

# Clint Independent School District



## State Compensatory Education (SCE) Program Procedures Manual

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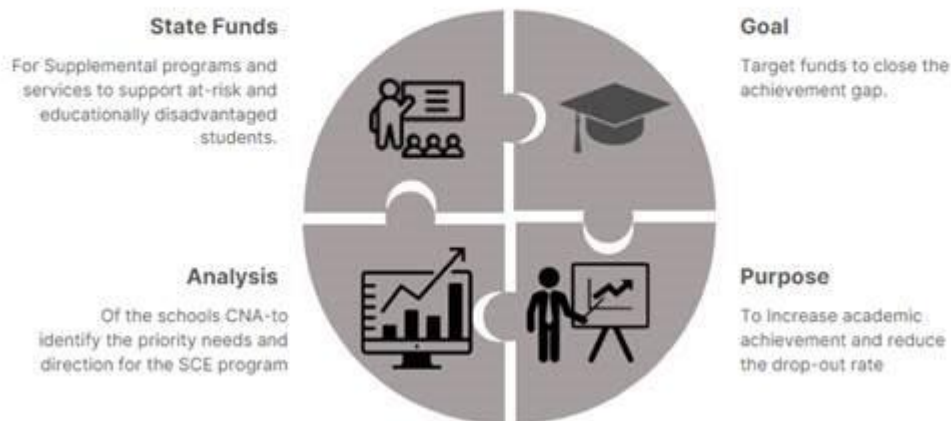
## Program Description

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students that meet one or more of the statutory or locally defined criterion for begin at-risk of dropping out of school or students that have taken an end-of-course assessment and have not performed satisfactorily on the assessment. The goal of the State Compensatory Education Program (SCE) is to provide additional resources/funding to reduce any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students enrolled in Clint ISD schools. The purpose of the program is to increase academic achievement and reduce the dropout rate for educationally disadvantaged students and at-risk students (FASRG, 2020).

Funding allocated for SCE programs is based on:

- Each educationally at-risk student enrolled in Clint ISD;
- Each student who does not have a disability and resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside; or
- Each full-time equivalent student who is in a remedial and support program under TEC, §29.081, because the student is pregnant or a parent.

## State Compensatory Education Program



SCE funding must be in addition to services and materials required by the basic educational program for any other local, state or federal program. SCE funds must be based on need as identified through the comprehensive needs assessment (CNA). All costs with the use of SCE funding must be **supplemental**.

The Texas Education Agency (TEA) requires districts to conduct an annual local evaluation of SCE strategies, activities, and programs if it:

- a. Had any low performing campuses (F rating in the 2019-2020 school year);
- b. Reported in PEIMS more than 59% of at-risk students during the 2020-2021 school year.

As per the Financial Accountability Resource Guide (FASRG) Module 6 revised in 2020, the following is a summary of the changes to the SCE program that have occurred through the passage of House Bill 3:

- Increased the overall allotment from 0.20 to a range of 0.225 to 0.275;
- Established a new allotment methodology;

- Changed the spending requirements
  - Allows for childcare services/Life skills programs for teen parents
- Requires a 55% of the SCE Allotment be spent on the SCE program

Fifty-five percent (55%) of the annual SCE allotment must be expended for direct costs during the school year for which it was allotted for compliant compensatory programs and or services. No more than forty-eight (48%) of the Foundation School Program (FSP) SCE allotment may be spent on indirect costs.

Specifically, the direct program funds, may be used to meet the costs of providing:

- Compensatory programs and services under TEC, §29.081; or
- A disciplinary alternative education program established under TEC, §37.008; or
- To pay the costs associated with placing students in a juvenile justice alternative education program established under TEC, §37.011; or
- To support a program eligible under Title I of the Elementary and Secondary Education Act of 1965, as provided by Pub. L. No. 103-382 and its subsequent amendments, and by federal regulations implementing that Act.

The annual state compensatory education program evaluation is required to ensure the programs and/or services offered during the 2020-2021 school year produced the desired academic results for students at-risk of dropping out of school. Currently, the district and its campuses must meet annually at the start of the school year and/or meet as needed in their campus site-based teams (campus improvement teams) to review their at-risk student(s) criteria and evaluate the effectiveness of their state compensatory program.

The following data will be included as part of the SCE program evaluation, if applicable:

- STAAR data
- How were the funds spent? (# of FTEs, and amount expended)
- # of students served
- # of at-risk students served
- Graduation/promotion data
- Alternate assessment data
- Local at-risk identification data
- Trend data
- Recommendations for changes to next year's budget planning under SCE
- Other data (software programs - most costly items), if applicable.

