



**Seguin Independent School District
State Compensatory Education Program
Policies & Procedures Manual
2021-2022**

Pursuant to Board Policy BP (Local), The Superintendent and administrative staff shall be responsible for developing and enforcing procedures for the operation of the District. These procedures shall constitute the administrative regulations of the District and shall consist of guidelines, handbooks, manuals, forms, and any other documents defining standard operating procedures.

The Superintendent and Chief Innovation Officer formally adopt the administrative procedures set forth in this manual to facilitate the District's compliance with Board Policy and applicable law.

**Dr. Matthew Gutierrez
Superintendent of Schools**

Date Signed

**Mark Cantu
Chief Innovation Officer**

Date Signed

Section I: Program Overview

Goal

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under the TEC, Chapter 39, Subchapter B, between

- Students who are educationally disadvantaged and students who are not educationally disadvantaged; and
- Students at risk of dropping out of school, as defined in the TEC, §29.081, and all other school district students.

The SCE program's desired result is to provide challenging and meaningful instructional programs and services that will close the achievement gap between students at risk of dropping out of school and their peers.

Purpose of SCE

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

55% of the compensatory education allotment *must* be used on supplemental services to prevent the disparity between students who are identified as at-risk and not at-risk and economically disadvantaged and non-economically disadvantaged.

Program Planning Committee

The SCE program planning and decision-making for the district will include the Chief Innovation Officer, the Director of Federal and State Accountability, and the District Educational Improvement Committee (DEIC).

Committee responsibilities include:

- Review of the SCE Policies and Procedures
- Review the SCE expenditures
- Review the SCE staffing
- Evaluate the effectiveness of compensatory services and resources

General Use of Funds

Students at Seguin ISD who meet any of the 15 at-risk criteria, as defined in the TEC, §29.081, are to be reported through the TSDS/PEIMS in the fall of each school year and updated in TEAMS as students are identified as meeting the at-risk criteria.

Seguin ISD will use SCE funds to provide support programs and services that supplement the regular education program 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 (SBOE) rules may not be funded with SCE funds, unless otherwise waived. The SCE services must be part of the delivery of academic instruction, which are supplemental to the regular program, and are reflected in the district's Comprehensive Needs Assessment (CNA).

Seguin 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 CNA, and
- Are identified in the District Improvement Plan (DIP) and Campus Improvement Plans (CIPs).

Section II: Student Eligibility Criteria

Student Eligibility

TEC §29.081(a)(b)

Seguin ISD has adopted the TEC, §29.081 fifteen criteria in identifying and documenting students who are at-risk of dropping out of school. A student 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 (*excluding PreK or Kinder students held back at parent request*);
2. If the student 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. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39 (Public School System Accountability), 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% of the level of satisfactory performance on that instrument;
4. if the student is in prekindergarten, kindergarten, or grade 1, 2, or 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 an alternative education program in accordance with §37.006 (Removal for Certain Conduct) 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 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;
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, cottage home operation, specialized child-care home, or general residential operation;
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 (Definitions), Penal Code; or
15. 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.

Local Eligibility Criteria

TEC §29.081(g)

The district may choose to adopt a board-approved, local criteria if determined necessary through the comprehensive needs assessment (CNA) process.

- The number of students served based on local criteria may not exceed 10% of identified at-risk students served in the previous school year (using the 15 constructs).
- Students identified using local criteria are not reported through the PEIMS.
- Adopted criteria must be current and clearly defined in the DIP/DIP.
- Need must be identified prior (in CNA and improvement plans) to providing the specified supplemental services or supplemental instruction to locally identified at-risk students.

Students with Disabilities

TEC §29.081

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

Section III: Student Identification and Monitoring Procedures

District At-Risk Coordinator

The Director of Federal and State Accountability shall serve as the Seguin ISD At-Risk Coordinator. The 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 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 PEIMS with data element E0919.
- Monitoring SCE expenditures and supplemental positions.
- Evaluating the effectiveness of programs and services to address the needs of at-risk students to be later presented at an Annual Public Hearing. TEC §29.081 (b-3), (c).
- Uploading the required CIP and DIP into the audit application 150 days after the midyear PEIMS resubmission.

