

Brownsville Independent School District



State Compensatory Education Department

Program Guidelines and Procedures

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.
BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades.

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k. Elementary School Dean of Instruction	
l. Middle School Dean of Instruction	
m. High School Dean of Instruction	
n. Day Care Director	
o. Day Care Aide	
p. Senior Drill Instructor	
q. State Compensatory Attendance Clerk	
r. State Compensatory Clerical Assistant II	
s. State Compensatory Computer Lab Aide	
t. State Compensatory Data Management Clerk	
u. State Compensatory Drill Instructor	
v. State Compensatory Dyslexia Aide	
w. State Compensatory Library Aide	
x. State Compensatory Parent Liaison	
y. State Compensatory Secretary IV	
z. State Compensatory Secretary V	
aa. State Compensatory Teacher's Aide	

Program Overview

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as 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 through the implementation of appropriate compensatory, intensive, or accelerated instructional services.

The goal of State Compensatory Education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC or disparity in the rates of high school completion between students at risk of dropping out of school and all other Local Education Agency (LEA) students (TEC Section 29.081).

State Compensatory Education funds were authorized by the legislature to provide financial support for programs and/or services designed by LEAs to increase the achievement of students at risk of dropping out of school. State law, Section 29.081 TEC, requires LEAs to design a district/campus state compensatory education program based on the identified needs of students at risk of dropping out of school. It also requires the use of student performance data from the state's legislatively-mandated assessment instrument known as the State of Texas Assessments of Academic Readiness (STAAR) tests and any other assessment instruments and achievement tests administered under Subchapter B, Chapter 39 TEC as well as norm-referenced tests approved by the State Board of Education to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

In accordance with the intent and purpose of Section 29.081 of the Texas Education Code, Brownsville Independent School District (BISD) provides, as appropriate, intensive accelerated direct supplemental instructional services for students identified as at risk of dropping out of school. The District ensures that the use of SCE funds is supplemental to those used to implement the regular education program and that the intent and purpose of the SCE program are met; to increase the academic achievement and to reduce the dropout rate of students who meet the State and locally defined eligibility criteria for students who are classified as at-risk.

Program Goals

The goal of the Brownville ISD State Compensatory Education (SCE) program is to:

- ☐ Provide At-Risk students intensive accelerated direct supplemental instructional services that will enable them to perform on grade level at the conclusion of the next regular school term.
- ☐ Improve the student achievement of At-Risk students in subjects in the foundation curriculum as measured by assessment instruments and achievement tests administered under Subchapter B, Chapter 39 TEC, inclusive of STAAR/EOC.
- ☐ Decrease the number of At-Risk students retained.
- ☐ Decrease the number of At-Risk students dropping out of school.
- ☐ Increase the number of At-Risk students graduating in four years.
- ☐ Increase the completion rate.

Program Planning

Brownsville ISD has designed a State Compensatory Education (SCE) program based on the identified needs of students at-risk of dropping out of school. In determining the appropriate compensatory, intensive, or accelerated instructional programs and/or services, Brownsville ISD utilized At-Risk student performance data from assessment instruments and achievement tests administered under Subchapter B, Chapter 39 of the Texas Education Code (TEC), inclusive of STAAR, dropout rate, graduation rate, and completion rate data. In accordance with the intent and purpose of Section 11.251 of the TEC addressing district/campus improvement plans, the SCE program is described in the district improvement plan and individual campus improvement plans in order to maintain a record supporting expenditures attributed to the program. Additionally, Brownsville ISD ensures that the district and campus improvement plans are evaluated annually to determine outcomes, the integrity of the plans' implementation, whether the academic achievement of all At-Risk students improved, whether the goals and objectives contained in the plans were achieved, and if the plans are still appropriate as written.

In addressing the needs of students at risk of dropping out of school, the district and/or campus improvement plans, as appropriate, must include the following:

- Comprehensive needs assessment: conducted to identify the strengths and weaknesses of existing SCE programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental, and cost effective;
- Summary of At-Risk student performance data: allocation of financial resources must reflect an analysis of patterns and trends of probable causes of high areas of At-Risk student needs;
- Total amount of SCE funds allocated to the campus for resources and staff (FTEs) or to the district if operating a district-wide SCE program;
- Identified strategies implemented to improve At-Risk student performance, reduce the dropout rate, and improve graduation and completion rates; specific strategies are aligned with the comprehensive needs assessment;
- Supplemental financial resources for the SCE program: approximate SCE dollar amounts for activities and/or strategies are documented;
- Supplemental FTEs for the SCE program: approximate dollar amounts are documented for SCE activities involving personnel at both the district and/or campus level;
- Measurable performance objectives based on needs assessment data: stated in terms of what the At-Risk student is expected to achieve and measureable and/or observable behavior to ensure that the plan is resulting in academic improvement;
- Timelines for monitoring strategies and reaching goals: specific schedule for data collection during the school year and written in incremental units such as every three weeks, every month, each semester; not August through May or ongoing; and
- Formative and summative evaluation criteria: formative evaluation includes periodic measures that are utilized during the actual implementation of the intervention strategies and summative evaluation occurs at the end of the implementation period to provide the overall project and program evaluation.

