



## **State Compensatory Education**

### Policies and Procedures

Updated October 2021

## **State Compensatory Education Committee**

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## **Committee Responsibilities**

- Review SCE Policies and Procedures
- Review/Revise SCE expenditures
- Review/Revise SCE staffing
- Evaluate effectiveness of compensatory services and resources

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# STATE COMPENSATORY EDUCATION CONTACTS

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## ACRONYMS

CEP - Community Eligibility Provision

CIP/DIP - Campus/District Improvement Plan

CNA - Comprehensive Needs Assessment

DDM - District Decision Making Committee

EOC - STAAR End of Course Exam

FASRG - Financial Accountability System Resource Guide

FTE - Full-time Equivalent

LEA - Local Education Agency (i.e., School District or Charter School)

PEIMS - Public Education Information Management System

PIC - Program Intent Code

PK - Pre-kindergarten

SCE - State Compensatory Education (State Comp Ed)

STAAR - State of Texas Assessments of Academic Readiness

SW - Title I Schoolwide Program (all of Alief ISD's Title I programs are SW)

TA - Title I Targeted Assistance Program (Have <40% econ. disadv. students, or 40%+ and elect not be SW)

TEA - Texas Education Agency

TEAL - Texas Education Agency Login

TEC - Texas Education Code

TSDS - Texas Student Data System

## STATE COMPENSATORY EDUCATION OVERVIEW

State Compensatory Education (SCE) programs and services are designed to supplement the regular education program to directly increase the academic achievement of students identified as at-risk of dropping out of school.

The **goal** of the SCE program is to provide funding to reduce disparity in:

- performance on assessment instruments administered under Subchapter B, Chapter 39 (State Assessments – STAAR/EOC) and
- the rates of high school completion

between students who are:

- educationally disadvantaged (TEC §5.001(4) Educationally =Economically),
- at-risk of dropping out of school, as defined by TEC, Section 29.081 (State At-Risk), students, and
- all other students.

The **purpose** of the SCE program is to **increase academic achievement** and **reduce the dropout rate** for these students by providing supplemental programs and services that enable the students to perform at grade level at the conclusion of the next regular school term.

- SCE funds may only be used for costs of programs and/or services that are:
  - supplemental to (i.e., in addition to, expands) the regular education programs AND
  - designed for students meeting SCE eligibility criteria

### Texas Education Code 29.081

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

(a) 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](#) [state assessment], 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.

(b) 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) [EOC exams] and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school.

(b-1) 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.

(b-2) A district that is required to provide accelerated instruction under Subsection (b-1) shall separately budget sufficient funds, including funds under Section [48.104](#) [SCE allotment], for that purpose

(b-3) A district shall evaluate the effectiveness of accelerated instruction programs under Subsection (b-1) and annually hold a public hearing to consider the results.

(c) 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.

## STATE COMPENSATORY EDUCATION ELIGIBILITY

SCE funding may only be used for students who meet one or more of the following eligibility criteria:

- State At-Risk criteria
- Educationally Disadvantaged students
- Enrolled at a Title I, Part A campus (based on Title I SW/TA eligibility)

## STATE AT-RISK CRITERIA

(d) 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:

(1) was not advanced from one grade level to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level as a result of the request of the student's parent; please see d-1 below.

(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under 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;

[**NEW:** Per HB 4545, if a student did not take 1 or more of the STAAR or EOC assessments in the prior year, they did not demonstrate satisfactory performance on the assessment and are at-risk. A student performs satisfactorily when they earn the designation of "Approaches Grade Level" or higher on STAAR or EOC, or achieves mastery of the district BOY Assessment(s) in the current year.]

(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section [37.006](#) during the preceding or current school year;

(7) has been expelled in accordance with Section [37.007](#) during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported 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;

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation.

(14) has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

(15) is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

**(NEW – 87<sup>th</sup> Legislative Session- HB 572)**

(d-1) 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.

