

# Texas Virtual School Network Online Schools (TXVSN OLS) Program Information and Application for State Compensatory Education Funds

## Instructions and Requirements

**Instructions:** Complete and sign one application for each Texas Virtual School Network (TXVSN) online school campus. Submit application to the Texas Education Agency (TEA) by email to [txvsncentral@tea.texas.gov](mailto:txvsncentral@tea.texas.gov), with the subject line "Comp Ed Application-(district or open-enrollment charter school name)."

If your application is not approved by the TEA upon initial submission, TEA will schedule a technical assistance meeting. A revised application may be submitted within the 30-day period following this meeting, with a limit of one revised application per school year.

**State Compensatory Education (SCE) Funding: Required household income data for the TXVSN online campus must be collected and submitted in order to receive SCE funding.** To collect this household income data, use the English and Spanish forms found on the [Alternative Compensatory Education Allotment Reporting Procedures](#) webpage. Related laws and rules, sample letters, and instructions are also located on the Alternative Compensatory Education Allotment Reporting Procedures webpage.

Note: Prior federal fiscal year data (October – September) is used to calculate SCE funding. As an example, 2016 – 2017 SCE funding is based on October 2015 – September 2016 data. Direct all questions regarding SCE funding calculations and alternative basic monthly claims submissions to the SCE administrator, Kimberley Wall, via email at [kimberley.wall@tea.texas.gov](mailto:kimberley.wall@tea.texas.gov) or by phone at (512) 463-4809.

**Use of Funds:** Statute requires local education agencies (LEAs) to offer, without cost to a student, supplemental accelerated instruction in any subject if the student failed to perform satisfactorily on an end-of-course (EOC) assessment instrument that measures the knowledge and skills in that course and is required for graduation. (Texas Education Code [\[TEC\] §28.0217](#)) **SCE allotments cannot be used for any other purpose until the district has sufficiently funded supplemental accelerated instruction to meet this requirement.** LEAs are required to separately budget and prioritize SCE funding and any other funding necessary to sufficiently support the cost of additional accelerated instruction for students who failed to perform satisfactorily on a required EOC. ([See "To the Administrator Addressed" letter April 9, 2014](#))

Once the required supplemental accelerated instruction is sufficiently funded, then the remaining direct budgets must be used for one of the following:

- Additional supplemental accelerated instruction under [TEC §29.081](#)
- Support to a program eligible under Title I of the Elementary and Secondary Education Act of 1965, as provided by Public Law 103-382 and its subsequent amendments, and by federal regulations implementing that Act, at a campus at which at least 40 percent of the students are educationally disadvantaged
- An alternative education program established under [TEC §37.008](#)
- Mentoring services under [TEC §29.089](#)

The SCE program must supplement, and not supplant, expenditures that are part of the regular education program or are otherwise required by federal statute or rule, Texas statute, commissioner rule, or State Board of Education rule. Funds cannot be used for expenditures that fulfill other state or federal mandates such as:

- Developing, reviewing, and revising district and campus improvement plans
- Counseling services under [TEC §33.006\(b\)\(1\)\(A\)](#)
- Maintaining attendance as required by [TEC §42](#)
- Identifying and/or serving gifted and talented students as required by [TEC §29.122](#)
- Programs under Section 504 of the Rehabilitation Act
- Special education programs

At least 52% of the total SCE allotment must be used for direct program costs. ([Title 19, Texas Administrative Code \[TAC\], Chapter 105, Subchapter B](#)) Direct program expenditures must

- directly support the statutory intent and purpose the program, which is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students;

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- supplement, and not supplant, expenditures that are part of the regular education program or are otherwise required by federal statute or rule, Texas statute, commissioner rule, or State Board of Education rule; and
- be supported by the district and campus improvement plan and program evaluation results.

SCE funds cannot be consolidated with other state, federal or local funds.

All direct costs attributed to a non-disciplinary alternative education program under [TEC §37.008](#) that provides temporary special program placements or settings that are specifically designed to serve students who are at risk of dropping out of school under [TEC §29.081](#) are eligible to be charged to the SCE allotment. District and campus improvement plans must clearly describe how students are entered and exited from the temporary special program placements or settings, the effectiveness of the program design, and the plan for allocating direct expenditures.

