



STATE COMPENSATORY EDUCATION POLICIES AND PROCEDURES

Ysleta ISD



Ysleta Independent School District Program Description Manual Local Procedures

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Ysleta Independent School District Program Description Manual Local Procedures

Section 1: Program Overview

TEC 29.081; TEC 42.152(B); TAC 61.1027

Purpose

State Compensatory Education (SCE) funds may be used to provide a **compensatory, intensive, or accelerated instruction** program that enables the students to be performing at grade level at the conclusion of the next regular school term. Compensatory education is defined in law as programs and/or services designed **to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school.**

Goal

The goal of state compensatory education 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.

Funding Considerations

State compensatory education funds must be used 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 in school. 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.

Ensure that positions funded with SCE:

- Provide direct instruction/services to at-risk students associated with the foundation curriculum;
- Are supplemental to the basic instructional program not the basic fund allotment;
- Meet a need identified in the comprehensive needs assessment and
- Are identified in the DIP/CIP

Section 2: At-Risk Student Eligibility Criteria

Ysleta ISD uses the 13 criteria delineated in Texas Education Code 29.081 and redefined by Senate Bill 702 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:

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| <p>1 Elem. only</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 DataMart</p> | <p>At the end of the current school year regardless whether they failed or passed the assessment. Exited by central office TIS Dept.</p> |
| <p>2 Sec. only</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 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 Identified and entered by campus staff through DataMart</p> | <p>Duration of two years. (End of the second year if student did not fail two or more core subjects on the second year from being identified) Exited by campus staff</p> |
| <p>3 All Levels</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 DataMart</p> | <p>Student remains as at-risk until the remainder of his/her public school education Student never exits</p> |
| <p>4 3rd -12th only</p> | <p>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; Identified and entered by campus staff through DataMart</p> | <p>Passes the previously failed assessment at a level equal to at least 110% of the level of satisfactory performance on that instrument. Exited by campus staff</p> |
| <p>5 Sec. only</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. Identified and entered by campus staff through DataMart</p> | <p>Student never exit, unless - voluntarily or involuntarily loss of child. Exited by campus staff</p> |
| <p>6 Sec. only</p> | <p>Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; NOTE: Section</p> | <p>Duration of two years.(End of the second school year after placement)</p> |

| | | |
|-------------------------|--|--|
| | 37.006 describes a disciplinary education program. Not an in-school suspension (ISS) program or a JJAEP Identified and entered by staff at Cesar Chavez through DataMart | Exited by Federal & State Programs Dept. |
| 7 All Levels | Has been expelled in accordance with Section 37.007, TEC during the preceding or current school year Identified and entered by campus staff through DataMart | Duration of two years (End of the second school year upon successful completion of expulsion for a complete academic school year) Exited by campus staff |
| 8 All Levels | Is currently on parole, probation, deferred prosecution, or other conditional release; Identified and entered by campus staff through DataMart | At the end of the current school year if legally removed from the condition. Exited by central office TIS Dept. |
| 9 Sec. only | Was previously reported through PEIMS to have dropped out of school; Identified and entered by campus staff through DataMart | Student remains as at-risk until the remainder of his/her public school education. Student never exits |
| 10 All Levels | Is a student of limited English proficiency , as defined by Section 29.052; Student at risk status identified by LPAC. Data entered by campus assistant principal through E-Star; rolls over to DataMart | Is a student of limited English proficiency , as defined by Section 29.052; Exited by Asst. Prin. through E-Star; rolls over to DataMart |
| 11 All Levels | 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 Chancery; rolls over to DataMart | At the end of the current school year Exited by central office TIS Dept. |
| 12 All levels | 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 Chancery. | At the end of the current school year Exited by central office TIS Dept. |
| 13 All levels | 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 DataMart | A duration of two years.(End of the second school year after placement) Exited by campus staff |



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 13 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 6 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

YISD 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 6 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 Pre K-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 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



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:

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| 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 |
| Goal-setting sessions | Class-size reduction measures |
| Computer assisted instruction | Test preparation tutorials |
| Specialized reading and math programs | Instructional interventions* |

*The instructional intervention model is used across all YISD campuses to ensure that those students qualifying under any of the at-risk criteria are provided the necessary services based on their needs. This process combines scientific research-based interventions in the general educational setting, decision making and multi-tiered service delivery model to improve educational and behavioral outcomes for all



Services (continued)

students. The intervention process provides a systematic assessment for the measurement of the student's development based on the implemented tiered interventions. The intervention process is an on-going problem-solving approach that uses progress monitoring documentation and feedback to the campus committees.