(e) 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:

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

(e-1) A campus-based dropout recovery education program must:

- (1) provide not less than four hours of instructional time per day;
- (2) employ as faculty and administrators persons with baccalaureate or advanced degrees;

- (3) provide at least one instructor for each 28 students;
  - (4) perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and
  - (5) comply with this title and rules adopted under this title except as otherwise provided by this subsection.
- (e-2) An Internet online dropout recovery education program must:
- (1) include as a part of its curriculum credentials, certifications, or other
  - (2) course offerings that relate directly to employment opportunities in the state;
  - (3) employ as faculty and administrators persons with baccalaureate or
  - (4) advanced degrees;
  - (3) provide an academic coach and local advocate for each student;
  - (4) use an individual learning plan to monitor each student's progress;
  - (5) establish satisfactory requirements for the monthly progress of students according to standards set by the commissioner;
  - (6) provide a monthly report to the student's school district regarding the student's progress;
  - (7) perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and
  - (8) comply with this title and rules adopted under this title except as otherwise provided by this subsection.
- (f) 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.
- (g) 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.

## **EDUCATIONALLY DISADVANTAGED**

- Educationally Disadvantaged (economically disadvantaged) students [i.e., eligible for free meals, eligible for reduced price meals, or qualified as other economic disadvantaged - TANF, SNAP, locally developed income survey form (e.g., for PK enrollment, CEP Economic Disadvantaged Status, migrant students, homeless students)] are eligible for SCE services.
  - H.B. 3 (86th Legislature) permits us to serve students who are “economically disadvantaged” as designated by their Meal Status (free/reduced) in Alief ISDs eSchool system with SCE, regardless of whether the student meets any at-risk criteria.
- A student’s meal status does not designate a student as being “at-risk”.

## LOCAL AT-RISK CRITERIA

Alief has elected not to identify or serve students under locally defined criteria.

## AT-RISK SERVICES

Alief ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. In addition, the district may use local, state, and federal funding to support a wide variety of initiatives to address the needs of at-risk students. These initiatives may include:

### District Level

- Train central administration and campus level staff in collaboration with Management Information Systems in identifying and coding at-risk students
- Monitoring SCE expenditures and staffing
- Evaluating effectiveness of programs and services designed to support at-risk students
- Implementation of homeless procedures and processes to include monitoring of performance on state assessment, graduation rates, attendance, retention rates, and withdrawals
- Monitoring performance of English learners including performance on state assessment, graduation rates, attendance, retention rates, and withdrawals
- Provision of District Alternative Education Placement (DAEP) services
- Class size reduction
- Provision of General Education Homebound Instruction (GEHI)
- Professional development supporting the use of sheltered instructional strategies
- Professional development for interventions, Response to Intervention, and Student/Teacher Assistance Teams
- Implementation of a monitoring system for Tier III intervention students
- Accountability Coordinator to lead the district and campus attendance teams through training, monitoring and guidance.
- Collaboration in developing differentiated campus plans based on data-driven needs
- Assistance Principals of Accountability in collaboration with counseling and attendance teams to focus on attendance, credit recovery, and academics.
- Monitoring of sub-group achievement on accountability measures
- Providing campus training and support for EOC implementation
- Implementation of Safe and Civil School strategies at every campus
- Counseling department provides TSI testing opportunities for students and Advanced Academics support tutorial efforts.
- District Mentor Program
- Director of Advanced Academics who monitors implementation of AVID as a school-wide model for college and career preparation at 30 campuses.

## High Schools

- Implementation of Professional Learning Communities
- Evidence based planning for learning
- Implementation of AVID Elective course in grades 9-12 at 4 campuses
- Sheltered instruction for English learners
- Counseling department will hire Academic Recovery Counselors with ESSER funds to support off-cohort students at comprehensive high schools.
- Counseling intervention to assist off-cohort students to graduate on time
- Professional development regarding the rigor and complexity of the TEKS
- Monitoring of student performance on state assessments
- Targeted interventions for students not meeting readiness and supporting standards on district common assessments
- Implementation of Baylor College of Medicine's Student Assistance Program (SAP) training model and classroom circles and lessons
- National Educators for Restorative practices, and Baylor College of Medicine models (training provided by PASS)
- Abstinence Plus education programs