Campus At-Risk Coordinator

The campus counselor shall serve as the Campus At-Risk Contact for each campus. 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.
- Ensure that TSDS/PEIMS at-risk data is updated and review reports for errors.
- 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.
- Compare at-risk numbers with prior years to observe for trends and variances.

The Campus At-Risk Contact, in consultation with the District At-Risk Coordinator, will establish a procedure to conduct semi-annual reviews, in September and January, 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 - 3rd grade students only - student performance on a readiness test or assessment instrument administered during the current school year.
- For students in grades 7-12 only - student grades in core subjects to determine maintenance of grades of 70 or above in a semester preceding the current school year, or maintenance within the current school year.
- Retention information.
- Performance on state assessments.
- Parental or pregnancy status.
- Alternative education program placement or expulsion records for the current and preceding school year.
- To the extent possible, data regarding parole, deferred prosecution, or other conditional releases.
- Previous dropout information.
- LEP status.
- Homeless status or Foster Care information.

Section IV: Provision of Services and Monitoring

In Seguin ISD, the DIP and CIPs are the primary records supporting SCE services and expenditures. The program/services will be described in the DIP if the program is implemented district-wide, or in the CIPs if implemented at the campus level. As based on the Texas Education Agency's guidelines, the CIP/DIP will include the following:

- Comprehensive Needs Assessment (CNA) - identifies 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
- Identified strategies
- Supplemental Full-Time Equivalent (FTEs) for SCE
- Measurable performance objectives based on needs assessment data
- Timelines for monitoring strategies and reaching goals
- Formative evaluation and summative evaluation criteria

Upon identification of students, The Campus 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:

- Accelerated instruction for state assessments
- Extended learning opportunities
- Basic course extensions
- Mentoring/counseling services
- Teen parenting sessions
- Summer programs

Mentoring Programs for At-Risk Students

TEC §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.

Monitoring

The Campus 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 reviews with service providers
- Ongoing monitoring of changes in status of situations with students
- Review of subject area performance, to include grades and local assessments

The District At-Risk Coordinator will review the campus use of SCE funds on an annual basis to ensure that the use of funds is targeting students who are at-risk. Supplemental salaries paid through SCE will also be reviewed to ensure that the identified strategies in the CNA, CIP, DIP have the intended impact on student achievement.

Section V: Exit Procedure

TEC §28.081

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, LEP status, residential placement timeframes), the Campus 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 higher
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP/EB status

Students are never excited 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
- Was previously reported through PEIMS to have dropped out of school
- 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 §29.081 (d)(3)

TEA does not maintain the 110% calculation for any public school. It is the district's responsibility to complete the 110% calculation. Seguin ISD utilizes information provided by the Education Service Center that contains 110% scores for each grade level and subject.

Section VI: Program Evaluation

TEC §29.081(b-3), (c); TEC §11.253

Required Overall Program Evaluation:

The District At-Risk Coordinator conducts an annual program evaluation to assess the impact of SCE services 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, modify, or discontinue the program or strategy:

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

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

Section VII: State Compensatory Education (SCE) Expenditures

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

Seguin ISD ensures all costs recorded under SCE are supplemental to the regular education program and aligned with the CNA, DIP and CIP(s).

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
- Specialized math and reading programs
- Computer assisted instruction
- Extension of the instructional school, week, or year
- Small group instruction
- Teacher assistants

Payroll/Personnel

The district may fund FTEs with SCE funds. Payroll costs related to SCE must be shown as the number of FTEs in the DIP and CIPs. In addition, personnel paid with SCE funds must maintain payroll documentation.

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 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 complies with the appropriation of SCE funds to supplement programs that provide services for At-Risk students.