Campus Needs Assessment Summary

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
STAAR GRADE 3 (English)	Reading						
	Math						
STAAR GRADE 3 (Spanish)	Reading						
	Math						
STAAR GRADE 4 (English)	Reading						
	Math						
	Writing						
STAAR GRADE 4 (Spanish)	Reading						
	Math						
	Writing						
STAAR GRADE 5 (English)	Reading						
	Math						
	Science						
STAAR GRADE 5 (Spanish)	Reading						
	Math						
	Science						
STAAR GRADES 3-5	Reading						
	Math						
	Writing						
	Science						

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
STAAR Level III GRADES 3-5	Reading						
	Math						
	Writing						
	Science						
STAAR PARTICIPATION	Test Taking Rate						
STAAR-M GRADES 3-5	Reading						
	Math						
	Writing						
	Science						
STAAR-M PARTICIPATION	Test Taking Rate (2%)						
STAAR-ALT GRADES 3-5	All Tests						
STAAR-ALT PARTICIPATION	Test Taking Rate (1%)						
TELPAS Kindergarten Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
TELPAS 1st Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						
TELPAS 2nd Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						
TELPAS 3rd Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						
TELPAS 4th Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						
TELPAS 5th Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						
TELPAS AMAOs 1 Progress	K-2						
	3-12						

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
TELPAS AMAOs 2 Attainment	K-2						
	3-12						
AMAOs 3 AYP	Reading						
	Math						
AEIS ELL Progress Indicator	STAAR/TELPAS (K-5)						

Student Data	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Attendance Rate	All Students						
	Hispanic						
	White						
	Asian						
	LEP						
	At-Risk						
	Eco. Disadv.						
	Special Ed.						
	Migrant						
Campus Demographics Disaggregated by Subgroup (K-5)	Economically Disadvantaged						
	Limited English Proficient (LEP)						
	At-Risk						

Student Data	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Students with Disciplinary Placements	All Students						
	LEP						
	Special Ed.						

Staff Data	Area	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Total Staff	Teachers						
	Professional Support						
	Campus Admin.						
	Educational Aides						
Teachers by Years of Experience	Beginning Teachers						
	1-5 Years Experience						
	6-10 Years Experience						
	11-20 Years Experience						
	Over 20 Years Experience						

At-Risk

- State/BISD Goal:** Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.
- BISD Annual Performance Objective:** All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 5%, reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95%, and increase the Graduation Rate to 75%.
- Campus Performance Objective:** Insert Campus Performance Objective here.

Campus Objectives/Summative Evaluation

Test Data Grade Level	Subject Area	Subgroup	Current Mastery	Accountability Standard AYP/State/ Commended	Actual Mastery	Gain/Loss (% Points)
STAAR Grade 3	Reading	All Students/At-Risk		100/*/*		
	Math	All Students/At-Risk		100/*/*		
STAAR Grade 4	Reading	All Students/At-Risk		100/*/*		
	Math	All Students/At-Risk		100/*/*		
	Writing	All Students/At-Risk		100/*/*		
STAAR Grade 5	Reading	All Students/At-Risk		100/*/*		
	Math	All Students/At-Risk		100/*/*		
	Science	All Students/At-Risk		*		
Attendance Rate	K-5 Grades	All Students		95.0		
		At-Risk				

Note: Data listed as percentages

Action Step	Programs/Strategies/Activities	Population	Resources Fund/\$ Amount	Person(s) Responsible	Timeline	Formative Evaluation
7.1						
7.2						
7.3						
7.4						
7.5						

Action Step	Programs/Strategies/Activities	Population	Resources Fund/\$ Amount	Person(s) Responsible	Timeline	Formative Evaluation
7.6						
7.7						
7.8						
7.9						
7.10						

Key Codes for Special Populations

(AR) At-Risk
 (MI) Title I-C Migrant

 (LEP) Limited English Proficient

Key Codes for Funding

(SCE) State Compensatory Education
 (LOC) Local

 (TI) Title I
 (TIA) Title I: Parents and Community
 (TIC) Title I-C: Migrant
 (TII) Title II
 (TIII) Title III: Federal Bilingual
 (TIV) Title IV
 (IEP) Innovative Education
 (CSR) Class Size Reduction
 (BIL) State Bilingual
 (TIX) Title IX
 (CTE) Career and Technical Education
 (HOM) McKinney Homeless Education

❖ Funding codes must include actual dollar amounts

❖ Include Professional Development Strategies in the activities

Campus Needs Assessment Summary

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
STAAR GRADE 6	Reading						
	Math						
STAAR GRADE 7	Reading						
	Math						
	Writing						
STAAR GRADE 8	Reading						
	Math						
	Science						
	Social Studies						
	Algebra I						
STAAR GRADES 6-8	Reading						
	Math						
	Writing						
	Science						
	Social Studies						
STAAR Level III GRADES 6-8	Reading						
	Math						
	Writing						
	Science						
	Social Studies						
STAAR PARTICIPATION	Test Taking Rate						

