15, 2017.

Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING.

- (a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students.
- (b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections [11.251](#)(b)-(e).
- (c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter [29](#), with respect to the achievement indicators adopted under Section 39.053(c) and any other appropriate performance measures for special needs populations.
- (d) Each campus improvement plan must:
 - (1) assess the academic achievement for each student in the school using the achievement indicator system as described by Section 39.053;
 - (2) set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Subchapter A, Chapter [29](#);
 - (3) identify how the campus goals will be met for each student;
 - (4) determine the resources needed to implement the plan;
 - (5) identify staff needed to implement the plan;
 - (6) set timelines for reaching the goals;
 - (7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;
 - (8) include goals and methods for violence prevention and intervention on campus;
 - (9) provide for a program to encourage parental involvement at the campus; and
 - (10) if the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - (A) student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - (B) student academic performance data;
 - (C) student attendance rates;
 - (D) the percentage of students who are educationally disadvantaged;
 - (E) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(1); and
 - (F) any other indicator recommended by the local school health advisory council.
- (e) In accordance with the administrative procedures established under Section [11.251](#)(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs.
- (f) This section does not create a new cause of action or require collective bargaining.
- (g) Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the

performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

- (h) A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 510, Sec. 1, eff. Sept. 1, 1999; Acts 1999, 76th Leg., ch. 1202, Sec. 3, eff. June 18, 1999; Acts 1999, 76th Leg., ch. 1365, Sec. 1, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1420, Sec. 4.003, eff. Sept. 1, 2001.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 500 (S.B. [892](#)), Sec. 1, eff. June 19, 2009.

Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. [3](#)), Sec. 11, eff. June 19, 2009.

Acts 2015, 84th Leg., R.S., Ch. 1094 (H.B. [2804](#)), Sec. 10, eff. June 19, 2015.

Acts 2017, 85th Leg., R.S., Ch. 807 (H.B. [22](#)), Sec. 2, eff. June 15, 2017.

State Compensatory Education Frequently Asked Questions
(Revised 10/1/13)

1. Is funding for state compensatory education based upon the number of students at risk of dropping out of school?

No. Funding is based on:

- the number of students reported on the free- or reduced-price lunch count from the average of the district's best six-months' enrollment from the previous school year or in the manner provided by commissioner's rule, if no campus in the district participated in the national school lunch program of free or reduced-price lunches during the preceding school year (HB 2879, 77th Legislature);
- an annual allotment for students who reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside; and
- an annual allotment for pregnant students or students who are parents that attend school full time and participate in a program under Section 29.081 of Texas Education Code (TEC)
- an annual allotment for military dependent students [42.152(c)]

2. What are the campus eligibility criteria?

In order for SCE funds to be allocated to a campus, the campus must have students who meet the state criteria for students at risk of dropping out of school and services provided to these students must be described in the district and/or campus improvement plan, as appropriate.

3. What are the state eligibility criteria for identifying students at risk of dropping out of school?

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

- 1) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) 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) was not advanced from one grade level to the next for one or more school years;
- 4) did not perform satisfactorily on an assessment instrument administered to the student under 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;
- 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 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;

- 11) is in the custody or care of the Department of Protective and Regulatory 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; or
- 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, or foster group home.

4. What is the purpose of State Compensatory Education (SCE)?

SCE is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school.

The purpose is to increase the academic achievement and reduce the dropout rate of these students. As a goal, the SCE program seeks to provide a challenging and meaningful instructional program to close the achievement gap between children at risk of dropping out of school and their peers.

<http://ritter.tea.state.tx.us/financial.audits/resguide14/Comped.pdf> Financial Accountability System Resource Guide, Section 9.2 and Texas Education Code, Section 29.081

5. May SCE funds be used to implement a state mandated program?

No, SCE funds are supplemental funds and cannot be used to meet state mandated rules, programs or positions. This rule also applies when SCE funds are used on a Title I, Part A school wide campus. SCE funds supplement the regular education program for students identified as at risk of dropping out of school.

Example: SCE funds cannot be used to meet the State mandated class size rule regarding 22 to 1 as required in Texas Education Code (TEC) Section 25.112 and Financial Accountability System Resource Guide, Section 9.2.4.1

6. May SCE funds be used to implement a state mandated program on a Title I, Part A school wide campus?

No. Refer to information above.

7. When a district allocates SCE funds to their campuses, may any campus receive SCE funds?

The allocation of SCE funds should be based on “need” and each campus receiving SCE funds must have students who meet the TEC criteria for students in at-risk situations. Financial Accountability System Resource Guide, Section 9.2.1

8. Must identified at risk students on Title I, Part A school wide campus (at or above 40% low-income) be reported to PEIMS?

Yes. Students who meet any of the 13 state eligibility criteria are reported to PEIMS.

9. Must the program intent of the SCE program be met in a school wide program?

Yes, SCE is a state mandated program. Keep in mind: state law provides flexibility with the use of SCE funds on Title I, Part A campuses at which at least 40 percent of the students are educationally disadvantaged. SCE funds used to support a Title I, Part A educational program must be part of the campus budget and all SCE expenditures must be tracked back to the SCE fund code, and all generally, accepted accounting principles must be followed. As

with Title I funds, SCE funds used to upgrade the educational program must also meet the same guidelines required of the No Child Left Behind Act of 2001 (Public Law 107-110), (abbreviated in print as NCLB) in that SCE funds may only be used to incorporate instructional strategies that scientifically-based research has shown are effective with teaching low-achieving students.

Please keep in mind, State law does not create a school wide SCE program. Instead, in TEC 42.152(c), districts are allowed to use SCE funds “to support a [school wide] program eligible under Title I of the Elementary and Secondary Education Act of 1965.” Note the use of the term “support.” This means that the district may use SCE funds to act with (i.e., coordinate) Title I, Part A to implement the school wide program. However, the district will still need to adhere to the fiscal requirements stipulated in TEC 42.152 and the program requirements mandated in TEC 29, Subchapter C

10. Is a student enrolled in the free-or reduced-price lunch program automatically considered to be in an at-risk situation?

No. Students must meet the state criteria or documented local criteria for identifying students in at-risk situations.

11. Are Title I students automatically considered to be at risk of dropping out of school?

No, not according to state criteria.

12. May SCE funds be used to supplement Title I, Part A districtwide positions or activities?

Flexibility with SCE funds does not extend to Title I, Part A, districtwide program activities funded through the central office, regardless of whether all campuses in a district are Title I, Part A school wide. Please note: There are only Title I, Part A school wide campuses not Title I, Part A school wide districts.

13. May SCE funds be used to supplement Title I, Part A targeted assistance program?

SCE funds may be used to support a Title I, Part A identified program on a targeted assistance campus where the poverty percentage is 40% or greater. Students served in a Title I, Part A program must meet the Title I eligibility criteria, as clearly specified in the campus improvement plan.(Eligible children are children identified by the school as failing, or most at risk of failing, to meet the State’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school, except that children from preschool through Grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.)Like the use of SCE funds on a Title I, Part A school wide campus, students are not required to meet the SCE eligibility criteria to use SCE funds to support the Title I, Part A Program.

14. Should students only be identified at one time during the year, typically just before PEIMS data are submitted in October?

No. Identification should be conducted (for the student’s benefit) at any time during the year in order to identify those students who are eligible for services under the SCE program. For example, if a student becomes homeless in the month of March, this student should be identified and served accordingly even though this student was identified after the district’s PEIMS snapshot report. How often a district reviews their student’s at risk classification is

their own decision; however, the earlier the student is identified, the earlier the student may benefit from the SCE program .Refer to the Financial Accountability System Resource Guide, Section 9.2.5

15. How does one determine if a student with disabilities is also classified as a student at risk of dropping out of school?

The at-risk situation cannot be due to a disability. The student with a disability would be in an at-risk situation if the student met one of the listed criteria, not due to the disability.

16. Are dyslexic children automatically considered to be at risk of dropping out of school?

No, not according to state criteria.

17. Are all homebound students automatically considered to be at risk of dropping out of school?

No, not according to state criteria.

18. May SCE funds be used to identify 504 students?

No, 504 students do not meet the state at risk criteria.

19. Are students who are classified as 504 students automatically considered to be at risk of dropping out of school?

No, not according to state criteria. This is a state mandated program. State mandated programs cannot be funded with SCE funds. More information can be found at <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

20. May SCE funds be used for a 504 Coordinator?

No, not according to state criteria. This is a state mandated program. State mandated programs cannot be funded with SCE funds. More information can be found at <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

21. May SCE funds be used to serve students over the age of 20?

YES, Starting with the 2014-2015 school year, House Bill 5 created a change to the At-Risk definition by raising the maximum at-risk student age from 20 to 25.