Monitoring

Ysleta ISD will consistently evaluate the students' progress every six weeks receiving compensatory education services in the areas of academic, attendance, and discipline. Progress monitoring data will be recorded in our Datashark SCE module. .

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 of DPRS, 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

YISD SCE District Coordinator will also review and monitor the academic profile sheets received from the campuses and will follow the attached "Monitoring Plan" protocol, complete a "State Compensatory Education Monitoring Plan" for compliance and complete a "State Compensatory Education Monitoring Plan" form for each campus for the school year.



Monitoring Plan for District SCE Coordinator (continued)

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 campus improvement plans (CIPs) or the district improvement plan (DIP).

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 six-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 TIS central 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



Section 6: Program Evaluation

Required Overall Program Evaluation

The YISD 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.

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, Ysleta 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

Ysleta 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 DataMart/Datashark 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:



At-Risk Audits (cont.)

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|--|---|
| Elementary Staff Administrator Homeroom Teacher Instructional Coaches Interventionist | Secondary Staff Administrator Homeroom Teacher Small Learning Community Teachers and/or Academic Team Teachers |
|--|---|

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 6 weeks after that to record progress in DataMart/Datashark.

| 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 13 criteria | Campus Committee & Campus Attendance Clerk |
| 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 Attendance Clerk |
| 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. | Assistant Principal & Campus Attendance Clerk |
| Ongoing | Students sent to JJAEP will be coded as At-Risk with Criteria #6 by JJAEP At-Risk Coordinator or JJAEP Campus Attendance Clerk. | Assistant Principal & Campus Attendance Clerk |
| Every 6 Weeks *** (see appendix for actual dates) | *Monitor and record progress of interventions on DataMart – 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: * Pre-k to elementary; * Elementary to middle; and * Middle to high schools</p> | <p style="text-align: center;">Campus Committee & Campus Attendance Clerk</p> |
| <p style="text-align: center;">September</p> | <p>At the beginning of the school year, print a list of at-risk students from DataMart 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 Attendance Clerk</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;">October 28</p> | <p>All students MUST be properly identified using all 13 criteria in DataMart/Datashark for PEIMS snapshot</p> | <p style="text-align: center;">Campus Committee and Campus Attendance Clerk</p> |
| <p style="text-align: center;">November</p> | <p>After PEIMS snapshot generate a list of all At-Risk students from DataMart to ensure that all the changes you made are correct; if any errors are found, corrections should be done on DataMart. 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 Attendance Clerk</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 Attendance Clerk</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 Attendance Clerk</p> |
| <p style="text-align: center;">May</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 Attendance Clerk</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.**



***Appendix

6 weeks Progress Monitoring and Data Entry

| Week of Progress Monitoring (formative assessment) By campuses | Progress Monitoring results entered in DataMart by campuses: | Reviewed by District SCE Coordinator |
|--|--|---|
| | | |
| Nov. 28 – Dec. 2 | Dec. 9 | Dec. 12 – Dec. 16 |
| Jan. 23 – Jan. 27 | Feb. 3 | Feb. 6 – Feb. 10 |
| March 6 – March 10 | March 24 | March 27 – March 31 |
| May 8 – May 12 | May 19 | May 22 – May 26 |

Follow this link, on the District website, to access the SCE-FAQ's and the SCE At-Risk Coding Guide.

1. Federal & State Program [SharePoint](#) → Program Documents

State Compensatory Education folder → FAQ

2. Federal & State Program [SharePoint](#) → Program Documents

State Compensatory Education folder → SCE
At-Risk Coding (DataMart) Guide