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

- The purpose of the SCE program is to supplement the basic – or regular – education program with compensatory accelerated instruction in order to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students.
- The more removed services are from the student, the more the resources are diluted and the more difficult it becomes for the school district to defend the use of the SCE funds and justify the effectiveness of the program in improving student performance.
- LEA's are prohibited from using SCE resource allocations for students at risk of dropping out of school to supplant resource allocations for the regular education program.

Up to 48% of the total SCE allotment may be used for indirect costs. ([Title 19, TAC, Chapter 105, Subchapter B](#)) Refer to [TEA's Finance and Grants](#) website for the most recent information on reporting indirect cost expenditures.

**Examples:** A full time online virtual school may

- offer individual or group supplementary tutoring through real-time ("live") lessons via the web for students who meet one or more at-risk criteria under TEC, §29.081. Tutoring offered must be in addition to any tutoring currently offered to all virtual school students in the program;
- hire an additional teacher who has met the TXVSN professional development requirements to provide additional supplementary tutoring services in a course and at a grade level applicable to that teacher's certification under TEC, Chapter 21, Subchapter B;
- provide supplemental help desk services (phone line, live chat, email, etc.) to answer at-risk students' questions and provide them with additional homework assistance;
- provide supplemental programs for middle school or high school students that help them choose their graduation endorsement; and
- conduct supplemental summer "bridge" programs for third through eleventh grade students designed to provide accelerated instruction to increase academic success in the upcoming school year.

A full time online virtual school may not

- conduct required accelerated instruction for at-risk students exclusively in an instructional setting that requires attendance at a physical location;
- limit instruction provided to at-risk students to just the instruction currently offered to all virtual school students in the program; additional supplemental accelerated instruction must be provided to all students who meet statutory criteria;
- purchase a computer to be used by an online teacher for instruction of a student who does not meet the at-risk criteria in TEC §29.081; or
- pay an online teacher for instruction of a student who does not meet the statutory criteria using SCE funds.

**Program Requirements:** SCE programs in districts and campuses that operate a full-time TXVSN online school authorized by [TEC Chapter 30A](#) must do the following:

- Adhere to all SCE program requirements found in [TEC §28.0217](#), [§29.081](#), [§29.089](#) and [§42.152](#).
- Document that all expenditures support the effort to supplement the basic – or regular – virtual education program with compensatory accelerated instruction in order to reduce any disparity in performance on

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assessment instruments administered under TEC, 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 students.

- Serve each student who meets the statutory eligibility criteria regardless of whether the district receives funds under [TEC §42.152](#).
- Identify and budget for supplemental accelerated instruction in the applicable course for students who failed to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation.
- Expend at least 52% of the total SCE allotment for direct program costs.
- Comply with the general program guidance related to use of funds, supplement not supplant requirements, campus/district improvement plans, and program evaluation.

Virtual supplemental accelerated instruction is permissible, but not required.

# Texas Virtual School Network Online Schools (TXVSN OLS) Program Information and Application for State Compensatory Education Funds

## Application

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## Application Section I

TXVSN OLS Program Campus Name: Texas Virtual Academy at Hallsville (TVAH)

County/District/Campus Number: 102-904-010

Effective Date: 2025-2026

*(Identify the effective date for state compensatory education (SCE) funding. (e.g., 2016-2017 school year) Note: SCE funding calculation will be based on data submitted for prior federal fiscal year, as described under the SCE Funding section of the Instructions and Requirements.)*

**District and Campus Improvement Plans.** Attach the most recent district and campus improvement plans.

**Questions.** Provide a response to the following questions.

1. Explain how the direct program funds (52%) will be used and describe how the expenditures of direct program funds will supplement the basic education program offered by the virtual school in alignment with the purpose of SCE.

Texas Virtual Academy at Hallsville (TVAH) staff use a holistic approach to facilitate student success with academic supports and Social Emotional Learning (SEL) strategies. Teachers use a Data-Driven Instruction (DDI) structure to analyze areas of strength and weakness through internal interim assessments and individual classroom assessments. This data is used during whole group instruction and in creating small group sessions to differentiate instruction by student need. Progress is monitored during monthly DDI meetings and weekly PLCs between teachers and school leaders, and student groups are adjusted in response to data.

