



New Summerfield ISD

State Compensatory Education Program

Policies and Procedures Manual

School Year: 2021-2022

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Section I: State Compensatory Education Contacts

New Summerfield ISD – State and Federal Programs

Director

Dr. Craig O. Wilcox
903.726.3306x747
cwilcox@newsummerfieldisd.net

OFFICE: New Summerfield ISD
P.O. Box 6
New Summerfield, TX 75780
[State & Federal Programs Website](#)

Business Manager

Mrs. Lanita Coleman
903.726.3306x742
lcoleman@newsummerfieldisd.net

Section II: State Compensatory Education Acronyms

CEP – Community Eligibility Provision

CIP/DIP – Campus/District Improvement Plan

CNA – Comprehensive Needs Assessment

EOC – STAAR End of Course Exam (Grades 9-11)

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

SBDM – Site-Based District Decision Making Committee

SCE – State Compensatory Education (State Comp Ed)

STAAR – State of Texas Assessments of Academic Readiness (Grades 3-8)

SW – Title I Schoolwide Program (New Summerfield ISD’s Title I program is SW)
New Summerfield ISD – State Compensatory Education Handbook 2021-2022

TA – Title I Targeted Assistance Program (Have <40% economically disadvantaged 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

Section III: State Compensatory Education Reference Documents

TEA: STATE COMPENSATORY EDUCATION GUIDANCE/REFERENCE DOCUMENTS

[Texas Education Agency - State Compensatory Education Website](#)

[FASRG Module 6: SCE Guidelines, Financial Treatment and an Auditing and Reporting System](#) (2019)

[TEA - State Compensatory Education: Frequently Asked Questions](#) (Updated Spring 2021)

[Electronic Report Submission Standards](#) Version 12.5 (May 2020)

Section IV: Program Overview

TEC Section 29.081; TEC Section 42.152 (B); 77(R) SB 702

Purpose

State Compensatory Education (SCE) funds may be used to provide a compensatory, intensive, or accelerated program that enables the students to be performing at grade level at the conclusion of the next regular school term. New Summerfield ISD will provide compensatory education that is 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 SCE program planning and decision-making for the district will include the superintendent, principal(s), and the site-based decision-making committee.

Districts receiving SCE funds are required to have local policies and procedures in place to identify:

- Students who are at-risk of dropping out of school under TEC Section 29.081 criteria;
- Students who are at-risk of dropping out of school under local criteria and document compliance with the 10% cap in TEC Section 29.081;
- How students are entered into the SCE program;
- How students are exited from the SCE program;
- The methodology involving calculation of the 110% satisfactory performance on all assessment instruments; and
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Goal

The goal of all New Summerfield ISD State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce 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 district students.

The **GOAL** of the State Compensatory Education Program (SCE) 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](#)) and not educationally disadvantaged,
- **at risk of dropping out of school**, as defined by [TEC, Section 29.081](#) (State At-Risk or Local At-Risk), and
- **all other students.**

The **PURPOSE** of the SCE program is to **increase academic achievement** and **reduce the dropout rate** for eligible students by providing **supplemental** programs and services.

- 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: Sec. 29.081. COMPENSATORY, INTENSIVE, AND ACCELERATED INSTRUCTION.
SUBCHAPTER C. COMPENSATORY EDUCATION PROGRAMS

(a) Each school district shall use the 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 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 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) **and has not performed satisfactorily on the assessment instrument** or **who is at risk** of dropping out of school.

(b-1) Each school district 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 that is required to provide accelerated instruction under Subsection (b-1) shall **separately budget sufficient funds**, including funds under Section 48.104, for that purpose.

(b-3) A district 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 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 district students**.

General Use of Funds

Funding allocated for compensatory education is based on the number of educationally disadvantaged students in the district. Students at New Summerfield ISD who meet any of the at-risk criteria are to be reported through the TSDS/PEIMS in the fall of each school year and updated in the student information system as students are identified as meeting the at-risk criteria.

New Summerfield ISD will use state compensatory education funds to provide support programs and/or services that supplement the regular education program (foundation curriculum) so that students at risk of dropping out of school can succeed. Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rules may not be funded with SCE funds. The SCE services must be part of the delivery of academic instruction, which are supplemental to the regular program, and be reflected in the comprehensive needs assessment.

New Summerfield ISD will ensure that positions funded with SCE:

- Provide direct foundation curriculum instruction and services to identified at-risk students;
- Are supplemental to the basic instructional program;
- Meet a need identified in the Comprehensive Needs Assessment (CNA), and;
- Are identified in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP).