22. Once a student is identified as at risk of dropping out of school, is the student always considered to be at risk of dropping out of school?

Once a student is not advanced from one grade level to the next or if the student previously dropped out of school, the student remains at risk of dropping out of school for the remainder of his/her public education.

23. If a student failed two or more foundation subjects during the preceding year (fall semester) but passed the same subjects during the spring semester, is this student at risk during the current year?

Yes, according to state criteria.

24. If a student is currently failing two or more foundation subjects, should this student be identified at risk?

Yes, according to state law. Early identification should enable the student to receive timely services and allow the student to pass foundation subjects during the semester.

25. Are students in a prekindergarten program automatically considered to be at risk of dropping out of school?
No, not according to state criteria.
26. If the student has successfully exited the Limited English Proficient (LEP) program and is now being monitored by the campus, is the student still considered an at risk student?
No, not according to state criteria.
27. What is the definition of a Foster Group Home?
A “foster group home” means a child-care facility that provides care for seven (7) to twelve (12) children for 24 hours a day. However, any foster child meets the state criteria for at risk of dropping out of school foster children are under the custody or care of the Department of Family and Protective Services.
28. Are homeless students automatically considered to be at risk of dropping out of school?
Yes.
29. Are students who live with their grandparents or any other relative, automatically considered homeless and thereby identified as at-risk students?
No. Homelessness depends on the student’s living conditions. (Refer to the McKinney-Vento Homeless Assistance Act of 2001, Sec. 725) <http://www.utdanacenter.org/theo/> questions on the McKinney-Vento Homeless Assistance Act:
30. Are students placed in a disciplinary alternative education program (DAEP) classified as at risk of dropping out of school?
Yes, if students placed in the program meet the DAEP requirements stated in Chapter 37.006, TEC
31. Is the Reading Proficiency Test in English (RPTE) used for identifying students at risk of dropping out of school?
No. The purpose of the RPTE is to measure LEP students’ academic progress in reading until they are ready to be assessed with STAAR in English. LEP students due to their limited English proficiency automatically meet the state criteria for students at risk of dropping out of school.
32. Must a district administer a norm-referenced assessment?
No
33. For Pre-K through grade 3; how is “satisfactory performance” determined on a readiness or assessment instrument?
This is a district decision; the district determines “satisfactory” performance.
34. What type of readiness tests may be used for determining eligibility?
This is a local decision. Several types of readiness tests are available and each one has certain strengths that may best fit certain target situations when assessing students. It is a local decision if the district wants to develop a readiness test or purchase a commercially made test.

35. Should only one subject, such as reading, be tested and used as the readiness test?

The Texas Education Code, Section 29.018 defines the State criteria used to identify students at risk of dropping out of school. The criterion that pertains to the readiness test, reads as follows, “Is in prekindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.”

Basically, a readiness test is a testing instrument designed to measure skills believed to be related to school learning tasks and to be predictive of school success and when used properly, readiness test can provide information about designing instructional programs to further children's learning. A common definition of school readiness looks at the competencies children should have when they enter early grades, including academic and cognitive skills, language and literacy abilities, and social-emotional functioning, which are vital to later school success. Therefore, a readiness test should measure more than reading, otherwise, children who need early intervention in an area other than reading will also benefit from additional assistance.

For the most part, readiness tests provide information on the current state of children’s development and knowledge, but they do not necessarily predict school success two or three years into the future. For that reason, scores should be used for programming for the current year only

It is important to remember that the purpose of the a readiness test is to evaluate a child’s knowledge and skill level at the beginning of the school year (in this case, Pre-K through 3rd grade) in order to identify areas that may need supplemental assistance, and formulate a plan to help the student succeed in the coming year. Readiness tests should be useful tools for both teachers and parents.

36. Must the readiness test be administered during the current school year?

Yes. Districts should administer the readiness test as early in the year as possible in order to identify those students who are eligible for services under the SCE program. It is recommended that students who enroll during the school year be assessed within 30 days after enrolling. For purposes of evaluation, districts are encouraged, when appropriate, to use the same instrument district wide.

37. Can the PEIMS early reading indicator be used to identify at risk students for prekindergarten through 3rd grade.

Yes, districts may use the early reading indicator but only in conjunction with assessment scores from other core areas. We recommend that the early reading indicator be used only as a tool rather than part of an assessment but it is up to your district to determine the official assessment. We recommend that the district develop their own assessment that covers all core areas so that an at-risk student will trigger any needed assistance in any area in which a student is not deemed “satisfactory”. The assessment must be part of a district policy that defines what is and is not deemed “satisfactory” performance. The assessment policy must be district wide and cannot vary from campus to campus

38. If a student does not perform satisfactorily on one or more (any portion) of the STAAR assessment instruments, is the student considered to be at risk of dropping out of school?

Yes. This includes all the State of Texas Assessments of Academic Readiness (STAAR®) subject areas

39. At what point is a student who does not perform satisfactorily on an assessment instrument under Subchapter B, Chapter 39 no longer at risk of dropping out of school?

This occurs once the student performs on the instrument or other appropriate instrument in the same or comparable subject area, at a level equal to at least 110% of the level satisfactory performance on that instrument.

40. Will districts need to consider the Texas Projection Measure (TPM) when calculating the 110 percent calculation for satisfactory performance on a state assessment?

No Currently, the state law indicates that a student is considered at risk of dropping out of school if the student did not perform satisfactorily on an assessment instrument administered to the student under 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. However, the calculation is subject to change dependent of future changes to state law.

Note: The TEA does not maintain the 110 percent calculation for any public school. It is the district's responsibility to complete the 110 percent calculation. The district should consult its regional education service center for assistance.

41. If a 3rd grade student does not perform satisfactorily on the third grade reading state assessment but passes the second or third administration, is the student considered to be at risk of dropping out of school?

If a student fails the 3rd grade reading state assessment, but passes below 110% on the second or third administration, the student remains classified at risk of dropping out of school.

42. If a district decides to give another appropriate test, what test is considered appropriate for determining the 110% requirement, and is there a time frame for giving this test?

What test is administered, when it is administered, and how it is calculated for showing a level equal to at least 110% of the level of satisfactory performance on that instrument is a district decision. Documentation, however, must be maintained to show how the 110% level of satisfactory performance was calculated.

43. At what point is a student who does not perform satisfactorily on a state assessment no longer considered at risk of dropping out of school?

A special education student that does not perform at the level of progress established by the Admission, Review, and Dismissal (ARD) Committee is considered at risk of dropping out of school. The ARD Committee will decide when the student has met the assessment goal for exiting the student from being at risk of dropping out of school based on a state assessment.

44. How did House Bill 2703 change the compensatory education definition of “student at risk of dropping out of school”?

Beginning with the 2009-2010 school year, the bill added a provision to TEC Section 29.018(d)(1) that changed the compensatory education definition of “student at risk of dropping out of school” by excluding a student who did not advance from prekindergarten or

kindergarten to the next grade level only as a result of the request of the student's parents. Therefore, school personnel need to ensure that all requests for retention are carefully maintained for auditing purposes.

45. **Is a student considered to be at risk of dropping out of school if the student was placed in the next grade but was not promoted to the next grade based upon academic performance?**

No. Placement in the next grade is considered as "advancement" to the next grade.

46. Are school districts allowed to use local criteria for identifying at risk students?

Yes. In addition to serving students who meet the state at risk criteria, school districts may serve (§29.081, TEC) students who meet local eligibility criteria if the local criteria have been adopted by the board of trustees of a school district. However, the number of students receiving SCE services under local criteria during a school year may not exceed 10% of the number of students who met the State criteria under §29.081 and who were served in the SCE program in the preceding school year.

Example: If a district served 500 students in school year 2009-2010 that met the state eligibility criteria, the district can serve 50 students in 2010-2011 that meet the local eligibility criteria established by the local board of trustees for school year 2007-2008

A district must be able to document that students identified under local eligibility criteria were added to a listing of students who were identified under TEC, §29.081. To achieve and maintain compliance, all information must be current.

47. Are students who meet the local criteria reported to the Public Education Information Management System (PEIMS) PEIMS?

No. Only students who meet the state eligibility criteria are reported to PEIMS

48. Which subjects are parts of the foundation curriculum?

The foundation curriculum includes the following subjects:

- English language arts;
- Mathematics;
- Science;
- Social studies, consisting of Texas, United States, and world history, government, and geography Refer to the Financial Accountability System Resource Guide, Section 9.2 and the TEC, Section 28.002.