## Middle Schools

- Implementation of Professional Learning Communities
- Evidence based planning for learning
- Implementation of the AVID Elective course in grades 7 & 8 at all campuses
- Schoolwide AVID implementation at 2 campuses
- Sheltered instruction for English learners
- Professional development regarding the rigor and complexity of the TEKS
- Monitoring of student performance on state assessments
- Targeted interventions for students not meeting readiness and supporting standards on district common assessments
- Implementation of Student Assistance Program (SAP) & classroom circles and lessons (Baylor College of Medicine models and Restorative Practices, National Educators for Restorative Practices)
- Abstinence Plus education programs

## Intermediate Schools

- Implementation of Professional Learning Communities
- Evidence based planning for learning
- Schoolwide AVID Implementation
- Sheltered instruction for English learners
- Professional development regarding the rigor and complexity of the TEKS
- Monitoring of student performance on state assessments
- Targeted interventions for students not meeting readiness and supporting standards on district common assessments

- Implementation of Student Assistance Program (SAP) & classroom circles and lessons (Baylor College of Medicine models and Restorative Practices, National Educators for Restorative Practices)

## Elementary Schools

- Implementation of Professional Learning Communities
- Evidence based planning for learning
- Professional development regarding the rigor and complexity of the TEKS
- Sheltered instruction for English learners
- Monitoring of student performance on state assessments
- Targeted interventions for students not meeting readiness and supporting standards on district common assessments
- PK-K-1 expectation that all students will grow a minimum of one year in reading
- Implementation of Student Assistance Program (SAP) & classroom circles and lessons (Baylor College of Medicine models and Restorative Practices, National Educators for Restorative Practices)
- Grade-level AVID implementation with intentional focus on expanding to schoolwide implementation

## IDENTIFICATION OF AT-RISK STUDENTS

Early identification of students who are at-risk or potentially at-risk is critical in designing programs and implementing strategies to increase the academic achievement and reduce the dropout rate of students meeting the eligibility requirements. Campus principals are responsible for ensuring that PEIMS data is updated and entered appropriately into eSchool Plus.

### Campus Responsibilities

Each campus shall:

- Appoint an At-Risk contact and submit the name to the Director of Federal Programs
- Include the name of the at-risk contact in the staff handbook
- Oversee the process for initial and ongoing identification of students (including coding students appropriately in eSchool Plus)
- Compare at-risk numbers with prior years looking for trends and variances
- Run and review at-risk reports to check for errors
- Provide appropriate services for identified students
- Review student progress to determine continued eligibility
- Annual evaluation of effectiveness of programs and strategies used to serve at-risk students

## Procedures

Using Appendix A as a guide, determine which students are at-risk as prescribed in Section 29.081 of the Texas Education Code. The following notes are meant to clarify state eligibility criteria.

Readiness Assessment – Enter students in PK, K, 1, 2, and 3 who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year (CIRCLE Assessment for PK, Amplify’s mClass for Kinder-2<sup>nd</sup>, and Istation’s Indicators of Progress (ISIP) for 3<sup>rd</sup>).

Pregnant and/or parenting students - Refer student to school nurse to complete intake packet and initiate pregnancy related services.

Parole, probation, deferred adjudication – Train front office staff to notify the at-risk contact when a parole officer visits a student at the school.

CPS – Train campus staff to notify the at-risk contact when a student has been referred to CPS during the current school year; train front office staff to notify the at-risk contact when a CPS caseworker visits a student at the school; any foster care 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 Family and Protective Services

Residential Placement Facilities – detention facilities, substance abuse treatment facilities, emergency shelters, psychiatric hospitals, halfway houses, foster group homes

Retained – MIS automatically tracks Alief students who have failed a grade. When students who are new to the district enroll, the records from the previous school should be examined to determine whether or not a student has been retained and the designated at-risk data input staff member should manually enter this data on the at-risk screen in eSchool Plus.

Failed two or more courses in the previous semester and/or the current semester and is in grades 7, 8, 9, 10, 11, or 12 - MIS automatically tracks Alief students who have failed a subject. When students who are new to the district enroll, the records from the previous school should be examined to determine whether or not a student has failed two or more subjects during the current or previous semester and the designated at-risk data input staff member should manually enter this data on the at-risk screen in eSchool Plus.

Homeless – Complete a student residency questionnaire for all students and follow procedures provided by the district homeless liaison.