Use of Funds on Title I, Part A Campus(es)

As appropriate and necessary, SCE funds will be used to support one or more of the three Title I, Part A Schoolwide Elements at New Summerfield ISD Title I district, so long as the district continues to meet, at a minimum, the 40% poverty threshold. The district ensures that all students will continue to receive their fair share of the 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 V: Student Eligibility Criteria

TEC Section 29.081; TEC Section 28.0217; SB 702

New Summerfield ISD has adopted the TEC Section 29.081 fifteen criteria in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

“Students **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, unless the student did not advance from pre-kindergarten or kindergarten to the next grade level only as a result of the request of the student’s parent; [Students remain “at-risk” until they graduate.]
2. If the student is in **grades 7–12 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; [TEC 28.002 - English Language Arts, Math, Science, Social Studies]
3. Did **not perform satisfactorily on a state assessment instrument** 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.] We are monitoring TEA for updates.
4. If the student is in **pre, kindergarten, or grades 1– 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 a **DAEP in accordance with Education Code 37.006** (mandatory placement) during the preceding or current school year;

7. Has been **expelled** during the preceding or current school year, as defined by §37.007;
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 an **emergent bilingual** student, as defined by §29.052;
11. Is in the **custody or care of the Department of Family and 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**;
12. Is **homeless**, as defined by 42 U.S.C. 11302 and its subsequent amendments [see FD];
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, or foster group home**. [A foster home, which is covered under criterion 11, is not the same as a foster group home.]
14. 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; or
15. **NEW: 87th Legislative Session - HB 572 . . . [is not applicable to New Summerfield ISD.]**
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 §39.0548.

Please note: Students are **not** considered at-risk based on any other factors like economically disadvantaged, disability, dyslexia, homebound, 504, special education, etc.

Local Criteria:

TEC Section 29.081

The district may choose to adopt a board-approved, local criteria if determined necessary through the comprehensive needs assessment process. The district is limited to serving 10% of the previous year's total identified at-risk students using local criteria.

New Summerfield ISD has elected **not** to identify or serve students under locally defined criteria.

Students with Disabilities:

TEC Section 29.081

Any student with a disability must still meet one of the 15 state criteria to be identified as at-risk.

Section VI: Student Identification Procedures

TEC Section 29.081

District At-Risk Coordinator

New Summerfield ISD's superintendent will identify a District At-Risk Coordinator (DeAnna Molloy, District Counselor). The District At-Risk Coordinator will establish uniform procedures for identifying a district-wide adopted document/system for identifying and monitoring the status of students according to the criteria outlined by the State. The responsibilities of the District At-Risk Coordinator are, but not limited to, the following:

- Train administration and campus level staff in identifying at-risk students and coding them in TSDS/PEIMS;
- Evaluating the effectiveness of programs and services designed to address the needs of at-risk students; and
- Professional development for identification, interventions, and response to interventions for at-risk students.

Campus At-Risk Contact

The District Superintendent, in consultation with each campus principal, will appoint a Campus At-Risk Contact for each campus (DeAnna Molloy, District Counselor). The Campus At-Risk Contact will be responsible for, but not limited to, the following:

- Manage and oversee the process for identification of students based on the 15 criteria and locally identified criteria, if applicable;

- Maintain a list of identified at-risk students with the qualifying criteria listed;
- Collaborate with campus administration and staff to ensure appropriate interventions are available to identified at-risk students;
- Manage the formative evaluation process for district-determined monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility;
- Collaborate to provide appropriate and timely staff development sessions for proper identification and interventions/services;
- Ensure that TSDS/PEIMS at-risk data is updated and review reports for errors;
- Compare at-risk numbers with prior years to observe for trends and variances; and
- Plan and conduct, in coordination with the Director of Federal and Special Programs, an annual formative evaluation of the program effectiveness at the district level.

The District At-Risk Contact will establish a procedure to conduct reviews, 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 will include, but may not be limited to, the following:

- For Pre-K to 3rd grade students only- student performance on a readiness test (TPRI) or assessment instrument administered during the current school year;
- For students in grades 7th to 12th 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 a student in an at-risk situation);
- Retention rates;
- 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;
- Limited English Proficiency(LEP)/Emergent Bilingual (EB) status;
- Homeless status or Foster Care;
- Residential facility placement data (current or preceding school year);
- Department of Family and Protective Services data; and
- Parent and student data on parent or guardian incarceration.