49. Who must be included in the planning of the SCE program?

Program planning and decision-making MUST include the principal, superintendent, and site-based decision making committee

50. **How often do district and campus improvement plans need to be updated?**

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations.

Texas Education Code, Section 11.253

51. May SCE funds be used to pay staff to develop, review, and revise campus improvement plans?

No, SCE funds are supplemental funds and cannot be used to meet state mandated rules.. As noted in the Texas Education Code, Sec. 11.251, “ The board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students.”

52. How does a charter school document the SCE requirements?

A charter school that receives SCE funding must develop an academic campus plan describing the program that meets the identified needs of students who meet the state student eligibility criteria for students at risk of dropping out of school. Refer to the Financial Accountability System Resource Guide, Section 9.2.3.

53. Must FTEs funded by SCE be included in the district/campus improvement plan or charter instructional plan?

Yes. At a minimum, payroll costs attributed to state compensatory education must be shown at the summary level (total number of FTEs) in the district and/or campus improvement plan or charter instructional plan, as appropriate. In addition, personnel paid with SCE funds must have payroll documentation, such as a class schedule (should include number of students and number of minutes), job description, or time and effort to support charges

Auditable documentation must also be maintained to substantiate the cost of all SCE funded FTEs, supplemental contracts and extra-duty pay. Refer to the Financial Accountability System Resource Guide, Section 9.2.3

54. Must FTEs funded by SCE maintain a signed job description?

Yes. An integral component of an adequate financial management system is the development and maintenance of records documenting the duties and responsibilities of personnel and the employee’s acknowledgement of their understanding of their duties and responsibilities.

Accordingly, the following is being acknowledged

- That the duties contained on the job description are the responsibility of the employee.
- That the information contained on the job description is accurate.
- That the signer (the employee) has full knowledge of and can support listed activities, if requested

55. May SCE funds pay the salary of a counselor?

SCE funds may be used to hire a supplemental counselor whose primary responsibility is to work with students at risk of dropping out of school. Time and effort must be on file if the position is not 100% SCE funded. The SCE funds may not be used to fund counselors responsible for guidance, assessment, and administrative activities that benefit the overall regular education instructional program. The district must demonstrate that guidance or counseling services paid for by SCE funds are provided to at-risk students and are supplemental to other available guidance and counseling services. NOTE: The Texas Education Code, Section 33.006(b)(1)(A) denotes the primary duties required of school counselors – serving at-risk students is one of the duties listed.

56. May SCE (52% direct cost) funds pay the salary of a school psychologist?
No. This position does not relate specifically to the SCE program and does not meet the intent and purpose of the program.
57. May SCE (52% direct cost) funds pay the salary of a superintendent, a school principal, or an assistant principal?
No. Administrative staff may only be paid from the SCE 48% indirect cost amount as indicated in Title 19, Texas Administrative Code (TAC), Section 105.11.
View the Title 19 Texas Administrative Code (TAC) §105.11 for additional information regarding indirect cost
58. May SCE (52% direct cost) funds pay the salary of an attendance clerk?
No. This position does not meet the intent and purpose of the program. Maintaining attendance information is required by every school district in accordance with the Texas Education Code, Section 42.
SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.
59. May SCE (52% direct cost) funds pay the gifted and talented (GT) program?
No. Funding the gifted and talented program does not meet the intent and purpose of the SCE program. Identifying and/or serving gifted and talented students in the district and establishing a program for these students is required by every school district in accordance with the Texas Education Code, Section §29.122.
60. May SCE funds pay the salary of a parent/involvement liaison or a community liaison?
No. Expenditures that are for activities or purposes other than regular public education may not be paid from the 55 percent SCE direct cost allocation. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.
61. May SCE funds pay the salary of a secretary/clerk who is assigned to a SCE-funded campus staff person?
A secretary/clerk that supports professional staff assigned to specific SCE programs or activities may be paid from the 52 percent SCE direct cost allocation. The actual percentage of the staff person's salary is based on the percent of time devoted to SCE. SCE funds must be used to provide direct services to students. Administrative staff working with SCE at the central office may only be paid from the SCE 48% indirect cost amount.
62. May SCE funds be used to hire staff to work with other programs such as special education or career and technology?
SCE funds may be used to hire a supplemental positions whose primary responsibility is to work with students at risk of dropping out of school; however, SCE funds may not be used to supplement the district's basic fund allotment. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at

risk of dropping out of school can succeed in school. Therefore, all direct instructional costs must relate specifically to the SCE program and must be adequately documented.

Special education programs and career and technology programs are not programs specifically designed to meet the needs of state identified at-risk students. SCE expenditures should directly relate supplemental instructional services that assist in improving the student's ability to meet the state's student performance standards.

63. May SCE funds be used to pay for construction costs or to purchase a portable building?

These costs may not be charged to the 52% SCE direct cost allocation. The 52% must be used for direct services to improve instruction, reduce the dropout rate, and increase academic performance of dropping out of school.

64. May a school wide campus bypass the Title I requirement for "highly qualified staff" by funding uncertified core subject teachers with SCE funds?

No. An LEA must ensure that any teacher who is hired after the first day of the 2002-2003 school year is highly qualified as defined in 34CFR Section 200.56. All teachers of core academic subjects, whether or not they work in a program supported with Title I, Part A funds, must be highly qualified by the end of the 2006-2007 school year in accordance to P.L. 107-110, Sections 200.56 and 200.58.

65. May the SCE funds be used to elevate teacher and principal quality through recruitment, hiring and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools with SCE funds?

No. The use of SCE funds to pay for any of the above-mentioned objectives does not meet the statutory purpose of SCE program. LEA may use Title II, Part A funds to fund these objectives.

66. May the SCE funds be used to pay the costs of State tests required of new teachers to determine whether they have subject-matter competence or to assist them in meeting State certification requirements?

No, funding the cost of State tests required of new teachers and assisting them in meeting State certification requirements does not meet the statutory purpose of SCE program. However, the LEA may use Title II, Part A funds to administer State certification exams required of new teachers (and available to existing teachers) to determine whether they have subject matter competency, and to assist them in meeting Texas certification requirements, e.g., by paying for the costs of additional required courses.

67. Is an In-School Suspension (ISS) Program a DAEP?

No. An ISS Program is a disciplinary strategy used by a district or campus; it does not meet the DAEP requirements stated in TEC, Chapter 37; therefore, ISS may not be funded with SCE

68. Is the In-School Suspension (ISS) Program coded to program intent code 24 or 11?

ISS would be coded to program intent code 11. Only activities that supplement the regular education program for students at risk of dropping out of school would be coded to program intent code 24. Refer to section 1.4.15.4 Compliance Monitoring - Program Intent Codes in the Financial Accountability System Resource Guide

69. Is it allowable to fund the base level services at the Juvenile Justice Alternative Education Program (JJAEP) with SCE funds (funds other than indirect cost)?

No. Statute only allows SCE funds to be used on a DAEP operated under Section 37.008; JJAEPs are operated under TEC, Section 37.011. The DAEP is a placement for students removed from the regular classroom under Section 37.002 or Section 37.006; the JJAEP is a placement for students expelled under Section 37.007.

Some school districts contract with the county to run a DAEP, which may be located in the same facility as the local JJAEP. If the school district's DAEP is contracted with the county, the district may use SCE funds for the DAEP only. The district may use SCE funds to pay the costs associated with placing students in a JJAEP, but not to fund base level services

Consequently, a school district may not provide direct SCE funding for expelled students in a JJAEP operated under the guidelines indicated in the Texas Education Code, Section 37.011. If the district were to allocate funds to the JJAEP, it would have to use Function Code 95 [indirect cost] to account for JJAEP expenditures

70. **May SCE fund non-disciplinary Alternative Education Programs?**

All direct costs attributed to "a program specifically designed to serve students at risk of dropping out of school, as defined by TEC Section 29.081 are eligible to be charged to the SCE allotment

"A program specifically designed to serve students at risk of dropping out of school, as defined by TEC §29.081," represents a temporary special program placement or setting, such as a non-disciplinary alternative education program, that provides special instruction or services for the period of time that the student is classified as at risk of dropping out of school. The district and campus improvement plans are to describe how students are entered and exited from the temporary special program placements or settings, and the direct costs attributed to these placements or settings are eligible to be charged to the SCE allotment

71. May SCE fund Disciplinary Alternative Education Programs?

Yes, SCE funds may be used to fund a disciplinary alternative education program established under Section 37.008, to pay the costs associated with placing students in a juvenile justice alternative education program established under Section 37.011, or to support a Title I, Part A program.