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
STAAR-M GRADES 6-8	Reading						
	Math						
	Writing						
	Science						
	Social Studies						
STAAR-M PARTICIPATION	Test Taking Rate (2%)						
STAAR-ALT GRADES 6-8	All Tests						
STAAR-ALT PARTICIPATION	Test Taking Rate (1%)						
TELPAS 6th Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						
TELPAS 7th Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
TELPAS 8th Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						
TELPAS AMAOs 1 Progress	3-12						
TELPAS AMAOs 2 Attainment	3-12						
AMAOs 3 AYP	Reading						
	Math						
AEIS ELL Progress Indicator	STAAR/TELPAS (6-8)						
AP Spanish Language	Percentage 3 or Above						
AP Spanish Literature	Percentage 3 or Above						

Student Data	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Attendance Rate	All Students						
	Hispanic						
	White						
	Asian						
	LEP						
	At-Risk						
	Eco. Disadv.						
	Special Ed.						
	Migrant						

Student Data	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Dropout Rate		Grades 7-8	Grades 7-8	Grades 7-8	Grades 7-8	Grades 7-8	
	All Students						
	Hispanic						
	White						
	Asian						
	LEP						
	At-Risk						
	Eco. Disadv.						
	Special Ed.						
	Migrant						

Student Data	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Campus Demographics Disaggregated by Subgroup (6-8)	Economically Disadvantaged						
	Limited English Proficient (LEP)						
	At-Risk						
Students with Disciplinary Placements	All Students						
	LEP						
	Special Ed.						

Staff Data	Area	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Total Staff	Teachers						
	Professional Support						
	Campus Administration						
	Educational Aides						

Staff Data	Area	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Teachers by Years of Experience	Beginning Teachers						
	1-5 Years Experience						
	6-10 Years Experience						
	11-20 Years Experience						
	Over 20 Years Experience						

At-Risk

- State/BISD Goal:** Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.
- BISD Annual Performance Objective:** All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 5%, reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95%, and increase the Graduation Rate to 75%.
- Campus Performance Objective:** Insert Campus Performance Objective here.

Campus Objectives/Summative Evaluation

Test Data Grade Level	Subject Area	Subgroup	Current Mastery	Accountability Standard AYP/State/ Commended	Actual Mastery	Gain/Loss (% Points)
STAAR Grade 6	Reading	All Students/At-Risk		100/*/*		
	Math	All Students/At-Risk		100/*/*		
STAAR Grade 7	Reading	All Students/At-Risk		100/*/*		
	Math	All Students/At-Risk		100/*/*		
	Writing	All Students/At-Risk		100/*/*		
STAAR Grade 8	Reading	All Students/At-Risk		100/*/*		
	Math	All Students/At-Risk		100/*/*		
	Science	All Students/At-Risk		*		
	Social Studies	All Students/At-Risk		*		
	Algebra I	All Students/At-Risk		100/*/*		
Attendance Rate	6-8 Grades	All Students		95.0		
		At-Risk				
Dropout Rate	7-8 Grades	All Students		1.6		
		At-Risk				

Note: Data listed as percentages

Action Step	Programs/Strategies/Activities	Population	Resources Fund/\$ Amount	Person(s) Responsible	Timeline	Formative Evaluation
7.1						
7.2						
7.3						
7.4						
7.5						

Action Step	Programs/Strategies/Activities	Population	Resources Fund/\$ Amount	Person(s) Responsible	Timeline	Formative Evaluation
7.6						
7.7						
7.8						
7.9						
7.10						

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(TIV) Title IV
(IEP) Innovative Education
(CSR) Class Size Reduction
(BIL) State Bilingual
(TIX) Title IX
(CTE) Career and Technical Education
(HOM) McKinney Homeless Education

❖ Funding codes must include actual dollar amounts

❖ Include Professional Development Strategies in the activities

Campus Needs Assessment Summary

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
STAAR GRADE 9	English I Reading						
	English I Writing						
	Algebra I						
	Biology						
	World Geography						
STAAR GRADE 10	English II Reading						
	English II Writing						
	Geometry						
	Chemistry						
	World History						
STAAR GRADES 9-11	Reading/ELA						
	Math						
	Science						
	Social Studies						
STAAR Level III GRADES 9-11	Reading/ELA						
	Math						
	Science						
	Social Studies						

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
STAAR PARTICIPATION	Test Taking Rate						
STAAR-M GRADES 9-11	Reading/ELA						
	Math						
	Science						
	Social Studies						
STAAR-M PARTICIPATION	Test Taking Rate (2%)						
STAAR-ALT GRADES 9-11	All Tests						
STAAR-ALT PARTICIPATION	Test Taking Rate (1%)						
TELPAS 9th Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						
TELPAS 10th Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						
TELPAS 11th Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
TELPAS 12th Grade Listening/Speaking/ Reading/Writing Composite	Beginning						
	Intermediate						
	Advanced						
	Advanced High						
TELPAS AMAOs 1 Progress	3-12						
TELPAS AMAOs 2 Attainment	3-12						
AMAOs 3 AYP	Reading						
	Math						
AEIS ELL Progress Indicator	STAAR/TELPAS (9-12)						
Texas Success Initiative Higher Education Readiness Component	ELA						
	Math						

