

School Year 2012-2013

DALHART ISD

State Compensatory Education

Policy and

Procedures Manual

Modified by Region 16 ESC and Dalhart ISD



Originally Developed by Linda McCord

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Section I: Program Overview

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Dalhart ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are **supplemental** to the regular education program for students identified as at risk of dropping out of school. All campuses in the district have a poverty rate that is greater than 40%. The campuses including Dalhart High School, Dalhart Jr. High, and XIT Secondary School have chosen to use their supplemental SCE funds to support the school-wide program for upgrading the entire educational program. On all campuses, the district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all Dalhart ISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77(R) SB 702 Enrolled – Bill Text).

General Use of Funds

Dalhart ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 15 percent administrative costs and the 18% allowable to provide baseline services at the District's AEP. SCE funds are used to support one or more of the **ten** components at all district campuses since all our Title I, Part A school-wide campuses exceed 40% low income students. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Use of Funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the **ten** Title I, Part A School-wide Program Components at all district campuses so long as the campuses continue to meet, at a minimum, the **40%** poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

Section II: Student Eligibility

Dalhart ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents.
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §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 §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. §11302, and its subsequent amendments; or
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Section III: Identification Procedures

Responsibilities – Campus Contact

The Superintendent, in consultation with each campus principal, shall appoint an At-Risk Contact at each campus. Each contact is responsible to...

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services &/or continued eligibility
- Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and SBDM or campus staff to provide appropriate staff development sessions

Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State (see Section XI of this document). Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- For primary students only – students' performance on a readiness test or assessment instrument administered during the current school year (e.g., TPRI);
- For students in grades 7-12 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-risk)
- Retention rates
- Performance on State assessments, inclusive of TAKS, EOCs, STAAR and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- Alternative education program placement (current or preceding year school year)
- Expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- Previous dropout information
- LEP status
- DPRS referrals (current school year)
- Homeless status
- Residential facility placement data (preceding or current school)

Section IV: Provision of Services

Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- ♦ Intensive remediation services for State assessments
- ♦ Extended learning opportunities (e.g., before-, during- &/or after-school tutoring sessions)
- ♦ Basic course extensions (e.g., Algebra labs, extended writing labs, content mastery –like services)
- ♦ Counseling sessions
- ♦ Peer, teacher, community-member mentoring sessions
- ♦ ACT/SAT preparation sessions for identified students
- ♦ Teen parenting sessions
- ♦ Training sessions for parents of identified students
- ♦ Intensive, supplemental reading programs
- ♦ Study skills sessions
- ♦ Self-esteem enhancement sessions
- ♦ Summer enhancement programs
- ♦ Individualized instruction
- ♦ Extended early childhood programs
- ♦ Goal-setting sessions
- ♦ Class-size reduction measures

Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include the following:

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

Section V: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status, residential placement timeframes), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- ♦ 110% level of satisfactory performance on state assessments
- ♦ Promotion records
- ♦ Maintenance of passing grades with a score of 70 or greater
- ♦ Residential placement status
- ♦ Condition of pregnancy or parent status
- ♦ Alternative education program placement timeframe
- ♦ LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section VI: Program Evaluation

Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on Chapter 39 Assessments; and
2. The disparity in the rates of high school completion.

Additional Evaluation Measures

Other evaluation measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in the tables for each campus.

Specific Program Evaluation

Specifics of the SCE Program evaluation are outlined on the table provided on the next page. Each year as evaluation results are reviewed, evaluation measures will be modified/enhanced to ensure that the district receives information that accurately assesses the effectiveness of the services provided to identified students and to assess professional development provided to teachers and principals, ensuring that they have the capacities to address the students' needs effectively and in a timely manner.