Texas Education Code, Section 42.152(c)

72. May the DAEP be located on a regular school campus?

Yes. Additionally, if the DAEP is located at the regular campus, this program must be identified and described in the regular campus' campus improvement plan. If the DAEP is located on a separate campus, the DAEP must have its own campus improvement plan.

73. **May SCE funds be used to pay for study hall or study period?**

No. SCE funds may only be used for costs of programs and/or services that are supplemental to the regular education program and are designed for students at risk of dropping out of school.

Study hall, or study period, is a term for a class period during the school day, wherein the students are not A study hall generally has assigned rooms and teachers or teacher's aides, who monitor the students. Students typically use this time towards completing homework or use this time to catch up on missing assignments or study for a test or quiz that they have the following day. Programs must be supplemental and specifically designed to serve students at risk of dropping out of school, as defined by TEC Section 29.081.

74. May SCE funds be used to pay for construction costs, administration costs or transportation costs?

These charges (Title 19 Texas Administrative Code (TAC) Chapter 105, Subchapter B) may not be charged to the 52% SCE direct cost allocation. The 52% must be used for direct services to improve instruction, reduce the dropout rate, and increase academic performance for students identified as at risk of dropping out of school. Financial Accountability System Resource Guide, Section 9.2.4

75. May SCE (52% direct cost) fund Pre-K?

Districts reporting Pre-K programs receive Foundation School Program (FSP) funding for half day of Pre-K through the regular program. SCE funds may only be used to supplement this regular education program. This means SCE funds may only be used to extend Pre-K half-day to full-day for the same students who meet the state and/or local eligibility criteria for at risk of dropping out of school. Costs cannot be charged to the SCE allotment for providing services to ineligible Pre-K students.

76. May SCE (52% direct cost) funds be used to fund a PRE-K program for students who do not meet the at-risk criteria?

No. SCE funds may only be used for costs of programs and/or services that are supplemental to the regular education program that are designed for students who meet the state and/or local eligibility criteria. Refer to question 47 for additional guidance on “local” criteria.

77. May SCE (52% direct cost) funds be used to fund “other” duties, such as lunch duty, hall duty, or bus duty, assigned to supplemental educational aides?

No. SCE funds may only be used for costs of programs and/or services that are supplemental education program that are designed for students at risk of dropping out of school.

The term regular education program applies to basic instructional services to which all students are entitled. Therefore, services must be part of the delivery of academic instruction supplemental to the regular program.

Documentation should be maintained outlining the duties of each educational aide employed at the LEA (regardless of funding source). For each educational aide funded with SCE dollars, the LEA should (1) explain how the educational aide’s duties increase the opportunities for at risk students to meet the state’s academic achievement standards and (2) identify how the duties meet the guidelines of listed in the Texas Education Code, Section 42.152.

Examples of allowable duties for educational aides:

- One to one tutoring
- Assist classroom management

- Provide computer lab assistance
- Provide instructional support under direct supervision of a teacher.

78. May SCE (52% direct cost) be used to fund curriculum development for at-risk programs?

No. SCE is a state mandated program and SCE funds may only supplement the regular education program. The purpose of the SCE program is to improve student performance through direct instructional services to students at risk of dropping out of school. The development portion of this has NO at-risk student contact.

79. **May SCE (52% direct cost) fully fund the dyslexia program?**

No, this program 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. Texas Education Code, Section 42.152(c-1)(2)

80. **May SCE (52% direct cost) fully fund the bilingual program?**

No, this program is a state mandated program (TEC §29.051) and SCE funds may only supplement education program for students identified as at risk of dropping out of school.

Texas Education Code, Section 38.003 and Texas Education Code, Section 42.156

81. **Is the purchase of snacks and allowable cost with SCE funds?**

Consistent with TEC 42.152(c), the use of SCE funds for food, including snacks or meals is not an allowable cost

82. TEC, §38.017 requires schools to make an automated external defibrillator (AED) available at each campus. May SCE fund be used to purchase the defibrillators?

No, SCE funds are supplemental funds and cannot be used to meet state mandated rules, programs or positions. This rule also applies when SCE funds are used on a Title I, Part A school wide campus. SCE funds supplement the regular education program for students identified as at risk of dropping out of school.

83. May SCE (52% direct cost) fund a crime prevention program or fund (Truant) Safety Resource Officers?

No. The purpose of SCE is to prevent students from dropping out of school and to improve student academic performance for students at risk of dropping out of school. A crime prevention program is for ensuring student safety not for preventing students from dropping out of school cameras/monitors and safety resource officers.

84. May SCE (52% direct cost) fund court-related children--liaison officers? .

The Texas Education Code, Section mandates this duty and State Compensatory Education funds cannot be used to meet state mandated rules, programs or positions. The law states that each school district shall appoint at least one educator to act as liaison officer for court-related children who are enrolled in the district. The liaison officer shall provide counseling and services for each court-related child and the child's parents to establish or reestablish normal attendance and progress of the child in the school.

It is the responsibility of the liaison officer appointed in accordance with the Texas Education Code, Section 37.014, to assist students and teachers to ensure that students are provided the opportunity to complete all missed assignments.

85. May SCE (52% direct cost) fund a dog handler's position or be used to hire/contract/purchase or care for a drug dog? .

No. The purpose of SCE is to prevent students from dropping out of school and to improve student academic performance for students at risk of dropping out of school. Drug dogs are used for ensuring student safety and drug prevention not for preventing students from dropping out of school.

86. May SCE (52% direct cost) funds be used to promote the district's safe, drug-free, gang-free, bully-free, and healthy environment?

No. The use of SCE funds to promote the district's safe, drug-free, gang-free and healthy environment is not consistent with the legislatively-established purposes of the funds (TEC §42.152). The SCE services must be part of delivery of academic instruction supplemental to the regular program

NOTE: (The Federal Partners in Bullying Prevention Steering Committee has partnered with the Interagency Working Group on Youth Programs to share information the federal government has prepared to help prevent and address bullying in communities.

<http://www.findyouthinfo.gov/feature-article/federal-collaboration>

87. May SCE (52% direct cost) funds be used to purchase a service which permits district staff to quickly send mass notifications to parents, students, student organizations, and employees in any language and at any device? (Some districts refer to this service as a Parent Alert System.)

The purpose of the SCE program is to improve the performance of students at risk of dropping out of school through direct instructional services. The use of SCE funds for this type of service is not consistent with the legislatively established purposes of the funds (TEC §42.152). These funds must be used for programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. As a goal, the SCE program seeks to provide a challenging and meaningful instructional program to close the achievement gap between children at risk of dropping out of school and their peers. This answer remains the same if SCE funds are used on a Title I, Part A school wide campus because SCE may only be used to upgrade the educational program for students primarily those in greatest need of receiving services to pass the state academic assessment.

88. May SCE (52% direct cost) funds be used to purchase gifts or prizes or to pay for entertainment expenses?

No. The purpose of SCE is to prevent students from dropping out of school and to improve student academic performance for students at risk of dropping out of school.

SCE funds may only be used for costs of programs and/or services that are supplemental to the regular education program and are designed for students at risk of dropping out of school. The term regular education program applies to basic instructional services to which all students are entitled

89. May the 52% of SCE funds allocated to the campuses be used to provide teacher bonus, raises or incentive pay or "across the board" pay?

No. These charges may not be charged to the 52% SCE direct cost allocation. The 52% must be used for direct services to improve instruction, reduce the dropout rate, and increase academic performance for students identified as at risk of dropping out of school

90. May SCE (52% direct cost) funds be used to finance the cost of an additional planning period for teachers?

No. The services must be part of delivery of academic instruction supplemental to the regular program. These funds are to be used for programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school.

91. May SCE (52% direct cost) funds be used to operate an on-going day care for teen-age parents? .

No. A district's SCE program should be aligned with the TEC, Section 29.081 which requires the district to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term.