To address the needs of at-risk students, all staff will receive training on the MTSS process, which includes social emotional, academic, and behavioral components.

To expand on the basic instruction program, TVAH would reduce the disparity between at-risk or educationally disadvantaged students and those who are not identified as such through Response to Intervention (RTI) in addition to the SEL and engagement support from Engagement Specialists and At-Risk Counselors. The academic and behavior RTI framework consists of three levels or tiers that are fluid and overlapping, with a system of communication between intervention, engagement specialists, at-risk counselors, and basic education teachers to support students beyond academic content. The tiers provide various levels of support to students in terms of duration and intensiveness, with more instructional support needed the higher up on the model the student moves. Teachers using RTI utilize research-based instructional practices, targeted interventions, and curricular enhancements to support students in accomplishing their individual learning goals and include innovative scheduling, accelerated instruction, and resource allocations. Fluidity between the instructional tiers is critical to students receiving the supports they need. Every student is given an opportunity to meet or exceed proficiency standards by teachers utilizing data in an effective and collaborative decision-making process, which results in differentiating instructional practices for all learners.

Tier 1 Instruction refers to research-based core classroom curriculum and instruction for *all* learners that focus on the essential elements of a subject. Designed to meet the needs of most students, Tier I provides the foundation for instruction upon which all interventions are formulated. Pre-assessment data-driven differentiated instructional decisions based on evidence of proficiency or evidence of difficulty. Improvement of instruction for students who are struggling with reading will be addressed through Reading Academies, which will improve Tier 1 interventions and instructional strategies.

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Students who are not successful with Tier I supports during an evaluation period or based on STAAR data, are considered in need of additional support in Tier II. Tier II Instruction provides strategic, targeted extensions in addition to the core curriculum and instruction present at Tier I, provided directly by content area interventionists (ELAR and math) in small, targeted groups. Tier II support is provided in addition to Tier I supports and is an increase of targeted services. Data from consistent progress monitoring is used to guide the intensity, duration, and frequency of instruction and support, and vary based on individual learning goals. For students performing below grade level, Tier II is intended to remediate deficiencies and provide the support needed to be successful in Tier I and obtaining grade level standards and rigor. Once students show successful performance on readiness assessments, universal screeners, intervention progress monitoring, and/or state testing, they may be released from Tier II supports. Curriculum programs that have a wide range of grade-level material will be utilized to provide individualized instruction where students need it.

Students who are not showing growth in their identified areas of need will move to Tier III services. Tier III Instruction provides intense intervention to target specific, individual student needs. It goes beyond the instructional and differentiated practices typical of those within Tier I or Tier II. For students with the most significant needs, this requires explicit, intensive, and specifically designed lessons in addition to Tier I and in place of Tier II instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met. Engagement Specialists are additional support staff assigned only to at-risk students, providing strategies for engaging in RTI, such as consistent outreach through phone calls and implementation of PBIS strategies. Students who are struggling with attendance and engagement will benefit from more intensive support from Engagement Specialists to engage them, and incentives for students will support program goals of increased growth and proficiency in math and reading through incentivizing attendance and completion of exit tickets for progress monitoring. Engagement Specialists may also refer students to At-Risk Counselors for specialized coaching and support, such as supplemental parenting student support groups.

Additionally, TVAHS has met eligibility for Alternative Education Accountability and has a highly mobile population and is identified as a title 1 campus now. Students who did not perform satisfactorily on an assessment instrument or did not meet 110 percent represent the at-risk criteria with the highest percentage of students identified, making the number of students requiring intensive or accelerated instruction disproportionate in a teacher's caseload. Thus, teachers are needed to support the intensive academic supports of RTI and accelerate and/or intensive instruction. Data provided by the data coordinator and at-risk coordinators will be used to identify students eligible for the programs (with additional discussion through RTI meetings) and will ensure the intervention teachers are serving the students they need and that the students are uploaded into the appropriate intervention programs. Professional development and data analysis support from the state comp ed coordinator will provide the support and tools the intervention teachers need to follow the student's individual academic needs.

At-Risk Teachers in the high school make up the Credit Recovery program and testing preparation for required STAAR EOC tests, providing additional support to attain graduation for students who are credit deficient.