Incarceration – Train staff to notify the at-risk contact when they are aware that a student or the student’s parent has been incarcerated.

## Updates/Coding

The campus at-risk contact and a campus administrator shall follow the established timelines to conduct an initial review of at-risk data as well as periodic reviews throughout the year and ensure that PEIMS data is updated in eSchool Plus. At-risk eligibility is updated throughout the entire school year. Appendix A and Appendix B explain the process for searching at-risk data and at-risk data entry.

## Monitoring At-Risk Students

The academic achievement of each student identified as at-risk under the state eligibility guidelines shall be monitored. Progress may be measured in many ways including, but not limited to, the following:

- LPAC committee meetings
- MTSS (Multi-Tiered Support System), 504, RTI – Response to Intervention
- Universal screening data
- Progress reports
- Report card grades
- Retention lists
- Intervention reports
- Data Team Meetings
- Campus ILT Meetings
- Campus Common Assessments
- District Common Assessments

## Exiting

All decisions for exiting a student from at-risk eligibility under Section 29.081 of the Texas Education Code are based upon a review of student data. Students who have been retained remain at-risk of dropping out of school for the remainder of his or her public school education. Students who have been incarcerated in a penal institution, or whose parent or guardian have been incarcerated within the student's lifetime also remain at-risk of dropping out of school for the remainder of his or her public school education.

Data that is calculated automatically by MIS for exiting at-risk status includes:

- Students who are in grades 7, 8, 9, 10, 11, or 12 and have been at-risk for failing two or more subjects
- Students who exit LEP eligibility
- Students who previously failed the state assessment and have now passed at 110%
- Students who were expelled during the preceding or current school year
- Students who have been reported to have dropped out of school
- Students who have been identified as homeless during the current school year
- Pregnancy/Parenting – when student is no longer pregnant or is not parenting a child this indicator is automatically removed from the student's at risk screen

Data that is not automatically calculated for exiting students includes:

- Readiness Assessment – as soon as students in grades PK, K, 1, 2, and 3 who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year demonstrate that they are performing on level they should be exited from at-risk status and the appropriate entry should be made in eSchool Plus (MIS automatically removes this code when the student enters 4<sup>th</sup> grade)
- When the student is no longer on parole, probation, deferred prosecution, or other conditional release this indicator is removed from the student's at risk screen
- Is no longer in the custody or care of the Department of Protective and Regulatory Services
- When a student has, during the current school year, been referred to CPS by a school official, officer of the juvenile court, or law enforcement official this indicator is removed at the end of the school year.

## SCE: STATE SPECIAL ALLOTMENT FUNDING (TEC, Section 48.104)

SCE Allotments are state funds, for **supplemental** programs and services, allocated to LEAs based on:

(a) For each FTE student who is in a remedial/support program under **TEC, Section 29.081** because the student is pregnant, an LEA is entitled to an annual allotment equal to the Basic Allotment x 2.41.

(b) For each student who is **educationally disadvantaged (economically disadvantaged)** [not all students] and resides in an economically disadvantaged census block group as determined by the commissioner is entitled to an annual allotment equal to the **Basic Allotment x the weighted tier assigned to the individual student's census block group.**

Census block **tiers are based on the severity of poverty** using the following factors:

- (1) poverty measured by **median household income**,
- (2) average **educational attainment** of population,
- (3) percentage of **single parent** households, and
- (4) the rate of **home-ownership**
- (5) Other criteria determined to likely disadvantage students' success (e.g., Automatic Tier 5 for homeless, foster, students in residential facility)

**Tier Values** are weighted:

Tier 1 = 0.225 Tier 2 = 0.2375 Tier 3 = 0.25 Tier 4 = 0.2625 Tier 5 = 0.275

- Economically disadvantaged students' census block groups are determined from their **home address**.
- If participating in a Community Eligibility Provision (CEP) we must use an alternative method to collect educationally disadvantaged data, because the Tier Level calculations are only done for students who meet the educational disadvantaged criteria. [Alief ISD does not currently participate in CEP.]
- If a census block group is not identified for an address (sometimes occurs for new addresses/developments), eligible student(s) will be calculated using the lowest funded tier weight (0.225).
- Homeless students and students residing in residential placement facilities originally were going to be calculated based on the Tier value for the location of their school, but as recommended to the Commissioner by the SCE Advisory Committee (TEC 48.1041), now automatically receive Tier 5 funding.