Thus, SCE expenditures should directly relate to the student's ability to learn the curriculum in order to perform at grade level. In addition to supplemental instructional programs, supplemental support services such as counseling may also contribute to improving student achievement. Consequently, direct SCE expenditures that provide general support for the parent such as diapers, wipes, car seats, and other baby products, job placement services, on-going day care, transportation for teenage parents and children to the site and to health care and social services appointments, etc. would not qualify

92. May SCE (52% direct cost) funds be used to operate an after school care program (latch-key program) for children?

No. The services must be part of delivery of academic instruction supplemental to the regular program. In contrast, programs such after school tutoring for students at risk of dropping out of school would qualify

93. May SCE (52% direct cost) funds be used to supplement the Communities in Schools program?

In accordance with TEC §42.152(c), a district shall use its SCE allotment to fund supplemental programs and services designed to eliminate any disparity in STAAR performance or disparity in the rates of high school completion between students at risk of dropping out of school, as defined in TEC Section 29.081, and all other students. Specifically, SCE funds may be used to meet the costs of providing a compensatory, intensive, or accelerated instruction program under TEC §29.081 or an alternative education program established under TEC §37.008 or to support a Title I program. One may observe that TEC §42.152(c) further states that in meeting the costs of providing a compensatory, intensive, or accelerated instruction program pursuant to TEC Section 29.081, the district shall use its SCE allotment for costs supplementary to the regular education program.

This includes costs for program and student evaluation, instructional materials and equipment and other supplies required for quality instruction, supplemental staff expenses, and salary for teachers of at-risk students, smaller class size, and individualized instruction. Thus, in order for a district to use its SCE allotment for a Communities in Schools (CIS) program or

any other strategy or activity that intended to address students at risk of dropping out of school, the district must design its SCE program based on the identified needs of students at risk of dropping out of school

In determining the appropriate compensatory, intensive, or accelerated instructional programs and/or services for students at risk of dropping out of school, districts must use student performance data from the STAAR and other appropriate assessment instruments and achievement tests administered under Subchapter B, Chapter 39 of the TEC. In addressing the needs of students at risk of dropping out of school, the SCE program must be based upon the results of the district's comprehensive needs assessment and be described in the campus improvement plan if the SCE program is implemented at the campus level or be described in the district improvement plan if the SCE program is implemented district wide. In this context, the district must demonstrate that the use of SCE funds for a CIS program specifically addresses the identified needs of students at risk of dropping out of school. Because the CIS program provides services (e.g., abstinence or eating disorder under supportive guidance and counseling, tax preparation assistance under parental and family involvement, baby sitter/CPR certification classes or vocational training under career awareness/employment) that may not necessarily constitute a compensatory, intensive, or accelerated instruction program, it is incumbent upon the district to ensure that its participation in the CIS program and the services that it receives do in fact address the identified needs of students at risk of dropping out of school. Accordingly, the district's use of the SCE allotment for CIS services must be adequately documented in the applicable DIP or CIPs

94. May SCE (52% direct cost) funds be used to provide services to a private school in the district's boundaries?

No. Students served with SCE funds must be students of the school district who meet the eligibility criteria as stated in Section 29.081 of the Texas Education Code

95. How may SCE (52% direct cost) funds be used to fund a mentoring program for at risk students?

Senate Bill 16 of the 78th Legislature also amended Subchapter C, Chapter 29, of the Texas Education Code by adding Section 29.089, relating to mentoring services. According to Section 29.089, programs that provide mentoring services to students at risk of dropping out of school, as defined by Section 29.081, are also eligible to be charged to the state compensatory education allotment. Before the LEA provides a mentoring program, adequate planning and research must be conducted to determine what types of programs are capable of achieving the many goals, including improved academic performance and attendance in mentored youth. It is imperative that programs implement proven, research-based best practices if they are to achieve their desired outcome. As with all other services provided for students at risk of dropping out of school, a needs assessment must be conducted to aide in the development of the programs' scope of services. The analysis of the results of the assessment should provide the foundation that is critical in designing a program that can be integrated into raising the academic success of students at risk of dropping out of school

Activities offered by the mentoring programs may include homework completion and assistance, supplemental academic classes, academic games and activities, computer-assisted instruction and educational games, one-on-one tutoring, and reading, writing, and vocabulary

activities. The What Works Clearinghouse (WWC) releases new intervention reports, topic reports, practice guides and quick reviews throughout the year. Use the What's New archive to browse releases from the past year.

<http://ies.ed.gov/ncee/wwc/whatsnew/index.asp?Date=6/1/2009>

Note: Prior to implementing the mentoring program, the LEA should have established policies and procedures which include the screening of all potential mentors including background checks; training and support for mentors and program staff on an ongoing basis; activities for mentors and students; and established procedures for supervising and monitoring of mentoring relationships.

96. May SCE (52% direct cost) funds be used to fund the cost of the development and implementation of personal graduation plans?

No, SCE funds are supplemental funds and cannot be used to meet state mandated rules, programs or positions. Senate Bill 1108, passed (during the 78th Texas Legislature, Regular Session, 2003), a mandate that a school principal designate a guidance counselor, teacher, or other appropriate individual to develop and implement a personal graduation plan for each student in junior high, middle school, or high school who did not perform satisfactorily on an assessment instrument administered under Texas Education Code, Chapter 39, Subchapter B, or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9 (as determined by the district) (TEC §28.0212). [Refer to TEA Correspondence dated October 23, 2003.]

<http://ritter.tea.state.tx.us/taa/stanprog102303.html>,

97. May SCE (52% direct cost) funds be used to fund the cost of dual enrollment courses for which students receive both high school and college credit?

No. Expenditures for activities or purposes other than regular public education may not be paid from the 55 percent SCE direct cost allocation. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. However, in accordance with the Texas Education Code, §39.234(a), the high school allotment funds may be spent on this activity.

98. **May SCE funds (direct cost - 52%) be used to fund or supplement the following:**

- Banquets, award ceremonies, celebrations, door prizes, prom dresses, pep rallies or food costs?
- Trophies used for "student of the month", A/B honor roll, "A" honor roll and all end of year events?
- Drug dogs, drug testing, drug treatment, red ribbons, PA systems, security mirrors/monitors, cameras, drug/gang/bullying prevention, health fairs, or defibrillators?
- Furniture, door mats, murals, banners, display cases, clinic/nurse supplies, school nurses, rock climbing walls, bike racks or custom or outdoor signs?
- Library equipment, library supplies or yearly campus library budget; laminating machines; library books unrelated to the SCE program?
- Gifts, promotional items, memorabilia, or souvenirs for staff, students, parents, administrators, coaches, board members or community (such as T-shirts, caps, tote bags, key chains, imprinted pens)?

- Meals, snacks, bottled water, or food costs? Meals for parents? Meals for board members?
- Athletics, PE teachers, PE aides, PE, playground equipment or gym equipment, sport uniforms or megaphones?
- “Supplemental” positions or duties not associated to intensive instruction such as crossing guards, nurses, librarians, counselors, parent/community liaisons, psychologists, central office personnel, assistant principals?
- Staff development unrelated to the SCE program? Visiting teachers?
- Family/Adult literacy programs, Parent Involvement/Family/Community/Youth Centers? GED/ adult basic instruction? Testing of gifted and talented students, special education students or other programs unrelated to the SCE program?
- Backpacks, student handbooks, student ID badges, yearbooks, school newspaper or campus marquee?
- Entertainment, recreation, reward trips, social events or proms?
- Reward trips, or trips to amusement parks, restaurants, swimming pools or theater?
- UIL, music, fine arts, cheerleading or athletic events?
- Lawn maintenance, pest control? Fire alarm inspections? Plant maintenance?
- Custodial Staff, Supplies/Equipment/Uniforms?
- Stipends- such as UIL, department head, subject area, LEP, and sports?

No. The services must be part of delivery of academic instruction supplemental to the regular program and be reflected in the comprehensive needs assessment. In contrast, programs such as after school tutoring for students at risk of dropping out of school would qualify.

Additionally, all costs must be reasonable and necessary. NOTE: This answer also applies to using SCE funds on a Title I, Part A school wide program.

99. May SCE (52% direct cost) funds be used to purchase incentives?

Although not specifically addressed in the Financial Accountability System Resource Guide or the Texas Education Code, incentives are allowable only when reasonable in cost and when necessary to accomplish program objectives as noted in the campus improvement plan.

Program incentives and awards are an important part of conducting program activities. However, schools should examine closely the type of incentives or awards given to students for program participation in order to ensure the award or incentive does not appear to be a gift because gifts, or items that appear to be gifts, are prohibited by the state constitution.

Acceptable awards and incentives include certificates, plaques, ribbons, and small trophies nominal in cost, or inexpensive instructionally related items such as pens/pencils to be used in the classroom.

