

Hitchcock Independent School District

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State Compensatory Education Program Policies and Procedures

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STATE COMPENSATORY EDUCATION PROGRAM (SCE)

DISTRICT COMMITMENT

The mission of Hitchcock Independent School District is to produce contributing citizens prepared for life-long learning believing in our country, themselves, and their fellow man in our ever-changing world, by providing a personalized, yet diversified quality education through varied learning experiences with pride, participation and performance in partnership with our community.

PURPOSE OF SCE

The purpose of the State Compensatory Education (SCE) Program is to reduce the dropout rate and increase the academic performance of students identified as being *at risk* of dropping out of school.

AT-RISK DEFINED

At-risk defines broad populations of students upon whom it is appropriate to spend compensatory education funds. It is not a judgment about an individual student.

PROGRAM AUTHORIZATION – SB 702

In 2001, Senate Bill 702 amended the sections of the Texas Education Code that govern the State Compensatory Education Program in the following ways.

Senate Bill 702 changed the state criteria for identifying students at risk of dropping out of school and requires school districts to use 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 *at risk* of dropping out of school that will enable these students to be performing at grade level at the conclusion of the next regular school term.

Senate Bill 702 requires each school district to evaluate and document the effectiveness of the SCE program in reducing any disparity in performance on assessment instructions administered under Subchapter B, Chapter 39, or any disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

Senate Bill 702 specifically states that SCE funds, other than the indirect cost allotment that may not exceed 15 percent, may be used only to meet the costs of providing (l) a supplemental compensatory, intensive, or accelerated

instruction program under Section 29.081; or (2) an alternative education program established under Section 37.008; or (3) support to a program eligible under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended, at a campus at which at least 50 percent of the students are educationally disadvantaged.

Senate Bill 702 restricts the amount of SCE funds that a district may use to fund disciplinary AEPs to 18 percent of the district's SCE Foundation School Program (FSP) allotment.

Beginning in school year 2003-2004, Senate Bill 702 requires the Commissioner by rule to adopt accountability measures to be used in assessing the progress of students who have failed to perform satisfactorily in the preceding school year on an assessment instruction required under Section 39.023(a), (c), or (l). In addition, the Agency, in determining a district accreditation rating, shall consider the progress of students who have failed to perform satisfactorily in the preceding school year on an assessment instruction required under Section 39.023 (a), (c), or (l).

ELIGIBILITY IDENTIFICATION

District

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 TEC.

Campus

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.

Student

Within 20 school days after enrollment, eligible students will be identified for at-risk programs using the State criteria. 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 district 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 for **any reason** (this includes retention in any grade at parent request);
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, i.e., TAKS, SDAA, **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 (this includes third grade students who do not pass the first administration of TAKS);
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.

The Identification/Monitoring Form (see appendix) will serve as the PEIMS source document. As students are identified one copy will be submitted to the campus PEIMS Clerk for data entry.

EXIT CRITERIA

- A student is considered at risk of dropping out of school until he or she performs on the identifying instrument or another appropriate instrument in the same or a comparable subject area at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
- Once a student is not advanced from one grade level to the next, i.e., retained, the student remains at risk of dropping out of school for the remainder of his/her public school education. For all other state eligibility criteria, students must be evaluated on an on-going basis to determine if they continue to meet the criteria for being at risk of dropping out of school. Under certain criteria, students will be reported for one or more school years until the student performs at a level sufficient to the exit the at-risk special population category.
- A copy of the Identification/Monitoring form indicating the exit date from the program will be submitted to the campus PEIMS Clerk for data entry.

110% RULE METHODOLOGY DEFINED

Please turn to page 31 of the State Compensatory Education Q&A which is located in the Appendix of this document for detailed instructions on how to calculate the 110% Rule.

PROGRAM PLANNING

The district and campuses will design and implement appropriate compensatory, intensive, or accelerated instructional services for students at risk of dropping out of school used on performance data. Program planning and decision-making

must include the principal, superintendent, and site-based decision making committee.

Law requires the district/campus improvement plan as the primary record supporting expenditures attributed to the SCE program. The plans will include a description of the programs/services provided, total number of FTE's supporting the identified programs, and the summary of SCE funding by object code.

The SCE program must be described in the campus improvement plan if the program is implemented at the campus level or the district improvement plan if the SCE program is implemented district wide. Improvement plans must be developed, evaluated, and revised at least once each school year.