- The cost of the regular education program in relation to the budget allocations per student and/or instructional staff ratio of the SCE program will vary based on census blocks and tier values.
- The basic student allotment is \$6,160 per student.
- State Compensatory Education allotment range from \$1,386 to \$1,694 based on the student's home address.

## STATE COMPENSATORY EDUCATION EXPENDITURES

Alief ISD will 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 to enable students to be performing at grade level at the conclusion of the next regular school term.

At least 55 percent of our annual SCE allotment (over a 3 year average period), as listed under Program Intent Code (PIC) 24 in the Summary of Finances must be spent on SCE eligible expenses coded to PICs 24, 26, 28, 29, 30, and 34. The remaining funds may become part of the Local Education Agency (LEA's) general fund.

- The Summary of Finance report is updated throughout the year, so the allotment is periodically monitored for increases/decreases to make necessary adjustments.

The 55 percent of the SCE funds allocated to the district must be used to:

- fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments as indicated above, or disparity in the rates of high school completion between:
  - Students who are educationally disadvantaged and students who are not educationally disadvantaged; and
  - Students at risk of dropping out of school, as defined by TEC, §29.081, and all other students, or
- Support a program eligible under Title I of ESEA

## SCE Program Intent Codes (PIC)

- 24 - **Supplemental** expenses at the **District** level, or at a **campus** that is a:
- Schoolwide Title I Program with <39% economically disadvantaged students
  - Targeted Assistance Title I Program
  - Non-Title I Program
  - **Does not include PK (see PIC 34)**
- 26 - **Basic** expenses at the **Non-disciplinary Alternative Education Center** in Alief ISD at:
- SOAR/LINC/NHS
- 28 - **Basic** expenses at the **Disciplinary Alternative Education Centers** in Alief ISD at:
- Alief Learning Center (ALC)
  - Crossroads
- 29 - **Supplemental** expenses at the **Disciplinary Alternative Education Centers** in Alief ISD at:
- Alief Learning Center (ALC)
  - Crossroads
- 30 - **Supplemental** expenses at a campus that is a:
- **Schoolwide Title I Program** with <40% economically disadvantaged students
  - **Does not include PK (see PIC 34)**
- 34 - **Supplemental** expenses specifically for **PK**

PIC (non-PK)	Corresponding PK PIC
11 – Basic Educational Services	32 - Basic PK expenses (e.g. Traditional/Monolingual PK teacher for standard ½ day required program; Bilingual PK teachers (½ and full day) OR 36 –Early Education Allotment (PK-3)
23 - Special Education	33 – SpEd PK (e.g. PPCD teachers, PPCD paras)
24 / 30 – SCE	34 – Supplemental PK for qualifying at-risk students (e.g. PK para, extra ½ for PK teacher)
25 - Bilingual	35 – Bilingual PK (e.g. Bilingual PK para)

## ALLOWABLE/UNALLOWABLE USES OF FUNDS

Per TEC 48.104(l)(1-2) programs and services that were allowable under former Section 42.152 as that section existed on Sept. 1, 2018 (before HB3 was implemented) are still allowable.

- It was allowable to pay 1/2 of a PK teacher's salary with SCE funds prior to HB3, because only half-day PK was required, and the extra 1/2 day was supplemental. Although HB3 mandated full-day PK, it is still allowable to use SCE funds for 1/2 of the PK teacher's salary [not supplemental].

SCE is a state mandated program and SCE funds may only supplement the regular education program for students identified as at risk of dropping out of school. SCE funds cannot be used to pay for services and materials that students must have as a part of their basic educational program.

Alief ISD complies with all regulations and guidelines as required by the Texas Education Agency concerning the proper expenditure of SCE funds.

Documentation that all funded programs and strategies are supported by scientifically-based research will be kept on file.