When faced with the question of whether certain positions, programs, strategies or activities may possibly be funded with SCE dollars, the district must keep in mind that purpose of the SCE program is to improve student performance through direct instructional services to students at risk of dropping out of school. The more removed services are from the student, the more the resources are diluted and the more difficult it becomes for the school district to defend and evaluate the use of the SCE funds and justify the effectiveness of the program in improving student performance. All expenditures using SCE funds must be reasonable and necessary. It helps to determine if the expenditure is reasonable by picturing the district having to justify the expenditure to an auditor. Accordingly, school personnel need to ensure

that all requests for incentives meet the guidelines listed above to refrain from having an audit concern and being required to repay funds for inappropriate expenditures

100. Why do auditors inspect the time of expenditures?

Auditors always scrutinize the time of expense. For example, if a district expends funds at the end of the school year (i.e., field trips, electronic equipment, supplies); auditors will question how the delayed expense raised academic standards? If it is noted that large purchases or large expenses were made at the end of the school year, it appears that the district/campus did not carefully plan how these funds were to be spent to benefit the needs of the students. Therefore, districts are advised to carefully plan the use of SCE funds and maintain auditable to substantiate the cost of all SCE funded activities.

101. May State Compensatory Education Funds be used to pay the salary for a school social worker?

Yes. SCE funds may be used to pay the salary for a school social worker. In accordance with TEC §29.081, SCE funds may be used for costs of a school social worker to assist a school with preventing students from dropping out of school and to improve academic performance for students at risk of dropping out of school. When the Campus Improvement Plan documents a need for school social worker services based on a campus needs assessment, school districts may employ social workers as supplemental staff to the regular education program in accordance with TEC §42.152. School social workers may be employed with SCE funds on a campus or in an alternative setting, such as a credit recovery program, to address identified student needs including social, emotional or societal factors that impact a student's academic success. SCE-funded school social worker services must be provided in coordination with academic instruction in order to improve student achievement for at-risk students who are struggling to succeed in school, including serving former dropouts who return to complete an academic program.

A social worker is licensed by the Texas State Board of Social Work Examiners and is bound by a professional Code of Ethics. A school social worker may provide supplemental social worker services in order to increase the capacity of at-risk students to benefit from the instructional program, to help students meet state academic standards and to assist the school with implementing research-based strategies to improve student achievement such as:

- working collaboratively with faculty on a student support team addressing social and emotional needs of at-risk students;
- connecting students with community mental health and behavioral health services, and providing related supportive services, to remove barriers to academic success;
- providing direct individual and group counseling or crisis intervention services based on identified student needs which impact student performance;
- conducting related consultation with instructional staff regarding student strengths and needs in the academic program;
- conducting home visitations to engage parents in improving at-risk student academic achievement;
- coordinating with community organizations to access evidence-based resources for at-risk students such as adult advocates, academic support services, mentoring, tutoring or services to improve social skills in the classroom; and,

- Implementing related evidence-based strategies designed to prevent at risk students from dropping out of school that are documented in a campus needs assessment and campus plan.

School social workers are supplemental and are not state mandated roles in schools. The primary responsibility of the school social worker must be to provide direct services to students at-risk of dropping out of school. Care must be taken to ensure that school social workers do not perform administrative duties in the school building. School social workers may participate in campus needs assessment for at-risk students, direct program planning and development activities that supplement the instructional program for at-risk students. School social workers funded with 100% SCE funds may not perform functions which are unallowable with the 52% direct cost category for the SCE program, such as lunch duty, hall duty, bus duty, or testing. They may not function in the role of the school guidance counselor related to guidance, assessment or administrative activities that benefit the overall regular education instructional program in accordance with the primary school counselor duties in TEC Chapter 33. School social workers may not function in the role of the parent liaison, the community liaison, the truant officer, safety officer or court liaison required by TEC Chapter 37 or any another legislatively mandated duty with SCE 52% funds.

Aligned with state auditing requirements for all other SCE funded positions, a job description is required for school social workers. The position description must indicate that the SCE funded school social worker has the primary duty of working with students at-risk of dropping out of school. The district must demonstrate that school social worker services paid for by SCE funds are provided to at-risk students and are supplemental to other available guidance and counseling services, such as with a personnel activity report. Time and effort must be on file if the position is not 100% SCE funded. Auditable supporting documentation for payroll is required in accordance with the TEA Financial Accountability System Resource Guide.

102. With the revisions to HB 3 can school districts still use SCE funds for accelerated instruction?

Yes.

103. Is TEC 29.081, Compensatory, Intensive and Accelerated Instruction, only applicable to LEAs that are receiving State Compensatory funds?

No, a program serving students at-risk of dropping out is mandated by law whether or not you receive SCE funds.

104. **When are the SCE District and Campus Improvement Plans (D/CIPs) due to the agency?**

The D/CIPs should be submitted no later than the 150th day after the last day permissible to send data for the PEIMS data FINAL Midyear resubmission 2. This will not necessarily fall on the same date each year.

105. For the at-risk criteria that states “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, or foster group home” how would you define the term resided? What documentation should we require?

The term “resided” is defined as staying overnight at any of the facilities listed. Even one night is sufficient criteria to list the student as at-risk for the following two years.

Districts must have a report from a facility or note from a counselor or social worker on letterhead states the admission/release dates of the student.

106. Is the residential placement facility, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home that the student resided in required to be in the district boundaries?

No, the location of a facility does not affect a student’s at risk status. If a student resides or resided in one of the facilities listed above during the current or preceding school year, the student is at risk and that at risk status is valid for two years after the date of their release from the facility.

Districts must have a report from a facility or note from a counselor or social worker on letterhead states the admission/release dates of the student.

107. Under House Bill 5 high school students are now required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet the new graduation requirements. There are exams that are no longer being required, however, some students were classified as at-risk based on their failure on the assessments that are no longer in use. Are the students that failed assessments that are no longer offered still at-risk under TEC §29.081(d)(3)?

A student who was identified as at risk based on this category last year should continue to be identified as at risk this school year, but the at risk status should be removed at the end of this school year.

The LEA should also determine whether the student meets any of the other criteria under TEC §29.081(d). An LEA should also review local eligibility criteria adopted by the board of trustees in accordance with TEC §29.081(g) to determine whether the student is eligible for services/supports.

ADDITIONAL INFORMATION

When faced with the question of whether a certain position, program or activity may possibly be funded with SCE dollars, keep the following in mind:

- **The purpose of the SCE program is to improve student performance through direct instructional services to students at risk of dropping out of school.**
- **The more removed services are from the student, the more the resources are diluted and the more difficult it becomes for the school district to defend the use of the SCE funds and justify the effectiveness of the program in improving student performance.**
- LEA’s are prohibited from using FSP SCE resource allocations for students at risk of dropping out of school to supplant resource allocations for the regular education program.

Ensure that positions funded with SCE:

- **provide direct instruction/services to at-risk students tied to foundation curriculum;**
- **are supplemental to the basic instructional program; and are identified in the district and campus improvement plan and meet a need identified in the comprehensive needs assessment.**

Keep in mind:

- Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rule may not be funded with SCE funds.
- SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. Simply because a district may need more of a certain position or a position may appear “supplemental” to the district’s budget does not mean that this position is supplemental to the SCE program.
- LEAs are required to evaluate the effectiveness of their designated SCE program and include the results of this evaluation in the district improvement plan or the charter school instructional plan. Accurately determine which funded strategies are successful at raising academic standards.
- SCE resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.
- All costs must be reasonable and necessary.