In addressing the needs of students at risk of dropping out of school, the district and/or campus improvement plan, as appropriate, must include the following:

- Total amount of SCE funds allocated to the campus for resources and staff (FTEs) or to the district if operating a districtwide SCE program.
- Comprehensive needs assessment
- Identified strategies implemented to reduce the dropout rate and improve student performance for students at risk of dropping out of school
- Supplemental financial resources for SCE
- Supplemental FTEs for SCE
- Measurable performance objectives
- Timelines for monitoring strategies
- Formative and summative evaluation criteria

In addition, personnel paid with SCE funds must have payroll documentation, such as a schedule, description, or time and effort to support changes.

HISD will demonstrate that school personnel have received staff development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.

PROGRAM EVALUATION

Beginning in 2002-2003, districts are required to show program effectiveness, at a minimum, by determining the success in reducing any disparity of (1) performance on assessment instruments administered under Subchapter B, Chapter 39 **and** (2) rates of high school completion between students at risk of dropping out of school and all other district students. The data source shall be the Fall AEIS Reports.

In addition, districts and campuses shall use drop-out data and performance data to design and make changes to their state compensatory program(s) and/or service(s) in order to meet the needs of the student served. Other measures for evaluation may include the following:

- Periodic reviews with service providers
- Written progress reports
- Review of subject area performance
- Periodic benchmark-type assessments
- Review of six-week failure lists
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from DFPS
- As appropriate, review impact of counseling services offered to identified students

USE OF FUNDS

Supplemental

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.

Supplemental costs include such costs as:

- Classroom teachers for individualized instruction
- Educational enrichment activities
- Extended day, week, year
- Individualized computer-assisted instruction
- Mentorship programs targeting students at risk of dropping out of school
- Parenting programs
- Specialized reading and math programs
- Specialized staff development to train personnel who are working with students at risk of dropping out of school
- TAAS remediation
- Teacher assistants
- Tutorials
- Reducing class size

Title I Schoolwide Program

SCE funds may be used to upgrade the entire educational program on a campus identified in the **Application for Federal Funding (SAS-A200)** as a **Title I Schoolwide campus**, including Title I Schoolwide Alternative Education Campuses and Disciplinary Alternative Education Campuses, whose actual poverty percentage (based on auditable data) is 40% or greater as long as the SCE funds allocated to the campus are supplemental to the campus' fair share (comparable amount) of state and local funds needed to implement the regular education program.

Title I schoolwide flexibility applies only to Title I schoolwide campuses; Title I, Part A district wide program activities funded through the central office do not have schoolwide flexibility, regardless of whether all campuses in a district are Title I schoolwide. Therefore, if SCE funds are used to support a Title I schoolwide program, the SCE funds must be part of the campus budget.

Schoolwide flexibility for purposes of SCE is not permitted on Title I, Part A schoolwide campuses that use the Title I, Part A feeder pattern to meet the 40 percent poverty threshold or the Title I, Part A regulation which allows a campus that has operated as a schoolwide campus the previous year with a 50 percent poverty threshold to continue to operate as a schoolwide campus when the campus poverty level for the current year has fallen below the 40 percent poverty threshold. In addition, schoolwide flexibility for purposes of SCE is not permitted on Title I, Part A schoolwide campuses that are schoolwide because of an Ed-Flex Wavier.

DAEP

Only 18 percent of the district's SCE allotment may be used to provide the basic services for the DAEP. The basic service resource amount for DAEP is defined as the resource allocation established by the district for basic education that students benefited from at the regular campus. However, the district may use additional SCE funds to provide supplemental services and programs for the DAEP. The DAEP base level program and the supplemental program/services must be described in the campus/district improvement plan, as appropriate.

APPENDIX

DEFINITIONS

Regular Education Program

At a minimum, the Regular Education Program consists of the following required curriculum for each school district that serves grades K-12:

1. a foundation curriculum that includes:
 - English language arts
 - mathematics
 - science
 - social studies, consisting of Texas, United States, and world history, government, and geography and
 -
2. an enrichment curriculum that includes:
 - to the extent possible, languages other than English
 - health
 - physical education
 - fine arts
 - Economics, with an emphasis on the free enterprise system and its benefits
 - career and technology education and
 - technology applications

Districts are prohibited from using foundation school program (FSP) compensatory education (SCE) resource allocations for students at risk of dropping out of school to supplant resource allocations for the regular education program. Therefore, where regular education program allocations at certain campuses within a district are deficient compared to those campuses may be interpreted to have supplanted or replaced necessary regular education services.