Before expending SCE funds, ensure the use of the funds are:

- Reasonable and necessary
- Address the purpose and intent of SCE
- Address needs identified in the CNA and the DIP/CIP
- Able to be evaluated
- Are supplemental

### Reasonable and Necessary

**Reasonable** costs are consistent with prudent business practice and comparable to current market value.

- The use of SCE funds must be reasonable to address the identified needs.
- Costs are recognized as ordinary and necessary for proper and efficient program performance.
- It would not be reasonable to provide more SCE funds and staff to higher performing campuses, and campuses with fewer SCE eligible students than a higher need campus.

**Necessary** costs are those costs that are essential to accomplish the objectives of the grant project.

- If student performance in a particular subject area is high at a campus, it would not be necessary for that campus to pay a supplemental staff member to address the subject.

## Comprehensive Needs Assessment (CNA)

Needs of SCE eligible students must be documented in the Comprehensive Needs Assessment, so that corresponding actions/strategies can be addressed in the C/DIPs.

## Campus & District Improvement Plans

The state compensatory education program must be described in the campus improvement plan (CIP) if the program is implemented at the campus level or be described in the district improvement plan (DIP) if the program is implemented district wide. District and campus improvement plans are the primary record supporting expenditures attributed to the State Compensatory Education Program. The CIP and DIP must be developed, reviewed, and revised annually. The plans must include:

- Comprehensive needs assessment
- Identified strategies
- Measurable performance objectives
- Timelines for monitoring strategies and reaching goals
- Formative and summative evaluation criteria
- Total amount of compensatory education funds allocated for resources and staff
- Actual dollar amounts for activities and SCE funds that show 55% of allotment (direct costs)
- Supplemental financial resources for SCE (indication of approximate dollar amounts for activities and/or strategies)
- Supplemental FTEs for SCE
- Cumulative summary of program and entire budget

The District Improvement Plan also includes summary evaluation results.

## Evaluation

As required by state law, the district submits an annual evaluation report to the Texas Education Agency which includes the DIP and two CIPS, and which measures whether the performance gaps between at-risk students and non-at-risk students are closing on state achievement tests and in high school completion.

## Examples of Possible Uses of Funds:

- Programs that meet the needs of educationally disadvantaged students – as permitted before and after the passage of HB3 such as
  - Tutoring
  - Class size reduction
  - State assessment remediation
  - Accelerated instruction
  - Individualized instruction
  - Specialized reading and mathematics programs
  - Computer assisted instruction
  - Extension of the instructional school day, week or year
  - Small group instruction
  - Teacher assistants
- Childcare services or assistance with childcare expenses for students at-risk of dropping out of school, as described by the TEC, §29.081(d)(5)
- Pay the costs associated with services provided through a life skills program in accordance with the TEC, §29.085(b)(1) and (3-7)
- Additional rules that the State will adopt to permit a school district to use funds for programs and services that reflect the needs of the students at each campus

## HUMAN RESOURCES/PAY PROCEDURES

Human Resources (HR) guidelines seek to ensure that all decisions affecting employees are consistent across the district and implemented with fidelity by each administrator or supervisor. All questions regarding employment, employment conditions, or other employee related matters should be directed to the Human Resources Department. All HR procedures must be followed.

### Job Descriptions of SCE Funded Positions

- Must be updated when applicable
- Must be signed by the employee
- Must clearly identify the activities performed by the employee
- Must be maintained in the employee's personnel file

### Temporary/Part-Time Pay Procedures

#### Pay Schedule

The payroll schedule is available from the district web page and may be accessed through the following sequence:

Alief home page>Departments>Payroll>Pay Date and Cut-off Schedules

#### Time Sheets

Timesheets are available from the district web page and may be accessed through the following sequence:

Alief home page>Departments>Payroll>Important Forms>Employee Timesheet

## **TIMELINE**

### August – Ongoing

- Use At-Risk Student Information Sheet to help determine at-risk status for new enrollees.

### September

- Document lack of readiness such as CIRCLE Assessment for PK, Ampliy's mClass for Kinder-2<sup>nd</sup>, and Istation Indicators of Progress (ISIP) reports for 3<sup>rd</sup>. When students are reassessed to evaluate progress, those students who were not demonstrating readiness but who are now on target should be exited from their at-risk status on the readiness criterion.
- Run At-Risk report and review student eligibility.
- Update at-risk eligibility in eSchool Plus.