Additional SCE Questions:

- SCE Program, student identification & the 110% calculation—consult with your ESC SCE contact
- D/CIPs—contact your ESC SCE contact
- SCE audits—contact the Division of Financial Compliance at 512-463-9095
- D/CIPs submission—contact Paul Moreno in the Division of Financial Audits at 512-463-9095
- SCE Funding Allocations—contact the Division of State Funding at 512-463-9238
- Questions regarding the SCE program—contact your SCE ESC contact or the Division of Financial Compliance at 512-463-9095.
- Questions regarding the Title I program—consult with your ESC Title I contact or the NCLB Division at 512-463-9374

Additional WEB Links

- Summary of Finances: www.tea.state.tx.us/school.finance/funding/sofweb3.html
- Financial Accountability System Resource Guide Version 14.0: <http://www.tea.state.tx.us/index4.aspx?id=1222>
- High School Allotment Program: <http://www.tea.state.tx.us/index4.aspx?id=4181>
- NCLB Program Coordination: www.tea.state.tx.us/nclb/
- Texas Education Code: <http://www.statutes.legis.state.tx.us/>
- Texas Homeless Education Office: www.utdanacenter.org/theo/
- Dropout Prevention Site: <http://www.tea.state.tx.us/dpchse/>
- **Comprehensive Needs Assessment Overview: <http://portal.esc20.net/portal/page/portal/NCLB/CNA.htm> No Longer Accessible**
- TEA: www.tea.state.tx.us/
- Regional Education Service Centers (ESCs): www.tea.state.tx.us/ESC/
- Chapter 37 / Discipline - Law and Order: <http://www.tea.state.tx.us/index2.aspx?id=6653>
- Division of Financial Compliance Web page: <http://www.tea.state.tx.us/index4.aspx?id=3819>
- SCE presentations: <http://www.tea.state.tx.us/index4.aspx?id=4138>

- TEA MAILING LIST WEBPAGE & select FINANCIAL COMPLIANCE from the dropdown menu <http://miller.tea.state.tx.us/list/> SUBSCRIBE TO OUR MAILING LIST

Campus Improvement Plan/Charter School Instructional Plan Information

In addressing the needs of students at risk of dropping out of school, the state compensatory education program must be addressed in the comprehensive needs assessment and be described in the campus improvement plan if the program is implemented at the campus level or be described in the district improvement plan if the state compensatory education program is implemented district wide. The district/campus improvement plan or charter instructional plan, as appropriate, must also include the following:

- **Comprehensive needs assessment** - conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; ensures the use of resources is carefully planned, supplemental and cost effective
- Total amount of **state compensatory education funds** allocated for resources and staff
- **Identified strategies** – specific strategies aligned with the comprehensive needs assessment
- Supplemental financial resources for state compensatory education - indication of the approximate **dollar amounts** for activities and/or strategies
- **Supplemental FTEs** for state compensatory education - shown for SCE activities involving personnel at both the district and campus level
- **Measurable performance objectives** - based on needs assessment data and stated in terms of what the student is expected to do, and stated in terms of measurable and/or observable behavior to ensure that the plan is resulting in academic improvement
- **Timelines for monitoring strategies and reaching goals** – specific schedule for data collection during the school year. This should be written in incremental units such as every three weeks, every month, (not August through May or “ongoing”), each semester, etc.
- **Formative and summative evaluation criteria** – Formative evaluation is the assessment of progress during instruction for purposes of determining whether students are learning or whether the instruction needs to be modified. Formative evaluation answers the question, “*Is the student learning, and if not, what needs to be changed?*” The purpose of formative evaluation is to inform instruction and enable intervention when a student is not progressing. This evaluation strategy is especially important for at-risk students. For many teachers, progress monitoring is summative, not formative. Summative evaluation instruction. Summative evaluation answers the question, “*Has the student learned?*” The purpose of summative evaluation is to judge or grade the success of the strategy.

The plans for evaluating and monitoring improvement efforts are a critical component of the district comprehensive needs assessment. Inferences about the effectiveness of strategies and interventions can accurately be made, if it has been determined with a reasonable degree of certainty, that strategies have been implemented as designed. By analyzing what is working and what is not working to improve student achievement, LEAs can focus resources on the strategies and goals that will most likely impact student achievement. Refer to next page for additional information.

IDENTIFIED STRATEGIES- <i>are aligned with the comprehensive needs assessment –strategies developed to meet identified needs</i>	SUPPLEMENTAL FINANCIAL RESOURCES- <i>What is the funding source?</i>	SUPPLEMENTAL FULL-TIME (FTEs)*	MEASURABLE PERFORMANCE OBJECTIVES-based on identified need	TIMELINES MONITORING STRATEGIES-for completing the activity	FORMATIVE EVALUATION-informs both teachers and students about student understanding at a point when timely adjustments can be made.	SUMMATIVE EVALUATION-has the finalized need been met? What was analyzed to measure the results?
<p>A strategy is a plan of action designed to achieve a particular goal. Planned methods or techniques facilitating enhancing learning. The activities/ strategies should be specific. A specific strategy builds in the criteria you will use to evaluate your success. The activities/ strategies should be evaluated (formatively) at increments during the school year. Note: August—May is not an increment</p>	<p>Indicate the actual dollar amounts for activities and/or strategies. Indicate HOW these specified funds are supplemental and how the intended benefit will be measured for effectiveness.</p> <p>*The aggregate amount must be disclosed for each campus in accordance with State Board of Education rule, Title 19, Texas Administrative Code (TAC), Section 109.25</p>	<p>FTEs must be shown for SCE activities involving personnel at both the district and campus level.</p> <p>Indicate how each position is supplemental to the basic instructional program. Indicate HOW these specified positions are supplemental and how the intended benefit will be measured for effectiveness. *The aggregate amount must be disclosed for each campus in accordance with State Board of Education rule, Title 19, Texas Administrative Code (TAC), Section 109.25</p>	<p>Measurable student performance objectives based on the needs assessment data. Objectives stated in terms of what the student, learner will do, rather than what the campus, or instructor will do. Measurable goals do not contain words that cannot be measured such as demonstrate, understand, comprehend, improve, etc. How will you know if a child or has improved or comprehends material? You will measure it by observing a behavior, thus the behavior should be stated in the goal.</p>	<p>Schedule for data collection during the school year. Timelines progress toward the objective will be monitored. This should be written in incremental units such as every three weeks, every month, (not August through May or "ongoing") semester, etc. Effective strategies are key.</p>	<p>Used to control, assure or improve the quality of performance or delivery. Includes periodic measures that are utilized during the actual implementation of the interventions strategies. Example: Collecting continuous feedback from participants in a program in order to revise the program as needed – concerned with improvement. Examples: weekly check of lesson plans, weekly and/or six weeks evaluation of student projects and/or subject grades, regular inspection of attendance records, examination of semester passing rates, etc. The formative evaluation and the time increments should be specified as well as indicating who will be responsible for monitoring the activity.</p>	<p>Summative evaluations provide overall effects & performance or delivery. These measures summarize the cumulative results for the year; is a method of judging the worth of a program at the end of the program activities. Analysis of the outcome is conducted – concerned with the final judgment of success. Examples: summaries of annual performance reports, summaries of parent surveys, summaries of staff development evaluations, pass/failure rates, attendance/drop summary reports, etc.</p> <p>NOTE: The more we know about individual students as they engage in the learning process, the better we can adjust instruction to ensure that all students continue to achieve by moving forward in their learning.</p>

Comprehensive Needs Assessment Summary

SCHOOL YEAR:

Data Sources Reviewed:			
<ul style="list-style-type: none"> • • 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics			
Student Achievement			
School Culture and Climate			
Staff Quality/ Professional Development			
Curriculum, Instruction, Assessment			
Family and Community Involvement			
School Context and Organization			
Technology			

PIC Codes for State Compensatory Education Program

All costs must be included in the campus and district improvement plans supported by the comprehensive needs assessment.

PIC Codes	Description
24	<p>Accelerated Instruction</p> <p>Supplemental activities to the basic educational program, to increase the Supplemental activities to the basic educational program, to increase the amount & quality of instructional time for students at -risk of dropping out of school.</p> <p>Supplemental activities to the basic educational program, to increase the amount & quality of instructional time for students at-risk of dropping out of school.</p>
26	<p>Nondisciplinary Alternative Education Programs (AEP)</p> <p>All costs incurred to provide the base level program (non-supplemental) to students who are separated from the regular classroom to a nondisciplinary alternative education program and are at-risk of dropping out of school.</p>
28	<p>Disciplinary Alternative Education Program (DAEP) Basic Services</p> <p>All costs incurred to provide the base line program (nonsupplemental) service to students assigned. Only up to 18% of the allotment can be spent on basic cost s.</p>
30	<p>SCE and Title I A Schoolwide Program</p> <p>SCE cost incurred to supplement federal awards for use on Title I A schoolwide campuses with at least 40% economically disadvantaged.</p>
34	<p>Pre-K – Comp Ed</p>

Campus/District Improvement Plans Preparation Checklist

Needs Assessment

A written summary of data is included in the front of the plan. The summary of data includes an analysis of patterns and trends with a discussion of probable causes of high areas of student needs. Use data from at least the following sources:

- Longitudinal state assessment data (at least 3 years)
- Current state assessment data disaggregated by ethnicity, SES, gender, and special program
- Summary of student progress if a state assessment was not taken
- Parent involvement data
- Attendance/drop-out rates
- Completion/high school graduation rates
- Teacher and paraprofessional highly qualified status data
- Student/staff demographics
- School climate/culture
- School organization
- Technology
- Curriculum/instruction/assessment
- System Safeguard Data & TAPR data
- Other data (such as discipline/behavior data, SAT/ACT, pass/failure rates, etc.)
- Special Programs Evaluation data (especially State Comp. Ed.)