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
SAT/ACT		Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	
	Percentage Participation						
	At or Above Criterion						
	Average SAT						
	Average ACT						
College-Ready		Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	
	ELA						
	Math						
	Both Subjects						
AP English Language	Percentage 3 or Above						
AP English Literature	Percentage 3 or Above						
AP Calculus	Percentage 3 or Above	AB:	AB:	AB:	AB:	AB:	AB:
		BC:	BC:	BC:	BC:	BC:	BC:
AP Statistics	Percentage 3 or Above						
AP Biology	Percentage 3 or Above						
AP Chemistry	Percentage 3 or Above						

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
AP Physics	Percentage 3 or Above						
AP World History	Percentage 3 or Above						
AP European History	Percentage 3 or Above						
AP US History	Percentage 3 or Above						
AP Economics	Percentage 3 or Above						
AP Government	Percentage 3 or Above						
AP Spanish Language	Percentage 3 or Above						
AP Spanish Literature	Percentage 3 or Above						
AP French Language	Percentage 3 or Above						
AP French Literature	Percentage 3 or Above						
AP Art History	Percentage 3 or Above						

TEST GRADE LEVEL	AREA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
AP Art 2D Portfolio	Percentage 3 or Above						
AP Music Theory	Percentage 3 or Above						
AP Music Aural	Percentage 3 or Above						
AP Music NonAural	Percentage 3 or Above						

Student Data	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Attendance Rate	All Students						
	Hispanic						
	White						
	Asian						
	LEP						
	At-Risk						
	Eco. Disadv.						
	Special Ed.						
	Migrant						

Student Data	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Completion Rate I 4 YR / 5 YR Cohort Class		Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	
	All Students						
	Hispanic						
	White						
	Asian						
	LEP						
	At-Risk						
	Eco. Disadv.						
	Special Ed.						
Migrant							
Graduation Rate 4 YR / 5 YR Cohort Class		Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	
	All Students						
	Hispanic						
	White						
	Asian						
	LEP						
	At-Risk						
	Eco. Disadv.						
	Special Ed.						
Migrant							

Student Data	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Dropout Rate		Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	
	All Students						
	Hispanic						
	White						
	Asian						
	LEP						
	At-Risk						
	Eco. Disadv.						
	Special Ed.						
	Migrant						
RHSP/DAP Graduates		Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	
	All Students						
	Hispanic						
	White						
	Asian						
	LEP						
	At-Risk						
	Eco. Disadv.						
	Special Ed.						
	Migrant						

Student Data	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Campus Demographics Disaggregated by Subgroup (9-12)	Economically Disadvantaged						
	Limited English Proficient (LEP)						
	At-Risk						
Students with Disciplinary Placements	All Students						
	LEP						
	Special Ed.						

Staff Data	Area	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	GAIN/LOSS
Total Staff	Teachers						
	Prof. Support						
	Campus Admin.						
	Educational Aides						
Teachers by Years of Experience	Beginning Teachers						
	1-5 Years Experience						
	6-10 Years Experience						
	11-20 Years Experience						
	Over 20 Years Experience						

At-Risk

- State/BISD Goal:** Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.
- BISD Annual Performance Objective:** All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 5%, reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95%, and increase the Graduation Rate to 75%.
- Campus Performance Objective:** Insert Campus Performance Objective here.

Campus Objectives/Summative Evaluation

Test Data Grade Level	Subject Area	Subgroup	Current Mastery	Accountability Standard AYP/State/ Commended	Actual Mastery	Gain/Loss (% Points)
STAAR Grade 9	English I Reading	All Students/At-Risk		100/*/*		
	English I Writing	All Students/At-Risk		100/*/*		
	Algebra I	All Students/At-Risk		100/*/*		
	Biology	All Students/At-Risk		*		
	World Geography	All Students/At-Risk		*		
STAAR Grade 10	English II Reading	All Students/At-Risk		100/*/*		
	English II Writing	All Students/At-Risk		100/*/*		
	Geometry	All Students/At-Risk		100/*/*		
	Science	All Students/At-Risk		*		
	Social Studies	All Students/At-Risk		*		

Note: Data listed as percentages

Test Data Grade Level	Subject Area	Subgroup	Current Mastery 2016-2017	Accountability Standard AYP/State/ Commended	Actual Mastery 2017-2018	Gain/Loss (% Points)
Attendance Rate	9-12 Grades	All Students		95.0		
		At-Risk				
Dropout Rate	9-12 Grades	All Students		Not Applicable		
		At-Risk				
Completion Rate Cohort Class 4 YR 5 YR	Class of 2012	All Students		95.0		
		At-Risk				
	Class of 2011	All Students		95.0		
		At-Risk				
Graduation Rate Cohort Class 4 YR 5 YR	Class of 2012	All Students		90.0		
		At-Risk				
	Class of 2011	All Students		90.0		
		At-Risk				

Note: Data listed as percentages

Action Step	Programs/Strategies/Activities	Population	Resources Fund/\$ Amount	Person(s) Responsible	Timeline	Formative Evaluation
7.1						
7.2						
7.3						
7.4						
7.5						