Content Area Interventionists will complete the following tasks:

- Attend and actively participate in RTI meeting for student placement and review of progress for students on their Tier II or Tier III caseload
- Implement research-based interventions as defined on individual Tier II or Tier III plans
- Identify and pre-teach essential skills missing and necessary for course advancement
- Plan lessons using SEL and CRT techniques and when analyzing data to ensure equity for students
- Align critical standards necessary in grade-level math or ELA courses and pre-teach skills prior to grade-level classes

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- Regular and ongoing, progress monitor student growth towards identified standards of need
- Report monthly on student growth and progress
- Discuss individual student needs with classroom teachers to identify strengths and weaknesses
- Provide supplemental accelerated instruction in the applicable course for students who failed to perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39

Content Area At-Risk Teachers will complete the following tasks:

- Use assessment data, to identify student gaps in learning.
- Conduct credit recovery courses and review student submissions.

Instructional and Academic Coaches will complete the following tasks:

- Coordinates with school leaders to develop a year-long professional development needs analysis and plan;
- Prepares virtual and Face to Face (F2F) professional development opportunities
- Partners with teachers to create a customized plan for their personal growth to support students
- Assesses effectiveness of school-based trainings and presents the results to stakeholders by observing teachers live sessions and creating plans based on observable needs and provides trainings. Presents finding to stakeholders
- Creates a tier support system to allow new teachers and high needs teachers to get more experience, support, and instructional best practices
- Hosts individual and group meetings with teachers monthly and create learning pathways to help them to effectively monitor and adjust the support of the teachers. Sessions can include but are not limited to: OLS support, virtual classroom tools, innovative new tools, research based instructional strategies, and lesson planning
- Designs a schedule to ensure new teachers are receiving weekly support from a variety of sources, including principal, lead teachers, coaches, and mentors
- Meet as a team regularly with manager to discuss needs of the school, monitor and adjust what is needed to help students grow.

The Engagement Specialists and At-Risk Counselors will assist RTI Teams with caseload students and provide access to additional services for students who are at-risk, such as students who are pregnant/parent, homeless, or in foster care, beyond what current staff, such as a Homeless Liaison, provide. They will work directly with the identified students and their families to assist them in finding the appropriate support and services to allow the student to continue to progress in school, including collaborating with the school counseling team to inform the student about post-secondary opportunities to support graduation goals. The engagement Specialists will also support students in attending and using SCE programs, such as intervention and accelerated instruction.

The Engagement Specialist will complete the following tasks:

- Evaluate student needs and connect them with appropriate services to support their engagement in the learning environment, such as connecting students with headsets to participate in class
- Flexible meeting times, allowing for a flexible schedule to accommodate student work and family commitments
- Ongoing contact with student and family to check in to ensure students understand program expectations, know how to use programs, etc.
- Serve as a point of contact for student and families needing wrap around supports, such as help finding low-cost child-care facilities and support in the student's community
- Escalate student support to include the At-Risk Counselor based on need
- Support students on behavioral RTI Tier II or Tier III.

At-Risk Counselor will complete the following tasks:

- Evaluate student needs and connect them with appropriate services, such as connecting students with food banks, pregnancy- or parent-related services, or counseling in conjunction

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- Flexible meeting times, allowing for a flexible schedule to accommodate student work and family commitments
- Ongoing contact with student and family to check in on student progress and overall support needs
- Provide training to teachers for at-risk identification and services available
- Serve as a point of contact for student and families needing wrap around supports, such as help finding low-cost child-care facilities and support in the student's community
- Home or work visits, as appropriate
- Support students on behavioral RTI Tier II or Tier III.

Content Area Interventionists will receive support from the Comp Ed Manager and MTSS Coordinator. The Comp Ed Manager and MTSS coordinator will use data to identify professional development needs for evidence-based intervention strategies to ensure compliance with progress monitoring and implement DDI meetings with teachers to monitor that instruction addresses student needs and foster instruction that would reduce disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students.