### October

- Continue to review and update at-risk information in eSchool Plus.
- Run At-Risk report in mid-October. Review student eligibility and look for missing students.
- Make sure all eligible students are correctly coded in eSchool Plus prior to the PEIMS snapshot date on the last Friday of October.

### November

- Continue to review and update at-risk information in eSchool Plus.
- Review PEIMS error report to determine cause of coding errors (report will be provided by MIS) and make corrections in eSchool Plus.

### December/January

- Continue to review and update at-risk information in eSchool Plus.

### February/March

- Run At-Risk report prior to state assessment. Review student eligibility and look for missing students.

### April/May

- Continue to review and update at-risk information in eSchool Plus.

### June

- Review at-risk PEIMS submission for accuracy (report will be provided by MIS)

## APPENDIX A: State At-Risk Criteria

Student is:	Source of Info
1. Is in pre-kindergarten, kindergarten, or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. Check all that apply. Student did not perform satisfactorily on: <input type="checkbox"/> CIRCLE Assessment (PK) <input type="checkbox"/> Istation's ISIP (3 <sup>rd</sup> ) <input type="checkbox"/> Amplify's mClass (K-2 <sup>nd</sup> )	<b>Campus</b>
2. Is in grades 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 core curriculum (Language Arts, Math, Science, Social Studies) during the previous semester or currently.	MIS
3. Was not advanced from one grade level to the next for one or more school years (i.e., retained).*	MIS
4. Didn't perform satisfactorily on an assessment administered under TEC Subchapter B, Chapter 39, and who hasn't 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. Check all that apply. Student did not pass: <input type="checkbox"/> STAAR Reading <input type="checkbox"/> STAAR / EOC Math <input type="checkbox"/> STAAR Writing <input type="checkbox"/> STAAR / EOC ELA <input type="checkbox"/> STAAR / EOC Science <input type="checkbox"/> STAAR / EOC Social Studies	MIS
5. Is pregnant or is a parent.	MIS
6. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year.	MIS
7. Was expelled in accordance with TEC §37.007 during the preceding or current school year.	MIS
8. Is currently on parole, probation, deferred prosecution, or other conditional release.	<b>Campus</b>
9. Was previously reported through PEIMS to have dropped out of school.	MIS
10. Is of limited English Proficiency (LEP), as defined by TEC §29.052.**	MIS/ESL Staff
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.	<b>Campus</b>
12. Is homeless, as defined by the McKinney-Vento Act.	Liaison/MIS
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation, or foster group home.	<b>Campus</b>
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution.	<b>Campus</b>
15. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548	<b>????</b>

\* Once retained, the student remains at-risk of dropping out of school for the remainder of his/her public school education. Students who are held back in kindergarten at the documented request of a parent are **not** considered at risk.

\*\* Students labeled at-risk because of LEP status will be monitored by the LPAC committee.

## APPENDIX B: Running At-Risk Report

To obtain an At-Risk Report, go to the following location in eSchoolPlus:

### Cognos Reporting – Alief Reports – Registration Center – At-Risk Report

Select your building code, select all for grades and house teams, and select active and inactive students. This will give you a report of at-risk students for your entire building. If you prefer to run separate reports for each grade level, regenerate the report by grade or as needed. After all selections are entered, click on Finish to generate the report.

The screenshot shows the 'At Risk Report' configuration screen in the AliefESP DB. The interface includes a header with the eSchoolPlus logo and 'AliefESP DB' text. Below the header, the browser title is 'IBM Cognos Viewer - At Risk Report' and the user is logged in as 'Kessler, Karla'. The main content area is titled 'At Risk Report' and contains three selection lists: 'Building (Optional)', 'Grade (Optional)', and 'House Team (Optional)'. Each list has a 'Select all' and 'Deselect all' link. The 'Building' list includes options 1, 2, 3, 5, 6, 11, 12, 41, 42, 43, and 44. The 'Grade' list includes options 01 through 11. The 'House Team' list includes options <BLANK>, 6A, 6BLCK, 7A, 7B, 7BLCK, 7C, 7GOLD, 7GRN, 7RED, and SYSTEM. Below these lists is a 'Current Status (Optional)' section with a checkbox for 'A'. At the bottom of the screen are navigation buttons: 'Cancel', '< Back', 'Next >', and 'Finish'.