Action Step	Programs/Strategies/Activities	Population	Resources Fund/\$ Amount	Person(s) Responsible	Timeline	Formative Evaluation
7.6						
7.7						
7.8						
7.9						
7.10						

Key Codes for Special Populations

(AR) At-Risk
(MI) Title I-C Migrant

(LEP) Limited English Proficient

Key Codes for Funding

(SCE) State Compensatory Education
(LOC) Local

(TI) Title I
(TIA) Title I: Parents and Community
(TIC) Title I-C: Migrant
(TII) Title II
(TIII) Title III: Federal Bilingual
(TIV) Title IV
(IEP) Innovative Education
(CSR) Class Size Reduction
(BIL) State Bilingual
(TIX) Title IX
(CTE) Career and Technical Education
(HOM) McKinney Homeless Education

❖ Funding codes must include actual dollar amounts

❖ Include Professional Development Strategies in the activities

Program Evaluation

The State Compensatory Education (SCE) Department will conduct an annual overall program evaluation, with assistance from campus-level contacts, to assess the impact of SCE services/programs on reducing any disparity in:

- Performance on assessment instruments between At-Risk students and all other district students; and
- Rates of high school graduation and completion between At-Risk students and all other district students.

The results of the annual program evaluation will be included in the district improvement plan and used to augment SCE programs and/or services, if appropriate, in order to meet the needs of the At-Risk students served.

In an effort to complete the district SCE program evaluation, each campus will appraise the effectiveness of their designated SCE program and determine, as appropriate, whether the academic achievement, dropout rate, graduation rate, and completion rate of At-Risk students improved. The campus evaluation shall be used to help focus campus efforts on the specific goals of the campus SCE program and redirect resources when the assessment indicates that services were unsuccessful in producing desired results for At-Risk students. The results of the campus evaluation will be reflected in the SCE Program Description and the campus improvement plan.



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

STATE COMPENSATORY EDUCATION (SCE) PROGRAM DESCRIPTION

Item #										
1	PROGRAM YEAR:			201X – 201X						
2	CAMPUS:			Elementary School						
3	CAMPUS PROGRAM ADMINISTRATOR:					Principal:				
4	NUMBER OF IDENTIFIED AT RISK STUDENTS TO BE SERVED:									
5	<p>OBJECTIVES: State Compensatory Education funds were authorized by the legislature to provide financial support for programs and/or services designed to increase the achievement of students at risk of dropping out of school. State law, Section 29.081, Texas Education Code, requires districts to use student performance data from the state's legislatively-mandated assessment instrument known as the STAAR test and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including norm-referenced tests approved by the SBOE to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.</p>									
6	<p>GOAL: The goal of State Compensatory Education is to reduce any disparity in performance on assessment instruments administered (STAAR) or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students. (see TEA Financial Accountability System Resource Guide Section 9.2.3)</p>									
7	NEEDS ASSESSMENT				PERFORMANCE OBJECTIVES		TIMELINE FOR MONITORING	EVALUATION CRITERIA	PROJECTED	ACTUAL RESULTS
7.1a	Current STAAR:				Gap between STAAR scores of All Students and those of At-Risk Students will close in a positive direction by at least 50% of the gap.		End of school year	STAAR results for At-Risk Students		
	3rd Grade	Math	Read							
	At-Risk									
	All Students									
7.1b	Current STAAR:				Gap between STAAR scores of All Students and those of At-Risk Students will close in a positive direction by at least 50% of the gap.		End of school year	STAAR results for At-Risk Students		
	4th Grade	Math	Read	Wri						
	At-Risk									
	All Students									
7.1c	Current STAAR:				Gap between STAAR scores of All Students and those of At-Risk Students will close in a positive direction by at least 50% of the gap.		End of school year	STAAR results for At-Risk Students		
	5th Grade	Math	Read	Sci						
	At-Risk									
	All Students									

7	NEEDS ASSESSMENT		PERFORMANCE OBJECTIVES	TIMELINE FOR MONITORING	EVALUATION CRITERIA	PROJECTED	ACTUAL RESULTS
7.2	Attendance Rate:		Gap between Attendance Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	Attendance Rate for At-Risk Students		
	At-Risk						
	All Students						
7.3	Retention Rate:		Gap between Retention Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	Retention Rate for At-Risk Students		
	At-Risk						
	All Students						
7.4	BOY Pre-K CPALLS Results		At least 70% of students identified as At-Risk on BOY CPALLS testing will no longer be considered At-Risk after EOY testing.	BOY testing times for various grade levels	BOY CPALLS Results		
	At-Risk						
	All Students						
7.5	MOY Pre-K CPALLS Results		At least 70% of students identified as At-Risk on MOY CPALLS testing will no longer be considered At-Risk after EOY testing.	MOY testing times for various grade levels	MOY CPALLS Results		
	At-Risk						
	All Students						
7.6	EOY Pre-K CPALLS Results		At least 70% of students identified as At-Risk on EOY CPALLS testing will no longer be considered At-Risk after EOY testing.	EOY testing times for various grade levels	EOY CPALLS Results		
	At-Risk						
	All Students						
7.7	BOY Kinder TPRI Results		At least 70% of students identified as At-Risk on BOY TPRI testing will no longer be considered At-Risk after EOY testing.	BOY testing times for various grade levels	BOY TPRI Results		
	At-Risk						
	All Students						