Section VI: At-Risk Student Profile
NEW SUMMERFIELD ISD AT-RISK STUDENT PROFILE (Sample Form)

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	20 State Assessment Score (3-6 only)	Core Subject Grades (7-12 only)	Core Subjects Grades (7-12 only)
		Previous Semester	Current Semester
Readiness on TPRI Score: _____ (PK-3 only)	State Assessment- ELAR _____	MATH _____	MATH _____
Readiness TPRI Test (PK-3 only) Date: _____	State Assessment- Math _____	SCIENCE _____	SCIENCE _____
	State Assessment- Science _____	ELAR _____	ELAR _____
		SOCIAL STUDIES _____	SOCIAL STUDIES _____

AT RISK CRITERIA Place a "Y" in the box for each question answered, "Yes". A "Yes" to any question qualifies the student "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 years? (Exception-PK or K not advanced as result of parent request)	Grade Record
4. Did not perform on state assessment? Or has failed State Assessment in prior year, and currently has passed, however, has not passed by the 110% rule? (Please circle)	Copy of State Assessment or EOC reports
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 Limited English Proficient (LEP/Emergent Bilingual (EB) student?	Copy of LPAC profile indicating LEP/EB 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? (Note: At-Risk status is valid for 2 years after release date of overnight stay at the facility)	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home with admission/release dates
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 and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259	

Student is At-Risk (Please Circle) Yes No Person Completing Form _____

Principal's Signature _____ Date _____

AT-RISK STUDENT MONITORING RECORD (Sample Form)

Date	Monitored By	Service Provided	Data Reviewed	Recommendation to Exit		Recommendation to Modify Services (Explain)	Campus At-Risk Contact Initials
				Yes	No		

Date Exited from SCE Services: _____

Reason for Exiting Student: _____

Exit Review Conducted By: _____

Section VII: Provision of Services

TEC Section 29.081; TEC Section 28.0217; House Bill 5, 83rd Legislative Session

Services

New Summerfield ISD's District Improvement Plan (DIP) is the primary records supporting SCE services and expenditures. The program/services will be described in the DIP if the program is implemented district-wide. As based on Texas Education Agency's guidelines, the DIP will include the following:

- Comprehensive Needs Assessment (CNA)- is conducted to identify the strengths and weaknesses of existing programs, activities, practices, procedures and activities, and also ensures the use of resources is carefully planned, supplemental and cost effective;
- Total amount of SCE funds allocated for resources and staff [include in DIP];
- Identified strategies- specific strategies aligned with the CNA;
- Supplemental Full-Time Equivalent (FTEs) for SCE;
- Measurable performance objectives based on needs assessment data;
- Timelines for monitoring strategies and reaching goals; and
- Formative evaluation and summative evaluation criteria.

Upon identification of students, the District At-Risk Contact, in collaboration with appropriate campus staff, will 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 *See HB5 requirement;
- Extended learning opportunities (e.g. before, during and/or after-school tutoring sessions);
- Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery, and like services);
- Peer, teacher, community-member mentoring sessions;
- Teen parenting sessions;
- 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 (Note: Ensure class size reduction is having the intended impact on student achievement); and/or

- Professional development related to identification, interventions and response to intervention for at-risk students.

* House Bill 5, 83rd Legislative Session added the requirement that each school district provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on end-of-course (EOC) assessment instrument that measures the knowledge and skills in that course and is required for graduation.

Mentoring Programs for At-Risk Students:

TEC Section 29.089

Each district may provide mentoring service programs to students at-risk of dropping out of school. The district will obtain the consent of a student’s parent or guardian before allowing the student to participate in the program. The board of trustees may arrange for any public or nonprofit community-based organization to come to the district’s campus(es) and implement the program.

- New Summerfield ISD does **not** use SCE funds for these programs.

Monitoring

District At-Risk Contact:

The District At-Risk 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, but are not limited to, the following:

- Periodic interviews with service providers;
- Ongoing monitoring of changes in status or situations with students;
- Review of subject area performance;
- Periodic benchmark assessments;
- Review of nine-week failure and/or three-week progress reports;
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from DFPS; and
- As appropriate, review impact of counseling services offered to identified students.

Section VIII: Exit Procedures

TEC Section 29.081

Since some criteria may only temporarily qualify students for SCE services (e.g. performance in subject area curriculum, on readiness tests, on State assessments, expulsion timeframe, Limited English Proficient (LEP)/Emergent Bilingual (EB) status, residential placement timeframes), the District At -Risk Contact, in consultation with the principal and/or 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 performance data and may include, but not limited to, 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; and/or
- Limited English Proficient/Emergent Bilingual (LEP/EB) status.

The following at-risk criteria are automatically exited at the end of each school year or last day of the regular school calendar.

Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date.