TEA will rely upon data reported by districts through PEIMS to determine compliance with requirements in the Texas Education Code and State Board of Education rules. TEA may request copies of campus and district improvement plans and additional data, as necessary, in order to clarify questions related to PEIMS data. Additionally, on-site visits will be conducted to some districts to further assess qualitative and quantitative questions about SEE Programs.

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 because all foster children are under the custody or care of the Department of Protective and Regulatory Services.

Homeless students, as defined by 42. U.S.C. Section 11302, and its subsequent amendments—

1. The term “homeless individual or homeless person” includes—an individual who lacks a fixed, regular, and adequate nighttime residence; and

2. an individual who has a primary nighttime residence that is
 - (a) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - (b) an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - (c) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

Completion Rate—See the Agency's 2008 Accountability Manual for the most recent definition.

TITLE I SCHOOLWIDE RULES AND REGULATIONS

Title I, Part A schoolwide programs can use their Title I, Part A funds in the manner they choose, as long as they engage in reform strategies that increase the amount and quality of learning time and help provide a high quality curriculum for all children, according to a comprehensive plan (Campus Improvement Plan (CIP) to help children meet the State's challenging standards. The CIP must be developed in consultation with the local educational agency and its school support team or other technical assistance provider under subsection (c)(1) and (e) of section 1117 of P.L. 103-382.

The CIP must be:

1. developed with the involvement of the community to be served and individuals who will carry out such plan, including teachers, principals, other staff, and where appropriate, pupil services personnel, and parents, and, if the plan relates to a secondary school, students from such school;
2. available to the local educational agency, parents, and the public, and the information contained in such plan shall be translated, to the extent feasible, into any language that a significant percentage of the parents of participating children in the school speak as their primary language; and
3. where appropriated, developed in coordination with programs under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Education Act, and the National and community Service Act of 1990. (See Title I statute, P.L. 103-382, for specific coordination requirements under Title I, Part A.)

The CIP must:

1. incorporate the eight (8) components of a schoolwide program;
2. describe how the school will use Title I, Part A resources and other sources to implement those components;
3. include a list of State and local educational agency programs and other Federal programs that will be included in the schoolwide program;
4. describe how the school will provide individual student assessment results, including an interpretation of those results, to the parents of a child who participates in the assessment required by section III (b)(3);
5. provide for the collection of data on the achievement and assessment results of students disaggregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and by children with disabilities as compared to other students, and by economically disadvantaged students as compared to students who are not economically disadvantaged;
6. seek to produce statistically sound results for each category for which assessment results are disaggregated through the use of over sampling or other means; and
7. provide for the public reporting of disaggregated data only when such reporting is statistically sound.

Eight Components of a Schoolwide Program:

1. **A comprehensive needs assessment** of the *entire school* that is based on information on the performance of children in relation to the State content and student performance standards.
2. **Schoolwide reform strategies that:**
 - Provide opportunities for *all children* to meet that State's proficient and advanced levels of student performance.
 - Are based on effective means of improving children's achievement.
 - Use effective instructional strategies that –

Increase the amount and quality of learning time, such as extended school year, before- and after-school, and summer school programs.

Help provide an enriched and accelerated curriculum

Meet the educational needs of historically underserved populations, including girls and women.

Address the needs of *all children* in the school, *but particularly* the needs of children of target populations of any program that is included in the schoolwide program, **and** address how the school will determine if these needs are met.

3. Instruction by **highly qualified professional staff**.
4. **Professional development** in accordance with sections 1114 (a)(5) and 1119 for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the schoolwide program to meet the State's student performance standards.
5. Strategies to increase **parental involvement**, such as family literacy services. (See Title I statute, P.L. 103-382, for specific parental involvement requirements under Title I.)
6. Plans for assisting preschool children in the **transition from early childhood** programs, such as Head Start and Even Start, to local elementary school programs.
7. Steps to **include teachers in the decisions** regarding the use of assessments.
8. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with **effective, timely additional assistance**. The assistance **must** include:
 - Measures to ensure that student's difficulties are identified on a timely basis **and to provide** sufficient information on which to base effective assistance;
 - To the extent that the school determines it to be feasible using Part A funds, periodic training for teachers in how to identify difficulties and to provide assistance to individual students; and
 - For any student who has not met the standards, teacher-parent conferences, at which time the teacher and parents shall discuss:
 1. what the school will do to help the student meet such standard;
 2. what the parents can do to help the student improve the student's performance; and

3. additional assistance, which may be available to the student at the school or elsewhere in the community.