7	NEEDS ASSESSMENT		PERFORMANCE OBJECTIVES	TIMELINE FOR MONITORING	EVALUATION CRITERIA	PROJECTED	ACTUAL RESULTS
7.8	MOY Kinder TPRI Results		At least 70% of students identified as At-Risk on MOY TPRI testing will no longer be considered At-Risk after EOY testing.	MOY testing times for various grade levels	MOY TPRI Results		
	At-Risk						
	All Students						
7.9	EOY Kinder TPRI Results		At least 70% of students identified as At-Risk on EOY TPRI testing will no longer be considered At-Risk after EOY testing.	EOY testing times for various grade levels	EOY TPRI Results		
	At-Risk						
	All Students						
7.10	BOY Kinder Tejas Lee Results		At least 70% of students identified as At-Risk on BOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	BOY testing times for various grade levels	BOY Tejas Lee Results		
	At-Risk						
	All Students						
7.11	MOY Kinder Tejas Lee Results		At least 70% of students identified as At-Risk on MOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	MOY testing times for various grade levels	MOY Tejas Lee Results		
	At-Risk						
	All Students						
7.12	EOY Kinder Tejas Lee Results		At least 70% of students identified as At-Risk on EOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	EOY testing times for various grade levels	EOY Tejas Lee Results		
	At-Risk						
	All Students						
7.13	BOY First Grade TPRI Results		At least 70% of students identified as At-Risk on BOY TPRI testing will no longer be considered At-Risk after EOY testing.	BOY testing times for various grade levels	BOY TPRI Results		
	At-Risk						
	All Students						

7	NEEDS ASSESSMENT		PERFORMANCE OBJECTIVES	TIMELINE FOR MONITORING	EVALUATION CRITERIA	PROJECTED	ACTUAL RESULTS
7.14	MOY First Grade TPRI Results		At least 70% of students identified as At-Risk on MOY TPRI testing will no longer be considered At-Risk after EOY testing.	MOY testing times for various grade levels	MOY TPRI Results		
	At-Risk						
	All Students						
7.15	EOY First Grade TPRI Results		At least 70% of students identified as At-Risk on EOY TPRI testing will no longer be considered At-Risk after EOY testing.	EOY testing times for various grade levels	EOY TPRI Results		
	At-Risk						
	All Students						
7.16	BOY First Grade Tejas Lee Results		At least 70% of students identified as At-Risk on BOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	BOY testing times for various grade levels	BOY Tejas Lee Results		
	At-Risk						
	All Students						
7.17	MOY First Grade Tejas Lee Results		At least 70% of students identified as At-Risk on MOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	MOY testing times for various grade levels	MOY Tejas Lee Results		
	At-Risk						
	All Students						
7.18	EOY First Grade Tejas Lee Results		At least 70% of students identified as At-Risk on EOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	EOY testing times for various grade levels	EOY Tejas Lee Results		
	At-Risk						
	All Students						
7.19	BOY Second Grade TPRI Results		At least 70% of students identified as At-Risk on BOY TPRI testing will no longer be considered At-Risk after EOY testing.	BOY testing times for various grade levels	BOY TPRI Results		
	At-Risk						
	All Students						

7	NEEDS ASSESSMENT		PERFORMANCE OBJECTIVES	TIMELINE FOR MONITORING	EVALUATION CRITERIA	PROJECTED	ACTUAL RESULTS
7.20	MOY Second Grade TPRI Results		At least 70% of students identified as At-Risk on MOY TPRI testing will no longer be considered At-Risk after EOY testing.	MOY testing times for various grade levels	MOY TPRI Results		
	At-Risk						
	All Students						
7.21	EOY Second Grade TPRI Results		At least 70% of students identified as At-Risk on EOY TPRI testing will no longer be considered At-Risk after EOY testing.	EOY testing times for various grade levels	EOY TPRI Results		
	At-Risk						
	All Students						
7.22	BOY Second Grade Tejas Lee Results		At least 70% of students identified as At-Risk on BOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	BOY testing times for various grade levels	BOY Tejas Lee Results		
	At-Risk						
	All Students						
7.23	MOY Second Grade Tejas Lee Results		At least 70% of students identified as At-Risk on MOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	MOY testing times for various grade levels	MOY Tejas Lee Results		
	At-Risk						
	All Students						
7.24	EOY Second Grade Tejas Lee Results		At least 70% of students identified as At-Risk on EOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	EOY testing times for various grade levels	EOY Tejas Lee Results		
	At-Risk						
	All Students						
7.25	BOY Third Grade TPRI Results		At least 70% of students identified as At-Risk on BOY TPRI testing will no longer be considered At-Risk after EOY testing.	BOY testing times for various grade levels	BOY TPRI Results		
	At-Risk						
	All Students						