Annual SCE Evaluation – School Year 2012-2013

SCE Program Evaluation for School Year 2012-2013				
Service & Evaluation Strategy	Person(s) Responsible	Final Evaluation Conducted By	Findings	Program Modification
Extended Day Services (e.g., after-school tutoring, Saturday classes, etc.) – Semi-annual review of benchmark assessment results for identified students served and state assessment results	District Coordinator; Campus Contacts, Counselor, Teacher, Principal	Principal, Teachers, Counselor	Remediation significantly improved test scores and success in the classroom	Reading Interventionist and writing specialist to work with students and teachers. Early benchmarks and remediation, special students received remediation and additional pull out time for intervention.
Special Classes (e.g., reading and math labs)-- Review 6 week failure lists for identified students served in special programs and course completions/promotion rates	District Coordinator; Campus principals	Principal, Specials Teachers, Counselor	Special populations received intensive remediation and test scores significantly improved and classroom performance increased	Reading intervention and intensive small groups. Computer Programs that are researched based Interventions were used.

Section VII: Campus-Level Services

When formative and summative measures are planned, the two evaluation criteria for gauging the effectiveness of SCE services:

- 1) reduction in the disparity of performance results on State Assessments between At-Risk students and all other students;
- 2) reduction in the disparity of graduation rates between At-Risk students and all other students in the district.

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
1, 4, 8, 10, 11	-pull out intervention -extended day small group remediation -flex remediation -homework helpers	YES	-report cards -Benchmarks for all subjects	-3 ½ 6 weeks report cards -3 Benchmarks in each subject	TAKS test results year grades	-0-

<u>CNA</u>	<u>Comp. Needs Assessment</u>	<u>RS</u>	<u>Reform Strategy</u>	<u>HQ</u>	<u>Highly Qualified Staff</u>	<u>PD</u>	<u>Professional Development</u>	<u>R/R</u>	<u>Recruitment & Retention of Cert. Staff</u>
<u>PI</u>	<u>Parental Involvement</u>	<u>I</u>	<u>Transition</u>	<u>A</u>	<u>Teacher Inv. in Assessment Decisions</u>	<u>M</u>	<u>Timely assistance for Student Mastery</u>	<u>Coord</u>	<u>Coordination & Integration of federal, local, & state Programs</u>

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Below grade level, not meeting standard on benchmarks failing the class	Interventionist, writing specialist, teachers and aides to provide remediation and extended day tutorial Flex calendar days for students not meeting grade level requirements ESL summer school for students in grades Pre K and K Migrant summer school for migrant students	Yes Campus Wide	Benchmarks, progress reports, grades Flex calendar days for students not meeting grade level requirements Flex calendar days for students not meeting grade level requirements	3 ½ - 6 weeks 3 Benchmarks per subject each year	Review and disaggregated TAKS, final benchmark and grades	\$128,500

Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*

Section VIII: Other Services/Funds Utilized

(Note: This section could be expanded and might also be put into table format or included as bulleted items with additional funds listed. Because evaluation is crucial in all programs, district-level efforts for evaluation should be defined as well.)

In addition to the strategies listed within the campus tables included, Dalhart ISD draws on other fund sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. Please refer to the staff development plan located within the District Improvement Plan. As well, other special state and federal funds support additional initiatives designed to support all students, especially those in greatest need.

