

STATE COMPENSATORY EDUCATION POLICIES AND PROCEDURES



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Karnes City Independent School District Program Description Manual Local Procedures

Section 1: Program Overview

TEC 29.081; TEC 48.104 TAC 61.1027

Purpose

The Texas Education Code (TEC), §29.081, defines SCE as programs and services designed to supplement the regular education program for students that meet one or more of the statutory or locally defined criterion for being at risk of dropping out of school or students that have taken an end-of-course that meet one or more of the statutory or locally defined criterion for being at risk of dropping out of school or students that have taken an end-of-course assessment under that meet one or more of the statutory or locally defined criterion for being at risk of dropping out of school or students that have taken an end-of-course assessment under TEC, 39.023 (c), and have not performed satisfactorily on the assessment. The purpose is to increase the academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers.

Goal

The goal of the State Compensatory Education Program (SCE) is to provide funding to reduce 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.

Funding Considerations

State compensatory education funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

Additionally, students who are designated as educationally disadvantaged are now eligible to receive supplemental services paid for with compensatory education funds.

Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rule may not be funded with SCE funds. The services must be part of delivery of academic instruction supplemental to the regular program and be reflected in the comprehensive needs assessment.

Expenditures of SCE funds must:

- Support the intent and purpose of the program;
- Be allowable under statute and guidance, and;
- Be directly related to specific interventions identified in the appropriate district and campus improvement plans

Section 2: At-Risk Student Eligibility Criteria

Karnes City ISD uses the 14 criteria delineated in Texas Education Code 29.081 as the sole criteria in identifying students who are eligible to receive intensive, supplemental services.

These criteria include the following:

At-Risk Student Eligibility Criteria

Includes each student under the age of 26 who:

<p>1 PK, K, 1-3</p>	<p>Is in prekindergarten, 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; NOTE: Do not use previous year's score for classification. (Math & Reading) Identified and entered by campus staff through TxEIS in September for BOY assessment and again following the MOY assessment in January.</p>	<p>Student remains At Risk during the school year. At the end of the current school year will change from Yes to Former for all students identified by this indicator. Exited by campus counselor</p>
<p>2 7th -12th</p>	<p>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 core 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 core curriculum in the current semester Identified and entered by campus staff through TxEIS</p>	<p>Reviewed at the end of each 9 week period for additional students to be added throughout the school year. Indicator will change during the summer if this was the only at risk criteria for the student AND the student did not fail two or more core curriculum subjects during the preceding school year. Based upon review of the student performance data. Exited by campus counselor</p>
<p>3 K-12th</p>	<p>Was not advanced from one grade level to the next for one or more school years; Excludes: Pre-kindergarten or kindergarten students who did not advance to the next grade level only as the result of the request of the student's parent Identified and entered by campus staff through TxEIS</p>	<p>Student remains as at-risk until the remainder of his/her public school education Student never exits</p>
<p>4 3-12th</p>	<p>Did not perform satisfactorily on a STAAR/EOC assessment, 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; Identified and entered by campus staff through TxEIS</p>	<p>At the start of the school year the indicator will change if the student passes the previously failed assessment at a level equal to at least 110% of the level of satisfactory performance on that instrument, and this was the only at risk criteria. Exited by campus counselor</p>