- PK to 3rd grade Readiness Assessment;
- On parole, probation, or deferred prosecution;
- In the custody or care of Department of Family Protective Services (DFPS);
- Identified homeless under the McKinney-Vento Homeless Assistance Act; and
- Identified as Foster Care.

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

- Not advanced from one grade level to the next (Exception: PK or K not advancing as result of parent request);
- Was previously reported through TSDS/PEIMS to have dropped out of school; or
- 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 and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

Methodology for Calculation of the 110% Satisfactory Performance on Assessment Instruments:

TEC Subchapter B, Chapter 39; TEC Section 28.0217

TEA does not maintain the 110% calculation for any public school. It is the district's responsibility to complete the 110% calculation. Our District At-Risk Coordinator calculates the level equal to 110% of the level of satisfactory performance on the instrument using the following methodology:

- Using the DMAC software, the District At-Risk Coordinator creates reports and disaggregates data for Math, English Language Arts and Reading (ELAR), Social Studies, Science, Algebra I, Biology, and U.S. History.
- The following information is reviewed in DMAC to calculate the 110% level:
 - Grade:
 - Math- Grade level 3rd, 4th, 5th, 6th, 7th and 8th, and Algebra I
 - English Language Arts and Reading (ELAR)- Grade level 3rd, 4th, 5th, 6th, 7th and 8th
 - English- English I and English II
 - Social Studies- Grade level 8th and U.S. History
 - Science- Grade level 5th and 8th, and Biology;
 - Standard- Approaches;
 - Total Test Items for each foundation curriculum subject;
 - Raw Score Cut (test items required for Approaches);
 - Percentage of Total Test Items (Raw Score Cut divided by Total Test Items);
 - 110% Average (Percentage of Total Test Items multiplied by 1.1);
 - 110% Raw Score (110% Average multiplied by Total Test Item rounded to nearest integer); and
 - 110% Scale Score.
- The disaggregated data from DMAC information is shared with appropriate district contacts.

Continued Monitoring:

District At-Risk Contact:

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

At a minimum, the review of student performance should consist of review of grading reports, attendance reports, and review of any assessments taken in the current school year.

Section IX: 2020-2021 SCE PLAN

[New Summerfield ISD's 2021-2022 SCE Plan](#)

Section X: Program Evaluation

TEC 29.081; TEC Section 11.253

Required Overall Program Evaluation:

The Director of Special and Federal Programs, the district at-risk coordinator, and campus contacts conducts an annual program evaluation to assess the impact of SCE services/programs on increasing student achievement and reducing disparity in performance on the state assessment and rates of high school completion between students at-risk of dropping out of school and all other district students.

The evaluation will examine, but is not limited to, the following data and will determine the need to maintain the program, modify the program, or discontinue the program or strategy:

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

The evaluation findings will be examined and will summarize how the SCE direct cost funds were used for the supplemental services and programs, as described in the CNA, DIP, and expenditures. The evaluation does not address the expenditures of indirect cost SCE allocations, which are designed to defray administrative costs associated with the program. The evaluation findings will describe the characteristics of the at-risk student population will examine how their state assessment performance, graduation rate, and dropout rate compares to their not at-risk peers.

Additional Evaluation Measures:

Other evaluation measures, both formative and summative, may be included in the review of evaluation data arising from specific services provided at the district. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided.

Annual SCE Evaluation: Previous School Year – [2020-2021 SCE Evaluation](#). Completed in conjunction with SECCA, Inc., Education Grant Consultants.

Goal, Objective, and Strategy Worksheet (Sample Form)

Goal:

Performance Objective:

Strategy Description	BUDGET	Monitor	Strategy's Expected Result/Impact	Evaluation

Section XI: State Compensatory Education (SCE) Expenditures

TEC Section 29.081; TEC Section 42.152; TEC Section 28.0211; FASRG Module 9; FAR Module 1

New Summerfield ISD ensures all costs recorded under SCE are supplemental to the regular education program and aligned with the CNA and DIP.

State Compensatory Education (SCE) funds must be used to provide compensatory, intensive, or accelerated instruction to students at-risk of dropping out of school. The purpose of the program is to increase the academic achievement and reduce the dropout rate of these students. 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.

Possible uses of funds (must be supplemental and instructional):

- Tutoring
- Class size reduction
- Specialized staff development addressing the needs of at-risk students
- State Assessment remediation
- Accelerated instruction
- Individualized instruction
- Specialized reading and mathematics programs
- Computer assisted instruction
- Extension of the instructional school, week, or year
- Extended day sessions for Pre-Kindergarten
- Small group instruction
- Teacher assistants

Payroll/Personnel:

The district may fund Full-Time Equivalents (FTEs) with SCE funds. Payroll costs related to SCE must be shown as number of FTEs in the DIP. In addition, personnel paid with SCE funds must maintain payroll documentation.