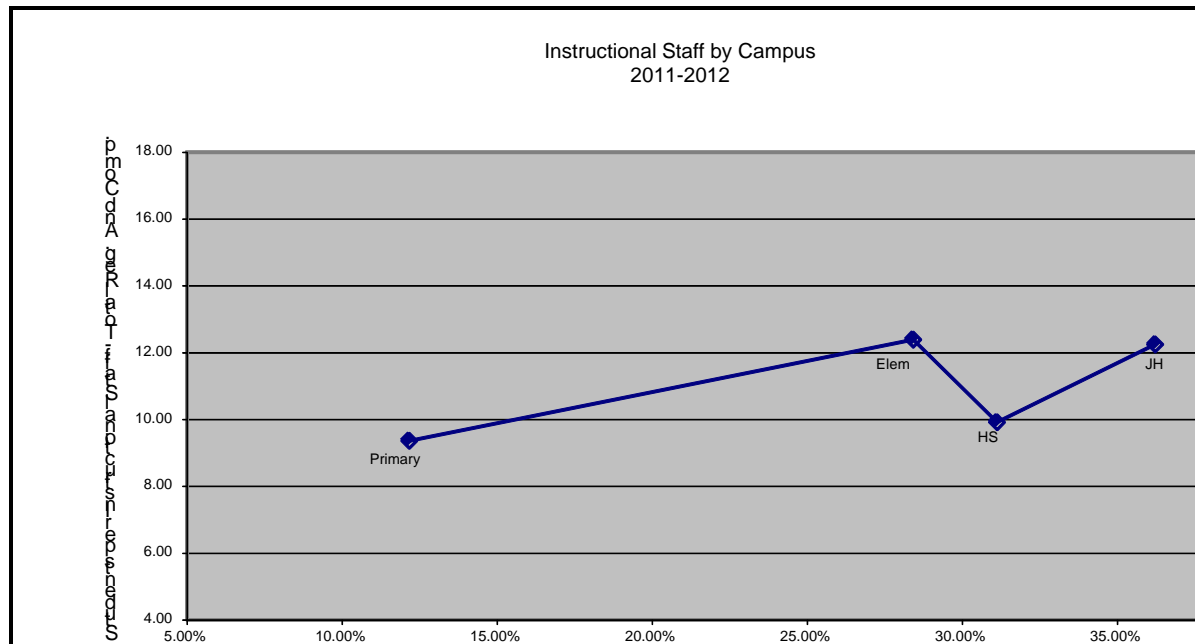
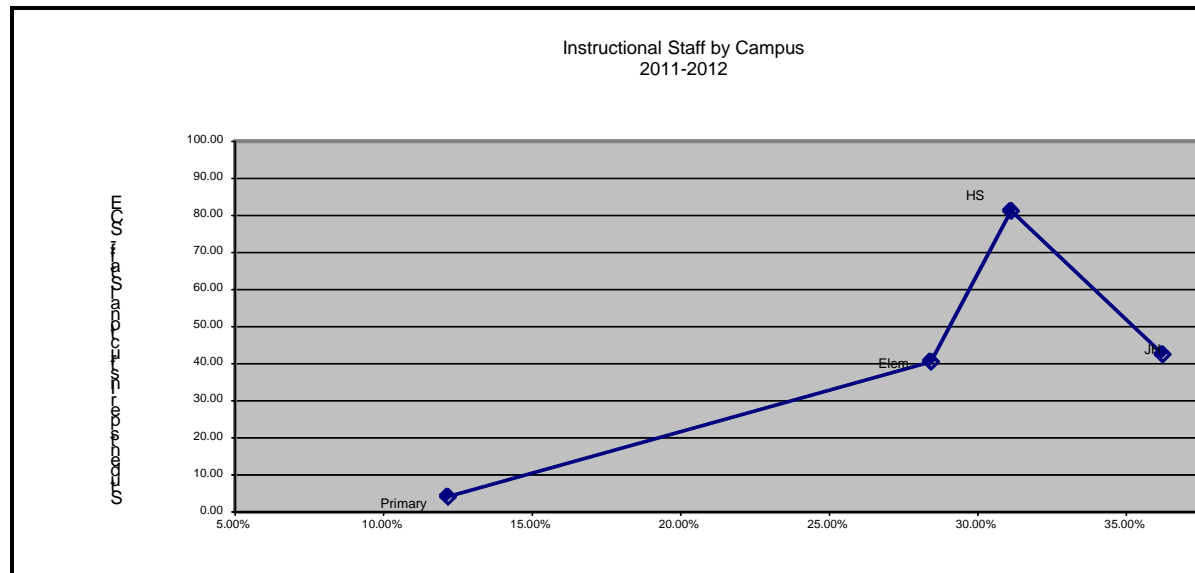
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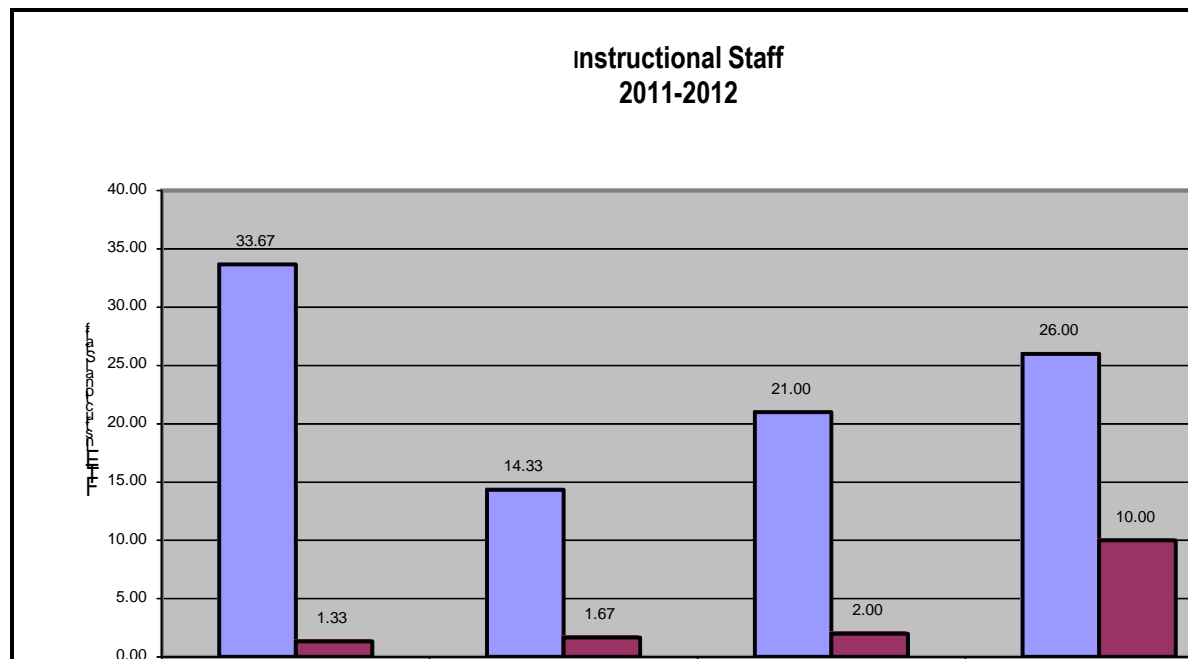
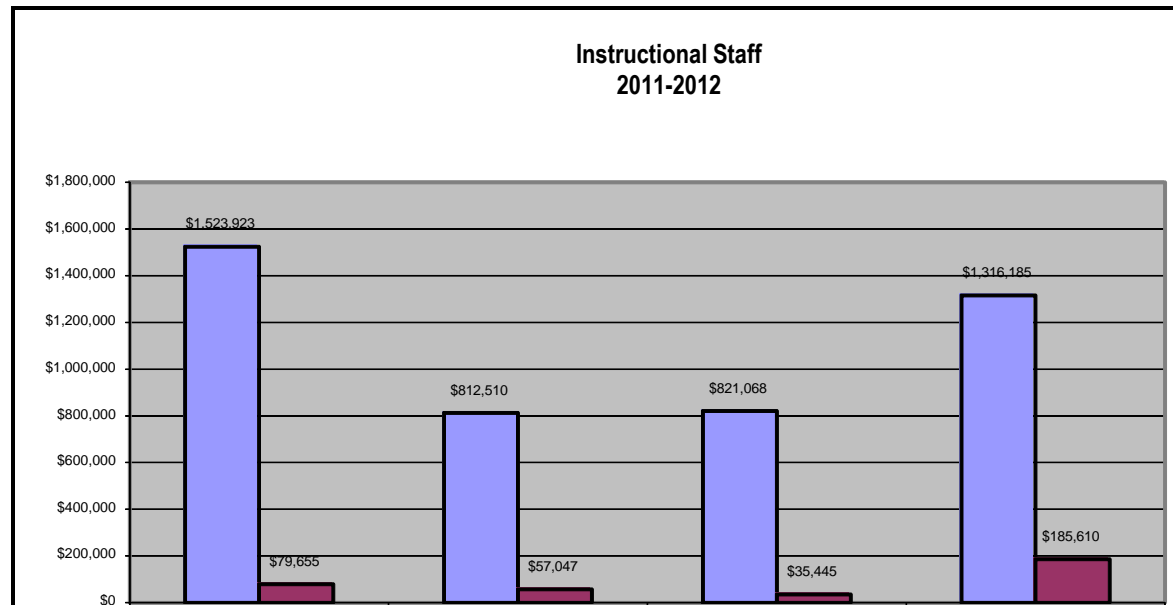
- *Title I, Part A*
- *Title I, Part C Migrant*
- *Title II, Part A*
- *Texas High School Success and Completion Grant*
- *Credit Retrieval Program*
- *ESEA Title I ARRA*
- *ARRA Stabilization*