<p>5 secondary</p>	<p>Is pregnant or is a parent Note: Students who give up their child for adoption or student has a miscarriage shall not be identified under this criteria. This also includes male students who are parents, as defined by Texas Family Code, Title V, Subtitle A, Chapter 101(a) and (b) Identified and entered by campus staff through TxEIS using the date of the disclosure.</p>	<p>Student never exit, unless - voluntarily or involuntarily loss of child, f so the indicator will change at the end of the school year. Exited by campus staff</p>
<p>6 K-12</p>	<p>Has been mandatory placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; NOTE: Section 37.006 describes a disciplinary education program. Not an in-school suspension (ISS) program or a JJAEP Identified and entered by staff at DAEP/KCISD through TxEIS, start date will be the first date of mandatory DAEP placement.</p>	<p>Code will change during the summer if this was the only at risk criteria for the student AND the student was not mandatorily placed in DAEP during the preceding school year. Exited by campus and district office staff.</p>
<p>8 K-12</p>	<p>Is currently on parole, probation, deferred prosecution, or other conditional release; Identified and entered by campus staff through TxEIS using the start date of parole, probation, deferred prosecution or other conditional release.</p>	<p>At the end of the current school year if legally removed from the condition, if this was the only at risk criteria, using the date cleared from the obligation as the end date. Exited by campus counselor.</p>
<p>9 7-12</p>	<p>Was previously reported through PEIMS to have dropped out of school either in Karnes City ISD or another school district. Identified and entered by campus staff through TxEIS</p>	<p>Student remains as at-risk until the remainder of his/her public school education. Student never exits</p>
<p>10 PK -12</p>	<p>Is a student of limited English proficiency, as defined by Section 29.052; even if parents waive the service. Student at risk status identified by LPAC. Data entered by campus LPAC Coordinator through Edugence; rolls over to TxEIS</p>	<p>Is no longer identified as LEP, a monitored student is no longer considered at risk. Exited by campus LPAC Coordinator.</p>
<p>11 PK-12</p>	<p>Is in the custody or care of the Department of Family & Protective 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. Identified and entered by campus staff through TxEIS the date the student was placed with DFPS or date of the referral of the student.</p>	<p>At the start of the current school year the indicator will change if this was the only at risk criteria AND the student is no longer in the custody or care of DFPS or the referral to the DFPS occurred in a prior school year. Exited by campus counselor</p>
<p>12 PK-12</p>	<p>Is homeless, as defined by 42 U.S.C. Sec. 11302, and its subsequent amendments; Refer to: McKinney-Vento Homeless Assistance Act of 2001, Sec. 725. Student at risk status identified by campus staff using Student Residency Questionnaire. Data entered by campus staff through TxEIS.</p>	<p>At the end of the current school year if this was the only at risk criteria Exited by Special Programs Coordinator based upon student residency questionnaire.</p>

<p style="text-align: center;">13 PK-12</p>	<p>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. Note: Student can't be counted by two districts during the same time period. Students identified & entered by campus staff through TxEIS</p>	<p>At the start of the school year the indicator code will change if this was the only at risk criteria AND the student has not resided in a residential placement facility in the preceding or current school year. Exited by campus counselor</p>
<p style="text-align: center;">14 PK-12</p>	<p>The 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 the Texas Penal Code, §1.07.</p> <p>Students identified & entered by campus staff through TxEIS using the start date as the date of disclosure or the date of the incarceration, if within the current school year.</p>	<p>Student remains as at-risk until the remainder of his/her public school education. Student never exits</p>



Section 3: Student Identification Procedures

Campus At-Risk Coordinator Responsibilities (Assistant Principal or Counselor)

The District through the principals, shall appoint an At-Risk coordinator for each campus. Responsibilities of each coordinator include the following:

- Oversee process for identification of students based on the 14 criteria
- Maintain a list of identified students with the qualifying criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Collaborate with campus administration and staff to ensure appropriate interventions/services are available to identified students
- Oversee process for 9 weeks monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and site-based team to provide appropriate and timely staff development sessions for proper identification and interventions/services

Procedures for Identification of Eligible Students

KCISD Policy EHBC – Reg.

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-wide adopted document/system for identifying and monitoring the status of students according to the criteria outlined by the State. Each campus coordinator shall oversee identification process at each respective campus and shall ensure that PEIMS at-risk data is updated accordingly.

Periodic Updates and Eligibility Review

The campus coordinator, in consultation with the district coordinator and the campus principal, shall establish procedures to conduct 9-week reviews, at a minimum, to identify additional 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 PreK-3rd grade students only – student performance on a readiness test or assessment instrument administered during the current school year
- For students in grades 7th – 12th only – student grades in subjects in the core 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 a student in an at-risk situation)
- Retention rates



Periodic Updates and Eligibility Review (continued)

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

- Performance on state assessments
- Parental or pregnancy status
- Alternative education program placement or expulsion records (current or preceding school year)
- To the extent possible data regarding parole, deferred prosecution, or other conditional releases
- Previous dropout information
- LEP status
- Homeless status
- Residential facility placement data (current or preceding school year)

Section 4: Provisions of Services and Monitoring

Services

After identification of students, the campus coordinator, in collaboration with 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 day, week, year learning opportunities
Prescriptive supplemental reading programs	Study skills sessions
Teen parenting sessions-(Homebound Instruction)	Peer, teacher, community-member mentoring services
Counseling sessions	Training sessions for parents of identified students
Summer enhancement programs	Individualized or small group instruction
Computer assisted instruction	Test preparation tutorials
Specialized reading and math programs	Instructional interventions



Monitoring

Karnes City ISD will consistently evaluate the students' progress every nine weeks receiving compensatory education services in the areas of academic, attendance, and discipline.