Documentation will include class schedule: including number of students and number of minutes, and time and effort forms if required. The job description of the SCE funded position must:

- Be updated when applicable
- Be signed by the employee annually
- Clearly identify the activities performed by the employee
- Be maintained in the employee's personnel file

Records of employee class schedule and time and effort records are available from the district Human Resources Office.

Accounting Codes

FASRG, 9.3

The district will follow financial accounting codes and general guidelines and ensure that direct costs of the compensatory education program supplement expenditures of the regular education program. The majority of SCE program expenditures are accounted for in the General Fund (Fund Code 199). Expenditures are further specified using the established accounting code structure.

Expenditures attributable to compensatory education program are recorded in financial accounting records under program intent codes (PIC):

- PIC 24 Accelerated Education
- PIC 26 Non disciplinary Alternative Education Program- AEP Basic Services
- PIC 28 Disciplinary Alternative Program- DAEP Basic Services
- PIC 29 Disciplinary Alternative Education Program – DAEP SCE Supplemental Costs
- PIC 30 Title I, Part A Schoolwide Activities Related to SCE Costs on Campuses with 40% or More Educationally Disadvantaged Students
- PIC 34 Pre-Kindergarten SCE Costs

All costs recorded under SCE PICs must be supplemental to the regular education program and aligned with the DIP, CIP and CNA. Use of the accounting codes implies that the district is in compliance with the appropriation of SCE funds to supplement programs that provide services for At-Risk students.

District and Campus Level SCE Expenditures

SCE 2021-2022 District Level Funding and Budget

New Summerfield ISD: SCE Allocation Amount Received:	<u>\$773,388</u>
Required Direct Cost (At least 55% of received amount):	<u>\$425,363</u>

Expenditures by Object Code:

6100 Payroll Costs:	<u>\$438,989</u>
List the number of supplemental position(s) fully or partially funded with SCE at the district-level:	
<u>Classroom Teachers</u>	Number of FTEs: <u>13 @14.29% of salary</u>
<u>English as a Second Language (ESL) Stipends</u>	Number of FTEs: <u>26 @ \$500 each</u>
<u>Core Subject Teacher Stipends</u>	Total: <u>4 = \$16,500</u>
<u>District Librarian</u>	Number of FTEs: <u>.50 = \$27,078</u>
<u>Library Aide</u>	Number of FTEs: <u>1 = \$16,752</u>
<u>District Curriculum Director</u>	Number of FTEs: <u>.50 = \$27,078</u>
<u>District Counselor</u>	Number of FTEs: <u>.25 = \$15,686</u>

6200 Professional & Contracted Services:	<u>\$72,214</u>
List the contracts to be SCE funded;	
<u>District Alternative Education Program</u>	<u>\$17,611</u>
<u>ESC 7 – Academic Content COOP</u>	<u>\$8,104</u>
<u>ESC 7 – DMAC Software</u>	<u>\$5,808</u>
<u>ESC 7 – Leadership COOP</u>	<u>\$850</u>
<u>ESC 7 – TEKS Resource System Software</u>	<u>\$4,500</u>
<u>SECCA</u>	<u>\$19,335</u>
<u>Digital Learning Test</u>	<u>\$4,541</u>
<u>Media Services</u>	<u>\$1,800</u>
<u>Miscellaneous</u>	<u>\$9,665</u>

6300 Supplies & Materials	<u>\$30,600</u>
List the supplies and materials to be SCE funded:	
<u>General Supplies</u>	<u>\$30,600</u>

6400 Other Operating Costs	<u>\$1,200</u>
List other operating costs to be SCE funded:	
<u>Travel</u>	<u>\$1,200</u>

Expenditures by Program Intent Code (PIC):

PIC codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- Title I, Part A School-wide above 40% educationally disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the amount to be allocated to each PIC code:	
PIC 24- Accelerated Education:	<u>\$543,003</u>
PIC 30- Title I, Schoolwide 40%:	<u>\$104,324</u>

Section XII: 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)

The district may draw on other fund sources for support services that address the needs of students identified as at-risk. Other local and special grants and other special state and federal funds may support additional initiatives designed to support all students, especially those in greatest need.

Section XIII: Cost Comparison:

TEC Section 42.152

The district lists the cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio in the Supplement Not Supplant methodology.

District per student expenditure:	<u>\$13,043.31</u>
SCE Program per student expenditure:	<u>\$1,081.67</u>

The district must determine if additional SCE funding is effective in supporting at risk student needs.