In addition, the district SCE evaluation currently provides data in the areas of:

- Student Demographics
- Software Usage Reports (District/Campus Based)
- Employee/Staffing Data (Full Time Employees - FTEs)
- Program Allotments

## Program Objectives

The district and its schools use SCE funds to provide support for students who may be at-risk and may need additional academic interventions.

The district uses SCE funding to support costs that are supplemental to the regular education program, to include but not limited to:

- Costs for program and student evaluation,
- Costs for instructional materials and other supplies required for quality instruction of identified at-risk students,
- Costs for salaries for teachers of at-risk students,
- Costs for teacher stipends to maintain highly qualified staff,
- Costs for substitute teacher salaries,
- Costs for instructional aide salaries in schoolwide campuses,
- Costs to provide after school tutoring and transportation costs associated with tutoring,

- Costs to support academic software (new/renewal) programs, and
- Costs to provide internet home connectivity hotspots

SCE funds may only support and supplement the basic instructional program for students at-risk of dropping out of school. SCE funds cannot be used for services and materials that students must have as part of the basic educational program.

For the 2021-2022 school year, House Bill (HB) 4545 will allow for SCE funding to support supplemental programs and services, such as:

- Targeted supplemental instruction,
- Extended day and year instruction,
- Tutoring, and
- Transportation for extended day and year programs.

SCE funds will be used for professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction, and for the purchase of supplemental instructional materials for the intended population.

### Support of a Title I, Part A Program

Under the “Every Student Succeeds Act “(ESSA), Title I, Part A, where campuses at which at least 40% of the students are economically disadvantaged are known as schoolwide schools. State compensatory education funding is used to upgrade the educational program(s) where the actual poverty percentage of the school is 40% or greater. SCE funds used to support upgrades to the educational program must also meet the same guidelines required by the federal statute in that the SCE funds may only be used in compliance with applicable statutory and regulatory provisions. Title I, Part A and SCE funded activities must be described and evaluated in the schoolwide campus improvement plan(s). Satisfactory justification must be provided to document that the expenses requested are both reasonable in cost and necessary to accomplish the objectives of the project(s). “Necessary to accomplish the objectives of the project” indicates the project will not be successful without the expenditure of funds for certain item/purpose/activity.

## Student Eligibility Identification Criteria and Procedures

The state eligibility criteria for the identification of students at-risk of dropping out of school have been updated to reflect the upcoming updates made as a result of the 87<sup>th</sup> Legislature and HB 4545.

### Services and Monitoring

Every year, before the PEIMS Fall Submission, campuses review student At-Risk data and make the necessary updates. Every single cumulative folder is reviewed for each student enrolled at the campus.

Schools must regularly and routinely identify students that meet one or more of the at-risk criteria. Schools must provide the appropriate academic and other support services designed to increase the likelihood of academic success. The student’s at-risk indicators must be coded in PEIMS and supporting documentation must be maintained locally at the campus and district levels. At-Risk codes should be reviewed annually for any updates.

### Identification and Coding of At-Risk Indicators

Every year, the PEIMS Director conducts an annual PEIMS training in the fall semester to encompass the PEIMS submission in late October. The training provides guidance on how to identify and code at-risk students. Campus administrators are notified in August to begin identifying at-risk students. Campuses are required to hold a PEIMS committee meeting at the start of every school year (composed of campus administrators, counselors, communities in schools site coordinator, PEIMS clerk/registrar, curriculum coach, intervention teacher, and other staff members). The committee meeting should meet to identify the students within the **first 30 academic calendar days** from the start of the school year.