Such measures may include the following, but are not limited to:

- Weekly grades
- Written progress reports
- Review of subject area performance
- 3-weeks, unit and benchmark assessments
- Review of nine-weeks failure reports
- Periodic interviews with service providers
- Review impact of counseling and/or other services offered to identified students
- Quarterly and/or timely consultations with law enforcement agencies and or representatives as required

Extended Monitoring for Exited Students

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

At a minimum review of the student's performance should consist of:

- 1) Review of the last (2) nine weeks grading reports
- 2) Review of the last (2) nine weeks attendance; and
- 3) Review of any assessments taken in the current school year.

Monitoring Plan for District SCE Coordinator

Annually, the District Coordinator will review the campus use of SCE funds to ensure that the use of funds is targeting students who are at risk. Salaries (FTE's) being paid through SCE will also be reviewed to ensure that there are identified actions or strategies highlighted in the comprehensive needs assessment (CAN), campus improvement plans (CIPs,) or the district improvement plan (DIP) have the intended impact on student achievement.

Section 5: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify students for SCE services, the campus coordinator, in consultation with the principal and appropriate staff, will determine through the nine-weeks review of student data the students continued services All decisions for exiting a student from SCE program will be based upon the review of student data and may include the following under the different criteria:

- Criteria #2 – Maintenance of passing grades with a score of 70 or greater
- Criteria #4 – 110% level of satisfactory performance on state assessments

- Criteria #5 – Condition of pregnancy or parental status
- Criteria #6 – Alternative education program placements timeframe
- Criteria #10 – LEP status
- Criteria #13 – Residential placement status

The following criteria are automatically “exited” at the end of each school year by campus and district office staff. Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date (last day of the regular school calendar).

- Criteria #1 – PK-3rd Readiness assessment
- Criteria #8 – On parole, probation, or deferred prosecution
- Criteria #11- In the custody or care of Dept. of Protective/Regulatory Services
- Criteria #12- Is identified homeless under the McKinney-Vento Homeless Assistance Act

Students are never exited when they have been identified as at risk under the following criteria:

- Criteria #3 – Not advanced from one grade level to the next
- Criteria #9 – Was previously reported through PEIMS to have dropped out of school
- Criteria #14- Incarceration of the student or the parent of the student within the student’s lifetime



Section 6: Program Evaluation

Required Overall Program Evaluation

The KCISD district coordinator, along with the campus coordinator, will conduct an annual evaluation of programs funded with SCE funds and will use the findings of this and other evaluations **to modify, discontinue or maintain the program**. Evaluation results are to be disaggregated to show the effectiveness in reducing:

1. The disparity in performance on Chapter 39 (state 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 obtained from specific services or interventions 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 campus' improvement plans.

The evaluation will examine, but is not limited to the following data:

- At-risk student identification process
- Effectiveness of identified strategies
- Expenditures
- Supplement FTEs
- At-risk student exit process

Section 7: Campus Level Services

Based upon students' qualifying criteria, specific services funded by State Compensatory funds may vary from campus to campus as stated in their campus improvement plans. Services will vary and are subject to change based on student's identification, re-evaluation and changes in coding.

Other Service and Fund Utilization

In addition to information contained in campus improvement plans, Karnes City ISD coordinates and utilizes other fund sources to support services that address the needs of students identified as being at risk. Federal and local funds along with special grants also support district initiatives, instructional programs and staff development to support student learning.

Section 8: At-Risk Audits

Karnes City ISD annually conducts audits of at-risk data on the campuses. It is required that all at-risk students be monitored and tracked until they exit the program. Student tracking is accomplished through the use of TxEIS student information system that lists the entry and exit to the program, along with the identifying criteria and interventions.