7	NEEDS ASSESSMENT		PERFORMANCE OBJECTIVES	TIMELINE FOR MONITORING	EVALUATION CRITERIA	PROJECTED	ACTUAL RESULTS
7.26	MOY Third Grade TPRI Results		At least 70% of students identified as At-Risk on MOY TPRI testing will no longer be considered At-Risk after EOY testing.	MOY testing times for various grade levels	MOY TPRI Results		
	At-Risk						
	All Students						
7.27	EOY Third Grade TPRI Results		At least 70% of students identified as At-Risk on EOY TPRI testing will no longer be considered At-Risk after EOY testing.	EOY testing times for various grade levels	EOY TPRI Results		
	At-Risk						
	All Students						
7.28	BOY Third Grade Tejas Lee Results		At least 70% of students identified as At-Risk on BOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	BOY testing times for various grade levels	BOY Tejas Lee Results		
	At-Risk						
	All Students						
7.29	MOY Third Grade Tejas Lee Results		At least 70% of students identified as At-Risk on MOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	MOY testing times for various grade levels	MOY Tejas Lee Results		
	At-Risk						
	All Students						
7.30	EOY Third Grade Tejas Lee Results		At least 70% of students identified as At-Risk on EOY Tejas Lee testing will no longer be considered At-Risk after EOY testing.	EOY testing times for various grade levels	EOY Tejas Lee Results		
	At-Risk						
	All Students						

8	SCE ALLOCATION	DESCRIPTION OF PLANNED USE OF SCE ALLOCATION (Include an explanation of how the use of SCE funds will positively impact identified At-Risk student achievement)	CAMPUS CONTACT	CAMPUS IMPROVEMENT PLAN ACTIVITY #
8.1	\$0	Will pay salary for certified instructional personnel who will work with At-Risk Students to improve academic achievement.	Principal	
8.2	\$0	The Facilitator will conduct professional development sessions to enhance the instructional program and provide teacher support to meet the educational needs of At-Risk Students.	Principal	
8.3	\$0		Principal	
8.4	\$0			
8.5	\$0			
8.6	\$0			
9				

10	INCLUDES:	Number of Certified FTEs:		Number of Classified FTEs:	
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BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

STATE COMPENSATORY EDUCATION (SCE) PROGRAM DESCRIPTION

Item #														
1	PROGRAM YEAR:			201X-201X										
2	CAMPUS:			Middle School										
3	CAMPUS PROGRAM ADMINISTRATOR:					Principal:								
4	NUMBER OF IDENTIFIED AT RISK STUDENTS TO BE SERVED:													
5	<p>OBJECTIVES: State Compensatory Education funds were authorized by the legislature to provide financial support for programs and/or services designed to increase the achievement of students at risk of dropping out of school. State law, Section 29.081, Texas Education Code, requires districts to use student performance data from the state's legislatively-mandated assessment instrument known as the STAAR test and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including norm-referenced tests approved by the SBOE to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.</p>													
6	<p>GOAL: The goal of State Compensatory Education is to reduce any disparity in performance on assessment instruments administered (STAAR) or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students. (see TEA Financial Accountability System Resource Guide Section 9.2.3)</p>													
7	NEEDS ASSESSMENT			PERFORMANCE OBJECTIVES			TIMELINE FOR MONITORING		EVALUATION CRITERIA		PROJECTED	ACTUAL RESULTS		
7.1a	Current STAAR:			Gap between STAAR scores of All Students and those of At-Risk Students will close in a positive direction by at least 50% of the gap.			End of school year		STAAR results for At-Risk Students					
	6th Grade	Math	Read											
	At-Risk													
	All Students													
7.1b	Current STAAR:			Gap between STAAR scores of All Students and those of At-Risk Students will close in a positive direction by at least 50% of the gap.			End of school year		STAAR results for At-Risk Students					
	7th Grade	Math	Read										Wri	
	At-Risk													
	All Students													
7.1c	Current STAAR:			Gap between STAAR scores of All Students and those of At-Risk Students will close in a positive direction by at least 50% of the gap.			End of school year		STAAR results for At-Risk Students					
	8th Grade	Math	Read										Sci	SS
	At-Risk													
	All Students													

7	NEEDS ASSESSMENT					PERFORMANCE OBJECTIVES	TIMELINE FOR MONITORING	EVALUATION CRITERIA	PROJECTED	ACTUAL RESULTS
7.1d	Current EOC:					Gap between EOC scores of All Students and those of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	EOC results for At-Risk Students		
		Alg I								
	At-Risk									
	All Students									
7.2	Attendance Rate:					Gap between Attendance Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	Attendance Rate for At-Risk Students		
	At-Risk									
	All Students									
7.3	Retention Rate:					Gap between Retention Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	Retention Rate for At-Risk Students		
	At-Risk									
	All Students									
7.4	Dropout Rate:					Gap between Dropout Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	Dropout Rate for At-Risk Students		
	At-Risk									
	All Students									
7.5										
	At-Risk									
	All Students									
7.6										
	At-Risk									
	All Students									