## IDENTIFICATION AND CODING OF AT-RISK STUDENTS

INDICATOR	CODE	DESCRIPTION	GRADE LEVEL	DEFINITION	DATA SOURCE(S)	ENTRY DATE	EXIT DATE	IDENTIFICATION AND CODING
1	A	Retention	K-12	Was not advanced from one grade level to the next for one or more school years.	Report Card, AAR	First day of class in the same grade level	Remainder of higher public education	Campus administrators will review student data to determine students who have been retained from the prior school year on or by the 1st day of school. A PEIMS At-Risk indicator will be added to the student's PEIMS record.
2	B	Failing 2 or more subjects in foundation curriculum	7-12	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.	Report Card, AAR	Date of filing report	The first day of school the year after the last comprehensive school year without failing grades in a foundation curriculum course	Secondary campus administrators and their campus teams will review the nine-week grading reports to determine if a student(s) failed two or more core curriculum subjects. A PEIMS At-Risk indicator will be added to the student's PEIMS record.
3	C	State assessment non-satisfactory performance	3-12	Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.	TAMS, STAR, EOC	Date results are published	First day of school the year after the student performs at a level of 110% or greater	The District's Testing Department provides campuses with a copy of the 110% report regarding state assessment results. Campus administrators will review the state assessment results upon release to determine which students did not perform satisfactorily in the state assessment(s). A PEIMS At-Risk indicator will be added to the student's PEIMS record.
4	D	Reading Testing	PK, K, 1, 2, 3	If the student is in kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.	nClass Reading	Date of testing	First day of the following school year	Elementary Curriculum & Instruction Services provides information for early assessments to campuses. Elementary campus administrators along with their campus teams will assess the readiness test results to determine the development of the student's reading skills. Students who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year will have an indicator added to their PEIMS record.
5	E	Praysent or Parent	Typically Secondary	Is praysent or is a parent.	Student, Parent, Nurse, Counselor, or Other	Date of dislosure to school official	Usually never, except in unusual circumstances (see below)	The Student Teacher in the district will identify the students in the district receiving services, to include, PMS and Homebound. Each PEIMS clerk or designated person at the campus will receive the appropriate documentation to code the student with the At-Risk indicator.
6	F	AEP	K-12	Has been placed in an alternative education program in accordance with Section 37.006 (Removal for Certain Conduct) during the preceding or current school year.	Discipline Referral	First day of mandatory AEP placement	First day of school the year after the student has completed a full school year not in AEP	The district will define misconduct that may or may not result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out of school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAE), or expulsion from school. The campus administrator will determine the At-Risk indicator if a student is placed in the alternative education program during the school year.
7	G	Expulsion	K-12	Has been expelled in accordance with Section 37.007 (Expulsion for Serious Offenses) during the preceding or current school year.	Discipline Referral	First day of expulsion	First day of school the year after the student has completed a full school year after without an expulsion	If a student's status resulted in expulsion, the PEIMS At-Risk indicator will be added to the student's PEIMS record by the campus administrator or designee.
8	H	Quarantiny on parole or probation	K-12	Is currently on parole, probation, deferred prosecution, or other conditional release.	Student, Parent, Parole/ Probation Officer	Start date of parole, probation, deferred prosecution or other conditional release	Date student is cleared from obligation	A campus administrator will be informed if a student is on parole or serving probation by law enforcement and/or other entities. A PEIMS At-Risk indicator will be added to the student's PEIMS record.
9	I	Dropout	7-12	Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school.	Withdrawal form, PEIMS Submission	Entry date after being reported as a dropout	Remainder of higher public education	If a student intends to drop out of school or there is a record that a student has dropped out of school, the PEIMS At-Risk indicator will be added to the student's PEIMS record.
10	J	LEP	PK-12	Is an emergent bilingual student, as defined by Section 29.052.	ELL Staff	Parent permission date	First day of school after the student is no longer LEP	Once a parent has indicated that the child(ren) need ELL services, the campus administrator along with the ELL staff will determine eligibility. The At-Risk indicator will be added to the student's PEIMS record.
11	K	DRPS	PK-12	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.	Notification of Placement or Referral	Date student was placed with DRPS or date of referral	First day of the following school year	Once a student 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 the At-Risk indicator will be added to the student's PEIMS record.
12	L	Homeless	PK-12	Is homeless.	Student Residency Questionnaire	Date on student residency questionnaire	First day of the following school year	The Homeless Liaison for the district will identify the homeless students in the district using the student residency questionnaires received from each campus. The homeless liaison will code the eligible students on PEIMS. The PEIMS Clerk at the campus will receive the appropriate documentation to file in the student's At-Risk file.
13	M	Residential Facility	PK-12	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, college home operation, specialized childcare home, or general residential operation, or	Notification of Placement	Date of enrollment in residential facility	First day of school the year after the student has completed a full school year not in a residential facility	Once the campus administrator receives notification that the student 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 PEIMS At-Risk indicator will be added to the student's PEIMS record.
14	N	Incarcerated	PK-12	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 (Definition) Penal Code.	Notification of Incarceration	Begins when notified	Remainder of higher public education	Once a campus administrator is informed if a student 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 the At-Risk indicator will be added to the student's PEIMS record.
15	O	Dropout Recovery School	9-12	Dropout Recovery School	Dropout Recovery School	Date of Enrollment	While the student is enrolled	Only ISD currently does not have a dropout recovery school.

5/20/2022



The district and its campuses must evaluate the status of each student at regular intervals as described in the chart, and use the appropriate entry and exit procedures. Students do not remain identified as being in an at-risk situation throughout their school career unless they continue to meet one of the at-risk criteria.

