

Alief Montessori Community School

State Compensatory Education

Policies and Procedures

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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

STATE COMPENSATORY EDUCATION CONTACTS

AMCS – Federal Programs & Grants

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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 or charter school 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 or charter school 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 or charter school 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 or charter school 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 or charter school 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 or charter school 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 charter school 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 – 87th 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) 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.

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”.

AT-RISK SERVICES

AMCS 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
- Class size reduction
- 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
- Collaboration of school administration with counseling and attendance teams to focus on attendance, credit recovery, and academics.
- Monitoring of sub-group achievement on accountability measures

Middle Schools

- Implementation of Professional Learning Communities
- Evidence based planning for learning
- 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

Intermediate Schools

- Implementation of Professional Learning Communities
- Evidence based planning for learning
- 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
- 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

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. School administration is responsible for ensuring that PEIMS data is updated and entered appropriately into the student information system.

Procedures

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.

Retained – School administration tracks 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 the student information system.

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 school administrators 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. At-risk eligibility is updated throughout the entire school year.

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
- Retention lists
- Intervention reports
- Various types of assessments (STAAR, ITBS, MClass, Teaching Strategies GOLD)

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.

STATE COMPENSATORY EDUCATION EXPENDITURES

AMCS 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.

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.

AMCS 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

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

TIMELINE

August – Ongoing

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

September

- Document lack of readiness from assessments for PK, Amplify's MClass for Kinder-2nd, and ITBS for 3rd grade. 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 the SIS.

October

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

November

- Continue to review and update at-risk information.
- Review PEIMS error report to determine cause of coding and make corrections.

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.

June

- Review at-risk PEIMS submission for accuracy