Each campus is required to identify a committee of certified staff members that will support in the identification, the proper coding and interventions provided for students. The committee members must include but are not limited to: Campus Administrator, Campus Counselor, Teacher, and Campus Interventionist.

In order to track student progress, update campus at-risk files and accurately report PEIMS data, the committee should meet in the early fall prior to the district PEIMS submission and every 9 weeks after that to record progress in TxEIS and Edugence.

Timeline	Activity	Persons Responsible
Ongoing	During the school year (at any time that changes occur to student's information), campuses should make any changes necessary to coincide with the at-risk status of the student for all 14 criteria	Campus Committee & Campus PEIMS Secretary
Ongoing	At any time during the school year, if a student was coded as a dropout as per PEIMS with a code 88, 89, or 98 and re-enrolls in school, he/she should be coded with At-Risk Criteria #9	Campus Committee & Campus PEIMS Secretary
Ongoing	Throughout the school year, Foster Care students who are identified with Criteria #11 and #13 must have a copy of Form 2085 on file .The document is confidential and must be kept in a secured file.	Principal or Assistant Principal, Counselor & Campus PEIMS Secretary
Ongoing	Students sent to JJAEP will be coded as At-Risk with Criteria #6 by JJAEP At-Risk Coordinator or JJAEP Campus PEIMS Secretary.	Principal or Assistant Principal, Counselor & Campus PEIMS Secretary
Every 9 Weeks	*Monitor and record progress of interventions in Edugence– make changes as needed *Review report card failure reports	Campus Committee



At-Risk Audits (cont.)

<p style="text-align: center;">July</p>	<p>Students transitioning from: * Primary to elementary; * Elementary to junior high; and * Junior high to high schools</p>	<p style="text-align: center;">Campus Committee & Campus PEIMS Secretary</p>
<p style="text-align: center;">September</p>	<p>At the beginning of the school year, print a list of at-risk students from TxEIS for your campus. This list will be a reference point. Ensure that all students who previously had Criteria #1, #8, #11, and #12 as indicators are removed for the new school year. These indicators must be entered yearly based on BOY assessments and upon verification of the student's situations</p>	<p style="text-align: center;">Campus Committee & Campus PEIMS Secretary</p>
	<p>After the summer STAAR & EOC administration, students who were not successful in passing should be identified with Criteria #4 or students who passed with 110% should have the criteria removed.</p>	
<p style="text-align: center;">The last Friday of October</p>	<p>All students MUST be properly identified using all 14 criteria in TxEIS for PEIMS snapshot</p>	<p style="text-align: center;">Campus Committee & Campus PEIMS Secretary</p>
<p style="text-align: center;">November</p>	<p>After PEIMS snapshot generate a list of all At-Risk students from TxEIS to ensure that all the changes you made are correct; if any errors are found, corrections should be done on TxEIS. This will be PEIMS final submission</p>	<p style="text-align: center;">Campus Committee & District SCE Director</p>
<p style="text-align: center;">January</p>	<p>7th – 12th students who did not pass 2 or more core subjects during the Fall Semester should be coded with Criteria #2</p>	<p style="text-align: center;">Campus Committee & Campus PEIMS Secretary</p>
<p style="text-align: center;">January</p>	<p>A high school student who did not pass the EOC exam during the Fall semester should have Criteria #4</p>	<p style="text-align: center;">Campus Committee & Campus PEIMS Secretary</p>
<p style="text-align: center;">January</p>	<p>MOY K-3 – Review readiness test or assessment (for possible exits or newly identified for Criteria #1)</p>	<p style="text-align: center;">Campus Committee & Campus PEIMS Secretary</p>
<p style="text-align: center;">Upon Receiving Final STAAR/EOC Scores</p>	<p>After STAAR/EOC testing, review scores to identify students who did not meet the state standards and assign Criteria #4</p>	<p style="text-align: center;">Campus Committee & Campus PEIMS Secretary</p>

Identification and exit criteria must be completed and documented as appropriate in order to maintain compliance. **A list of committee members and sign-in sheets for each meeting session must be maintained at the campus.**