SCE/At-risk Timeline 2008-2009

Date	Activity	Person(s) Responsible
July-August	Conduct needs assessment, planning	Principals in collaboration with CACs and Student Support Director
08/29	2008-2009 At-risk identification sheets due to Student Support. (These are reviewed by external auditors for annual audit)	Campus SCE Coordinators—named by Principals
07/21 to 09/12	Identify at-risk students (Identification/Monitoring Form)	Campus SCE Coordinators
Aug. through May	Identify at-risk students within 10 days from enrollment and submit monitoring forms to PEIMS Clerk for data entry.	Campus SCE Coordinators
09/17	Present SCE/At-risk Plan to Board	Student Support Director
09/19	At-risk report due to Student Support Office for pre-PEIMS review (WinSchool doc.)	Campus SCE Coordinators
10/22	At-risk formative evaluation due to Student Support review (District Form)	Campus SCE Coordinators
11/20	SCE/At-risk report to Board	Student Support Director
01/09	At-risk formative evaluation due to Student Support for review (District Form)	Campus SCE Coordinators
May – June	Compilation of SCE/At-risk data for summative evaluation (District Form)	Campus SCE Coordinators
06/15	SCE/At-risk summative report due to Curriculum Office (WinSchool)	Campus SCE Coordinators and Principals
July or August	Annual SCE/At-risk Report presented to Board	Student Support Director
Summer 2009	Program Evaluation/Needs Assessment/Planning	Principals in collaboration with CACs and Student Support Director

AT RISK/SCE FORMATIVE EVALUATION

Formative Due 01/09/09
Summative Due 06/15/09

Campus _____

Date _____

State Criteria	All # identified by criteria	Asian/South Sea Islander	Afr. Am.	Hisp.	White	Eco. dis.	Male	Female
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								

# Passing all courses _____	# Discipline Referrals _____
#Failing 1 course _____	# Days in ISS/AEP _____
#Failing 2 courses _____	
#Failing 3 courses _____	
#Failing 4 or more _____	
# Days Absent ____ for school related activities	
# Days Absent ____ for non-school activities	
# of Tardies - _____	

END OF YEAR DATA

	All	At Risk	Asian	African	Hispanic	White	Ec. Dis.
#Drop Outs							
#Passing TAKS							
#Passing TAKS							
#Passing SDAA							

Signature of Program Coordinator Date

Signature of Principal Date

HITCHCOCK INDEPENDENT SCHOOL DISTRICT

STATE COMPENSATORY EDUCATION PROGRAM DOCUMENT

PK-12 Identification and Monitoring

(Submit One Copy to PEIMS Clerk as Source Document)

Student's Name: _____ I. D. Number: _____ Grade Level: _____
 Campus: _____

Date of Meeting: _____ Date of Initiation of Services: _____

IDENTIFICATION		DESCRIBE INTERVENTION(S)			
C R I T E R I A For I D E N T I F I C A T I O N	A student at risk of dropping out of school includes each student who is under 21 years of age and who:				
	1. Is in PK, K, or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during current school year;				
	2. Is in Grade 7-12 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% 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.					

Signatures:

Principal _____ Teacher 1 _____ Teacher 2 _____

Teacher 3 _____ Teacher 4 _____ Counselor _____

Monitoring Dates	Comments	Monitoring Dates	Comments	Monitoring Dates	Comments

CommentCode: 1. Continue Present Plan 2. Exit 3. Change Present Plan

RESOURCES

Texas Education Agency Financial Accountability System Resource Guide: Module 9 Compensatory Education Guidelines, Financial Accounting Treatments, and an Auditing Reporting System

Texas Education Agency Resource Guide for District and Campus Planning and Site Base Decision Making

Senate Bill 702 – State Compensatory Education Program

Guidance Question and Answer document (www.tea.state.tx.us/stcomped/)

School Board Policy EHBC (Legal)

District Effectiveness and Compliance Guide for State Compensatory Education (www.tea.state.tx.us/stcomped/)