Section IX: Summary of FTEs

Campus	Personnel	Position	Salary/Benefits	FTE	SCE Funds
High School		AEP/GED/Acc. Inst Teacher	\$56,675.00	0.66	\$37,405.50
		AEP/GED/Acc. Inst Teacher	\$46,750.00	0.50	\$23,375.00
Jr. High					
Elementary					
Primary					
Note: Salaries include benefits					

Section X: Cost Comparison – Regular Education to SCE by Campus





Section XI: At-Risk Student Profile

ISD AT-RISK STUDENT PROFILE

PEIMS ID #	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current Yr Enroll Date
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STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

PK-3 Criteria

Readiness on TPRI Score: _____
(PK-3 only)

Readiness TPRI Test Date: _____
(PK-3 only)

TAKS, STAAR, & EOC Scores

Reading _____
Math _____
Writing _____
Science _____
SS _____

Core Subject Grades (7-12 only) Previous Semester

MATH _____
SCIENCE _____
ELA _____
SOCIAL STUDIES _____

Core Subjects Grades (7-12 only) Current Semester

MATH _____
SCIENCE _____
ELA _____
SOCIAL STUDIES _____

AT RISK CRITERIA

Place a "Y" in the box for each questioned answered, "Yes". A "Yes" response to any question qualifies the student as "At-Risk."

DOCUMENTATION

Check all that apply. Documentation for each applicable item must be kept in student's At-Risk Folder.

1.	Did not perform satisfactorily on Readiness Test? (PK-3 only -- TPRI)		Copy of Readiness Test (PK-3)
2.	Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)		Grade Record or failure list
3.	Was not advanced from one grade to the next for one or more school yrs.?		Grade Record
4.	Did not perform satisfactorily on state assessment? Or Has failed TAKS, STAAR, EOC in prior year, and currently has passed; however, has not passed by the 110% rule? (Please circle)		Copy of TAKS, STAAR or EOC reports (2001, 2002 only)
5.	Is pregnant or is a parent?		Copy of Doctor's report confirming pregnancy or records proving parenthood
6.	Is/Was in AEP (preceding or current year)? Section 37.006		Copy of hearing record indicating placement in AEP due to appropriate cause
7.	Is/Was expelled in preceding or current school year? Section 37.007		Copy of expulsion records indicating cause of expulsion
8.	Is currently on parole, probation, deferred prosecution, or other conditional release?		Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9.	Was previously reported to PEIMS as a dropout?		Copy of PEIMS report classifying student as a dropout
10.	Is a LEP student?		Copy of LPAC profile indicating LEP status
11.	Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?		Copy of DPRS documentation confirming custody or referral
12.	Is homeless, as defined by 42 U.S.C. §11302, and its amendments?		Copy of records indicating homeless status
13.	Resided in preceding or current year in a residential placement facility in the district, including a foster group home?		Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

Student is At-Risk (Please Circle): Yes NO _____

Person Completing Form

Principal's Signature

Date

MONITORING RECORD

DATE	MONITORED BY	SERVICE PROVIDED	DATA REVIEWED	RECOMMENDATION TO EXIT		RECOMMENDATION TO MODIFY SERVICES (EXPLAIN)	PRINCIPAL'S INITIALS
				YES	NO		

EXIT RECORD

DATE EXITED FROM SCE SERVICES: _____

REASON FOR EXITING STUDENT: _____

EXIT REVIEW CONDUCTED BY: _____

Principal's signature: _____

Date: _____

(Note: This two-page form is intended to be duplicated front and back on cover stock and kept in the student's cumulative folder or in locked storage in the at-risk coordinator's files. Contact/At-risk committee/principal are to review the student's progress periodically)