State Compensatory Education Managers will complete the following tasks:

- Evaluate intervention session instruction to identify professional development needs for specialists
- Monitor student progress and other program evaluation data to adjust training, professional development, or program implementation to ensure students are appropriately served
- Train and support at-risk coordinators in identification of at-risk students and data tracking to ensure students are connected to appropriate services
- Analyze at-risk population data and identify areas of support needed to supplement current programs
- Evaluate SCE program to ensure alignment to CIP goals and at-risk and educationally disadvantaged student needs

**Total number of FTE in SCE Plan:** 153

**Students Served:** 18,403 students identified as at-risk

### Evaluation of Program:

Service/Program	Evaluation	Conducted By	Timeframe
Tier II and Tier III intervention instruction and curriculum program for tiered instruction	<ul style="list-style-type: none"> <li>● Measure growth through Growth (BMOY, and EOY) and STAAR as applicable</li> <li>● Attendance in instructional sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Comp Ed Manager</li> <li>● MTSS Coordinator</li> <li>● Data Specialist</li> </ul>	<ul style="list-style-type: none"> <li>● 6 week cycles</li> </ul>
Tier II and Tier III behavioral intervention	<ul style="list-style-type: none"> <li>● Referral based</li> <li>● Identified factors based on success in the virtual environment</li> </ul>	<ul style="list-style-type: none"> <li>● Engagement Specialist</li> <li>● At-Risk Counselors</li> <li>● Comp ED Manager</li> <li>● Data Specialist</li> </ul>	<ul style="list-style-type: none"> <li>● 3 week cycles</li> </ul>
Intensive/Accelerated Instruction	<ul style="list-style-type: none"> <li>● Measure performance on STAAR; use BOY EOY if STAAR data is not available</li> </ul>	<ul style="list-style-type: none"> <li>● Comp Ed Manager</li> <li>● MTSS Coordinator</li> <li>● Data Specialist</li> <li>● Principal</li> </ul>	<ul style="list-style-type: none"> <li>● At conclusion of STAAR or EOY testing, check-ins during year through internal assessments</li> </ul>
At-Risk Counselors	<ul style="list-style-type: none"> <li>● Percentage of students who progressed toward graduation</li> </ul>	<ul style="list-style-type: none"> <li>● Comp Ed Manager</li> <li>● Data Specialist</li> </ul>	<ul style="list-style-type: none"> <li>● At conclusion of school year, check-ins during grading periods</li> </ul>

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Engagement Specialists	<ul style="list-style-type: none"> <li>• Passing rates for promotion/graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Comp Ed Manager</li> <li>• Data Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• During semester and at end of year</li> </ul>
At-Risk Teachers	<ul style="list-style-type: none"> <li>• Passing rates for promotion/graduation</li> <li>• Measure performance on STAAR; use EOY if STAAR data is not available</li> </ul>	<ul style="list-style-type: none"> <li>• Comp Ed Manager</li> <li>• Data SpecialistE</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• During semester and at end of year</li> <li>• At conclusion of STAAR or EOY testing, check-ins during year through internal assessments</li> </ul>
MTSS Coordinators	<ul style="list-style-type: none"> <li>• Total RTI conferences completed documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Comp Ed Manager</li> </ul>	<ul style="list-style-type: none"> <li>• At conclusion of school year</li> </ul>

**References**

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**TVAH Comp Ed Proposed Budget**

**Research-Based Materials and Programs:**

- MTSS PowerSchool - \$186,150

**Professional Developments:**

**Other:**

- 

**Staff Required to Implement Support (Number of Each Position, Title/Role – including grade, area, and population, plus total cost including benefits per individual):**

<b>Title/Role</b>	<b>Number</b>	<b>Total Cost (including benefits)</b>	<b>Description of role in SCE program</b>
Intervention Teacher	43	\$4,848,991.65	Use data to provide instruction at student's skill level, implement CRT during sessions, and tracking progress monitoring of students
At-Risk Teacher	16		Provides instruction and support for Credit Recovery courses, STAAR/EOC remediation, and small group instruction for at-risk students
At- Risk Counselor	11	\$695,734.04	Provide supplemental, targeted support to at-risk students in collaboration with school counselors, engagement specialists, and school social workers
Instructional Coach	14	\$805,526.52	Coach and support teachers using data to drive instruction, state standards and essential skill alignment, scaffolding instruction
State Comp Ed Manager and Assistant Managers	4	\$340,381.25	Supports Comp Ed FTEs and ensures alignment of job descriptions to the Comp Ed Plan and CIP; gathers and analyzes data to monitor program effectiveness and shares data analysis with appropriate school staff
At-risk Coordinator Data/Compliance Specialist	3	\$159,770.47	Supports the identification and validation of educationally disadvantage and at-risk students, including referring students and families to the appropriate support services to decrease student dropout and withdrawals; connects students to services and eligible materials Maintains database for the intervention teachers; tracks program measurables including attendance, closing the achievement gap, student growth measures, effect of services used for eligible students.
Engagement Specialist	32	\$1,797,392.93	Connects students to programs through support and training, outreach when engagement from programs is low, and troubleshooting if students struggle to access programs
MTSS/RTI Coordinator	5	\$276,662.95	Coordinates RTI programs at campuses, including compiling data, supporting training in interventions, and facilitating staff conversations about students