- For those students who are determined to be at-risk under indicator E, the following conditions must be met: the child of the student must still be alive;
- the student must continue to have regular contact with the child; and
- the student must continue to provide regular emotional and physical support (e.g., food, clothing, shelter, health care) for the child.

Given these conditions, a student who has given a child up for adoption and no longer has any contact with the child should not be considered to be in an at-risk situation under this section of the definition. Similarly, if the student (either the mother or the father) no longer has any regular contact with the child, the student should not be considered a parent. On the other hand, a student who is not a birth mother or father MAY be a parent. A high school student may be considered a parent when the student is assuming responsibility for the regular provision of emotional and physical support for a child (e.g., a sibling). A stepfather or a stepmother can also be considered a parent if they meet the conditions listed above. This definition does not exclude students who assume only partial responsibility for the emotional and/or physical support of a child. The mother, father, or student acting as parent may be considered a parent if other individuals (e.g., grandparents, other relatives, friends) are providing partial support of the child's needs.

Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student's disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.

The district and its campuses should meet at least annually to evaluate the status of each student to determine if the student is at-risk or not.

## Allocation of Funding

Under House Bill 3, the Texas Education Agency (TEA) calculates the SCE weight based on the student's designation as educationally disadvantaged and the census block group where the individual student's home or residence address is located.

The Business Services Department allocates funding based on the same basis as how the state allocates SCE funding to the district.

SCE funds allocated to a campus must have students who meet the state criteria for students at risk of dropping out of school. Services to students at-risk of dropping out of school are included as part of the comprehensive needs assessment(s) (CNAs) and the campus improvement plan(s).

[Additional information is provided in the Financial Accountability System Resource Guide, Update 16, Module 6: State Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System, Section 6.2.1.](#)

## State Compensatory Education (SCE) Purchasing Guidelines

State Compensatory Education (SCE) funds are supplemental funds and cannot be used to meet state-mandated rules or to fund state-mandated programs or positions. This rule also applies when SCE funds are used to support a Title I program.

Any purchases submitted with the use of SCE funding in Skyward will **require** the submission of the District or Campus Improvement Plan (Goal, Performance Objective and Strategy page). A quote or contracted services agreement (when applicable) is required and submitted for approval by the corresponding group and account designees. The person submitting the requisition should include a more specific intent and purpose for the requisition in the "Notes" section in order to justify the purchase as supplemental in nature.

The district's program administrator will approve all expenditures to ensure program SCE alignment (program intent code 30).

## Program Evaluation

### District/Campus Improvement Plans

Clint ISD is required to follow statutory requirements related to the district's SCE program implementation and compliance. Plans for evaluating and monitoring improvement efforts are a crucial component on the district comprehensive needs assessment. The targeted needs are identified in the comprehensive needs assessments (CNAs) for the intended beneficiaries/populations. Analysis of the priority needs will establish the direction for the use of funds for the SCE program(s) in schools.

Clint ISD is required to develop and maintain a District Improvement Plan (DIP) and Campus Improvement Plans (CIPs) detailing the instructional and support services to at-risk students. ***The DIP/CIPs serve as the local evaluation of the activities and programs funded through State Compensatory Education funds (SCE).*** All programs and/or services must address the identified needs of students at-risk of dropping out of school. The plans represent a true reflection of the district, campus, teacher, student, parent, and community needs and expectations. Student performance data is used in the development of the plans for providing accelerated or intensive instruction to at-risk students.

At the campus level, activities and programs implemented are addressed in the CIP. At the district level, district level programs or activities are addressed in the DIP. The DIP/CIP plans are presented to the local Board of Trustees for approval every school year. The plans are the primary record for supporting and evaluating the expenditures attributed to the State Compensatory Education (SCE) program.

Formative reviews are reviewed quarterly for the district and campus improvement plans. At the end of the school year, the district and campus improvement plans undergo a summative review of program activities to determine the evaluation of whether the activity produced the desired and measurable academic results.

*[Additional guidance is provided in the [Financial Accountability System Resource Guide, Update 17, Module 6: State Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System. 2020](#)]*

### Fund Codes for District & Campus Improvement Plans

Fund codes listed in the DIP and CIPs are used to connect each appropriate strategy with a funding source. It is required to include all federal funds (Fund 2XX) and the four state special allotment funds (Fund 199) - [Special Education (PIC 23), State Compensatory Education (PIC 30), Bilingual Education (PIC 25), Career and Technology Education (PIC 22)] as part of the district and campus improvement plans.

District and Campus improvement plans should include the funding source(s) on strategies that are specific to state compensatory education. The program intent code (PIC) should always be included in the funding source. For example, 199 PIC 22 or 199 PIC 30.