Based on the information in the student's file, the report will list values that determine if the student will be reported through PEIMS as At-Risk. The campus will need to review the report to determine whether any students need to have updates recorded to calculate them as At-Risk. After all updates are performed for students, rerun the report to generate a current At-Risk report.

## At-Risk Processing in eSchool Plus

MIS will run an automatic utility in eSchoolPlus that will update students as At-Risk based on data already on file for a student or data entered manually by campus personnel. This will update the At-Risk value from No to Yes for PEIMS reporting. It only takes one selected at-risk value to become At-Risk.

Below is a screen shot of the At-Risk screen, located in the student's Registration.

### Registration>Entry & Reports>Student District Defined> At-Risk

Following the screen shot is a list for MIS generated entries and campus manual entries.

At Risk			
At Risk Fields			
Not Promoted	<input type="text" value="N"/>	Readiness Test (Grades PK-3)	<input type="text" value="Y"/>
Pregnant/Parent	<input type="text" value="N"/>	Parole, Probation	<input type="text" value="N"/>
AEP Placement	<input type="text" value="N"/>	CPS Referrals	<input type="text" value="N"/>
Expelled	<input type="text" value="N"/>	Residential Facility	<input type="text" value="N"/>
Failed Courses (Grades 7-12)	<input type="text" value="N"/>	Has been Incarcerated	<input type="text" value="N"/>
LEP	Not Assigned		
Previous Dropout	<input type="text" value="N"/>		
Homeless	<input type="text" value="N"/>		
Assessment Instrument	<input type="text" value="N"/>	At Risk	Yes

#### **MIS generated entries (campus should check new enrollees):**

Not promoted	LEP
Pregnant/Parent	Previous Dropout
AEP Placement	Homeless
Expelled	Assessment Instrument
Failed Courses (Grades 7-12)	

#### **Manual entries entered at campus:**

Readiness Test (Grades PK-3)	CPS Referrals
Parole, Probation	Residential Facility
Incarceration	

**There is no reason for staff at the campus to update the At-Risk Indicator. The At-Risk Indicator updates on a routine time schedule by the MIS utility.**



## APPENDIX D: At-Risk Student Information Sheet

# Confidential Information

### At-Risk Determinations

Any student determined to be at-risk using the information provided below should be coded as at-risk in eSchool Plus by the principal or assigned designee.

Checklist for determining the at-risk status of **new enrollees**:

1. Did not perform satisfactorily on a readiness test and is in grade **PK K 1 2 3**
2. Failed STAAR
3. Failed a grade
4. Is in grades 7 -12 and is currently or in the previous semester failing two or more classes
5. Is currently enrolled in or in the previous year been enrolled in a district alternative education program (DAEP)
6. Is in foster care placement
7. Resides in a residential placement facility such as a group foster home, psychiatric facility, or a halfway house
8. Is homeless (submit appropriate paperwork as outlined by the homeless liaison)
9. Lists anything other than English-English on the Home Language Survey – referred to Second Language Education department for evaluation and appropriate coding
10. Is pregnant – refer to nurse for intake procedures
11. Is a parent – refer to PEP/PRS clerk – Gypsy Longoria, extension 6602

Record both **current students** and **new enrollees** as at-risk when:

12. Student is on parole, probation, or deferred adjudication - this is often determined when a parole officer or other officer of the court visits a student during the school day
13. Student has been referred to Children’s Protective Services (CPS) – this is often determined when a CPS caseworker visits a student during the school day or when a staff member reports calling CPS
14. Student has been incarcerated or parent has been incarcerated within the lifetime of the student, in a penal institution.

Student Name	Date	Reason*	If Reason #11 or #12 – include name & title of visitor

\*Write the number of the reason that the student is at risk in the space provided using the list above

## **APPENDIX E: Board Policies**

Board Policies are available from the district web page and may be accessed through the following sequence:

Alief home page>Board of Trustees>Board Policy Online

Once you navigate to the search page, you may search by topic or by policy code.

Relevant Board Policies include but are not limited to the following:

EHBC (Legal)

EHBC (Local)

EHBD (Local)

EIE (Local)

FFEA (Legal)