Goals:

Long range goals (3-5 years)

- Student academic performance/student assessment
- Improving attendance/eliminating Drop-outs/completion/high school graduation
- Safe schools/violence prevention
- Coordinated Health & student fitness
- Parent involvement
- Teacher/para highly qualified/retention
- Staff development
- Technology

Performance Objectives:

Measurable student performance objectives based on the needs assessment data. (Example: By the end of the school year, the percentage of ALL students who pass the state math assessment will increase to 90% passing rate)

Objectives should be included that address the following areas:

- Increasing student academic performance
- Increasing attendance/eliminating drop-outs/completion/graduation
- Insuring safe schools/violence prevention
- Coordinated Health & student fitness
- Increasing parent involvement
- Highly Qualified Teachers/paras
- Professional development
- Technology
- ESEA Performance Indicators

Activities/Strategies:

The plan has activities/strategies that are specific and will be evaluated (formatively) at increments during the school year. The formative evaluation and the time increments must be specified as well as who will be responsible for monitoring the activity. Included should be the following School Reform Strategies:

- Instructional methods for student achievement and student improvement
- Integration of technology
- Integration of CTE program with regular education program
- College & Career Education for students
- Accelerated instruction/drop-out prevention
- Student fitness/health/reducing obesity
- Activities/strategies for special program students (Bil/ESL and Title III, Special Ed., RTI, 504, Dyslexia, "At-Risk", CTE, Gifted/Talented, Male/Female, Economically Disadvantaged, Migrant students, Title II, Title VI, etc.)
- Attendance/drop-out strategies
- High School completion/graduation
- School safety/violence prevention (bullying prevention), teen dating violence prevention
- Discipline/behavior management/school climate
- Increasing parent involvement (parent policies, school/parent compacts, training for parents, school activities.)

- Parents right to know the status of their child’s teacher’s qualifications and the 4 week notice (Title I A)
- Information on higher education admissions, financial aid opportunities, Texas Grant program
- Professional development for teachers, instructional assistants, support staff, administrators to meet the goals and objectives and to meet the needs of special populations’ students. (Give specific professional development topics not just saying ‘teachers will attend professional development’)
- Must have staff development in the areas of: technology, conflict resolution, discipline strategies/classroom management, bullying prevention/violence prevention, student code of conduct, special education, educating staff on importance of parent involvement and how to increase parent involvement (Title I A)
- Improving teacher quality
- Priority and Focus Campuses must input their strategies in the CIP

Resources

Under the resource column of the plan, special program resources (funds) are shown to support activities:

- State Comp Ed must indicate the actual dollar amounts for activities and SCE dollars show that 52% of the allotment is spent on academic services to students. This percent may vary so always check the TEA summary of finance data.
- Full Time Equivalents (FTE’s) must be shown for SCE activities involving personnel at both district and campus level. District Plan shows cumulative summary of program and entire SCE budget. Campus Plans show specific campus activities and campus SCE budget
- ESL/Bilingual (State) funds cannot pay for the ESL/Bilingual teacher’s salary

Staff Responsible

Plan designates who is responsible for monitoring activities

Time Line

The time line indicates when progress toward the objective will be monitored. This should be written in incremental units such as every three weeks, every month, each semester, etc. The **time should NEVER** be indicated with such general statements as “ongoing” or “August-May”.

Formative Evaluation

Formative evaluation says how you are monitoring the effectiveness of your strategies/activities on an ongoing basis. It should answer the question, “How will you know before the end of the year whether or not the strategy/activity is having the desired effect on students?” Examples would be, check lesson plans weekly, evaluate student projects at the end of each six weeks, examine attendance records, check on the passing rates of students each six weeks, etc. **The method should also be relevant to the activity.**

Summative Evaluation

Evaluation measures summarize the cumulative results for the year. Did you meet your performance objectives? (Examples are using summaries of annual performance reports, PEIMS 425 record on discipline, summaries of parent surveys, parent participation reports, summaries of staff development evaluations, pass/failure rates, attendance/drop summary report special program evaluations etc.

Title I Part A Schoolwide Program Elements

1.1	The campus provided date(s) that the Comprehensive Needs Assessment (CNA) was developed or the date(s) that the CNA was reviewed and/or revised during 2017-2018.
2.1	The campus attached a list of the people and titles who assisted with the development or the review of the (CIP). Included names and positions.
2.2	The campus provided the date(s) that the Campus Improvement Plan (CIP) was revised and/or evaluated.
2.3	The campus indicated locations where the CIP was made available and the languages used in the information provided.
2.4	The CIP contained Schoolwide Reform Strategies that addressed school needs, including a description of how such strategies would provide opportunities for all children.
2.5	The CIP contained methods and instructional strategies that strengthen the academic program, increased the amount and quality of learning time, and provided an enriched and accelerated curriculum.
2.6	The CIP addressed the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards
3.1	The campus jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy. All items were addressed.
3.2	The campus offered a flexible number of meetings.

2015-2016										State Compensatory Education - 199		
Name	Position/ Assignment	Campus	% Of Time	FTE's	Prog. Code	Salary	FICA 0.062	Health \$225/mo	Work. Comp. 0.00125	TRS Care 0.0055	Medicare 0.0145	Total Salary to SCE
					30		\$0	\$0	\$0	\$0	\$0	\$0.00
					30		\$0	\$0	\$0	\$0	\$0	\$0.00
					30		\$0	\$0	\$0	\$0	\$0	\$0.00
					30		\$0	\$0	\$0	\$0	\$0	\$0.00
					30		\$0	\$0	\$0	\$0	\$0	\$0.00
					30		\$0	\$0	\$0	\$0	\$0	\$0.00
					30		\$0	\$0	\$0	\$0	\$0	\$0.00
					30		\$0	\$0	\$0	\$0	\$0	\$0.00
Total Campus 6100 (Salaries and benefits):						\$0	\$0	\$0	\$0	\$0	\$0	\$0
Based on Summary of Finance										Total Payroll Costs		\$0
Allotment:						6200 Contracted		6300 Supplies		6400 Travel/Registrations		
52% Min. to budgt												
6100-Salary												
6200-Cont.Serv.												
6300-Supplies												
6400-Travel												
Total												
Left to budget												
						6200 Total	\$0	6300 Total	\$0	6400 Total	\$0	
Reminders												
Pre-K	Credit Recovery	Interventionist										
DAEP	Professional Dev	Summer School										

Sample Budget

Electronic Submission

1. <http://bit.ly/ElecSub>
2. State Compensatory Education Reports (p. 5)
 - a. District Improvement Plan
 - b. Campus Improvement Plan
 - c. Naming requirements
 - d. PDF
 - e. File size requirements
3. Submit through **TEAL** system.

Financial Accountability System Resource Guide (FASRG) Module 9

1. <http://bit.ly/Mod9FASRG>
2. Submission timeline 150 days after PEIMS resubmission usually second week in July.
3. Which campuses submit to TEA?
4. Submission is for the previous school year.
5. Background and scenarios.
6. Policies and procedures for At-Risk students.
7. Sample SCE activities

Tutorials	Specialized reading and mathematics programs
Class size reduction; (Note: SCE funds cannot be used to meet State or Federally mandated rules)	Specialized staff development to train personnel who are working with students at risk of dropping out of school
Computer-assisted instruction	STAAR remediation
Individualized instruction	Extended day (instructional) sessions for prekindergarten
Accelerated instruction	Extended day, week, or year instructional services



ACET

Association For Compensatory
Educators of Texas
Serving State and Federal Program Administrators in Texas

Spring 2019 Conference

EVALUATE THIS SESSION: **Wednesday, April 24, 2019**

- 3:30 pm - 4:30 pm

Mark Ybarra - ESC 6 - State Comp Ed Handbook



<https://qrgo.page.link/YNJP>

Using your phone:

iPhone users: (1) Open the camera app. (2) Hold your device so that the QR code appears in the camera app's viewfinder. Your device recognizes the QR code and shows a notification. (3) Tap the notification to open the link associated with the QR code.

Android users:

- (1) Open the Google App.
- (2) Access Google Lens, by clicking the image in the search bar.
- (3) Hold your device so that the QR code appears in the viewfinder.
- (4) When recognized, a circle will appear on the QR code.
- (5) Tap the circle, and select website at the bottom of your screen to access the evaluation.



Not a fan of QR codes? Type the link underneath the QR code into your web browser on your phone, computer, or tablet to access the evaluation for this session.