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### Total Expenses

Provide the citation(s) for where the information pertinent to this application is located within the district and campus improvement plans. (Example: Campus Improvement Plan—Section II, pages 22-26.)

Staff	CIP
Intervention Teachers	Goal 1; Performance Obj 1; Strategy 4
At-Risk Teachers/Credit Recovery	Goal 1; Performance Obj 4; Strategy 3
SCE Managers	Goal 1; Performance Obj 4; Strategy 8
Instructional Coaches	Goal 1; Performance Obj 1; Strategy 1
At-Risk Team	Goal 1; Performance Obj 4; Strategy 3
Data Support	Goal 1; Performance Obj 1; Strategy 5
At-Risk Counselor	Goal 1; Performance Obj 4; Strategy 3
Engagement Specialist	Goal 3; Performance Obj 1; Strategy 1
MTSS Coordinator	Goal 1; Performance Obj 1; Strategy 4
PD/Conferences	Goal 1; Performance Obj 4; Strategy 3
Incentives	Goal 1; Performance Obj 4; Strategy 3
Shipping Materials & Expenses	Goal 1; Performance Obj 4; Strategy 3
Summer School Courses	Goal 1; Performance Obj 4; Strategy 4

**Application Section II Superintendent Contact Information.** Please provide full contact information for the superintendent.

Name: \_\_\_\_\_

Email address: \_\_\_\_\_

Phone number: \_\_\_\_\_

**Financial Official Contact Information.** Please provide full contact information for the financial official.

Name: \_\_\_\_\_

Email address: \_\_\_\_\_

Phone number: \_\_\_\_\_

**Program Contact Information.** Please provide full contact information for the state compensatory education (SCE) program contact person for the full-time Texas Virtual School Network Online Schools (TXVSN OLS) program campus. This should be an employee of the school district and not a contractor. This is the person that the Texas Education Agency (TEA) will contact to address questions about the content of this document.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Texas Virtual School Network Online Schools (TXVSN OLS) Program  
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Email address: \_\_\_\_\_

Phone number: \_\_\_\_\_

**Texas Virtual School Network Online Schools (TXVSN OLS) Program  
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**Application Section III**

**State Compensatory Education (SCE) Funds Assurance Statements.** Please check each box below to indicate the district's or open-enrollment charter school's understanding of and agreement with each assurance statement.

I affirm that by signing this assurance statement document, the Texas Virtual School Network Online Schools (TXVSN OLS) program district or open-enrollment charter school will comply with all statutory and program requirements of SCE and understands and agrees that

- ☐ SCE program expenditures will supplement (increase the level of service), and not supplant (replace) services or activities required by state law, State Board of Education rules, commissioner rules, or state or local policy;
- ☐ state or local funds will not be decreased or diverted for other purposes merely because of the availability of these funds;
- ☐ each student enrolled in the TXVSN online school campus who is eligible for SCE funds will be notified of his or her eligibility, provided with information about all available supplemental accelerated instruction opportunities, and given instructions necessary to access these opportunities;
- ☐ SCE services will be offered to eligible students only; and
- ☐ the campus improvement plan (CIP) will specify clearly how any SCE expenditures will be used to supplement the existing required end-of-course (EOC) intervention services for accelerated instruction and comply with all SCE requirements and these assurance statements, beginning with the 2016-2017 school year and for each subsequent year SCE funds are received.

**Signatures**

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Financial Official

\_\_\_\_\_  
Date

**FOR TEA USE ONLY**

Comments:

Initials: \_\_\_\_\_

Date: \_\_\_\_\_