8	SCE ALLOCATION	DESCRIPTION OF PLANNED USE OF SCE ALLOCATION (Include an explanation of how the use of SCE funds will positively impact identified At-Risk student achievement)			CAMPUS CONTACT	CAMPUS IMPROVEMENT PLAN ACTIVITY #
8.1	\$0	Will pay salary for certified instructional personnel who will work with At-Risk Students to improve academic achievement.			Principal	
8.2	\$0	The Dean of Instruction will conduct professional development sessions to enhance the instructional program and provide teacher support to meet the educational needs of At-Risk			Principal	
8.3	\$0				Principal	
8.4	\$0					
8.5	\$0					
9						
10	INCLUDES:	Number of Certified FTEs:		Number of Classified FTEs:		



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

STATE COMPENSATORY EDUCATION (SCE) PROGRAM DESCRIPTION

Item #											
1	PROGRAM YEAR:					201X – 201X					
2	CAMPUS:					High School					
3	CAMPUS PROGRAM ADMINISTRATOR:					Principal:					
4	NUMBER OF IDENTIFIED AT RISK STUDENTS TO BE SERVED:										
5	OBJECTIVES: State Compensatory Education funds were authorized by the legislature to provide financial support for programs and/or services designed to increase the achievement of students at risk of dropping out of school. State law, Section 29.081, Texas Education Code, requires districts to use student performance data from the state's legislatively-mandated assessment instrument known as the STAAR test and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including norm-referenced tests approved by the SBOE to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.										
6	GOAL: The goal of State Compensatory Education is to reduce any disparity in performance on assessment instruments administered (STAAR) or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students. (see TEA Financial Accountability System Resource Guide Section 9.2.3)										
7	NEEDS ASSESSMENT					PERFORMANCE OBJECTIVES		TIMELINE FOR MONITORING	EVALUATION CRITERIA	PROJECTED	ACTUAL RESULTS
7.1a	Current EOC:					Gap between EOC scores of All Students and those of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	EOC results for At-Risk Students			
		Alg I	Eng I	Eng II	Bio						US Hist
	At-Risk										
	All Students										
7.1b	Current Measure:					Gap between current measure scores of All Students and those of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	Current Measure results for At-Risk Students			
		ELA	MA	SCI	SS						
	At-Risk										
	All Students										

7	NEEDS ASSESSMENT			PERFORMANCE OBJECTIVES	TIMELINE FOR MONITORING	EVALUATION CRITERIA	PROJECTED	ACTUAL RESULTS
7.2	High School Completion Rate: 4 Year			Gap between High School Completion Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	High School Completion Rate for At-Risk Students		
	At-Risk							
	All Students							
7.3	High School Completion Rate: 5 Year			Gap between High School Completion Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	High School Completion Rate for At-Risk Students		
	At-Risk							
	All Students							
7.4	High School Graduation Rate: 4 Year			Gap between High School Graduation Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	High School Graduation Rate for At-Risk Students		
	At-Risk							
	All Students							
7.5	High School Graduation Rate: 5 Year			Gap between High School Graduation Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	High School Graduation Rate for At-Risk Students		
	At-Risk							
	All Students							
7.6	Dropout Rate:			Gap between High School Dropout Rate of All Students and that of At-Risk students will close in a positive direction by at least 50% of the gap.	End of school year	Dropout Rate for At-Risk Students		
	At-Risk							
	All Students							

7	NEEDS ASSESSMENT			PERFORMANCE OBJECTIVES	TIMELINE FOR MONITORING	EVALUATION CRITERIA	PROJECTED	ACTUAL RESULTS
7.7	Attendance Rate:			Gap between High School Attendance Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	Attendance Rate for At-Risk Students		
	At-Risk							
	All Students							
7.8	Retention Rate:			Gap between High School Retention Rate of All Students and that of At-Risk Students will close in a positive direction by at least 50% of the gap.	End of school year	Retention Rate for At-Risk Students		
	At-Risk							
	All Students							
7.9								
	At-Risk							
	All Students							
7.10								
	At-Risk							
	All Students							
7.11								
	At-Risk							
	All Students							
7.12								
	At-Risk							
	All Students							

8	SCE ALLOCATION	DESCRIPTION OF PLANNED USE OF SCE ALLOCATION (Include an explanation of how the use of SCE funds will positively impact identified At-Risk student achievement)			CAMPUS CONTACT	CAMPUS IMPROVEMENT PLAN ACTIVITY #
8.1	\$0	Will pay salary for certified instructional personnel who will work with At-Risk Students to improve academic achievement.			Principal	
8.2	\$0	The Dean of Instruction will conduct professional development sessions to enhance the instructional program and provide teacher support to meet the educational needs of At-Risk Students.			Principal	
8.3	\$0				Principal	
8.4	\$0					
8.5						
9						
10	INCLUDES:	Number of Certified FTEs:		Number of Classified FTEs:		

Student Eligibility

Brownsville ISD utilizes the thirteen criteria delineated in Texas Education Code §29.081 and refined by House Bill 2703 to identify students who are eligible to receive as appropriate compensatory, intensive, or accelerated supplemental instructional services. As per EHBC (Local), BISD also uses a local criterion adopted by the Board of Trustees to expand the definition of students at risk of dropping out of school. In accordance with the TEA Financial Accountability System Resource Guide: Module 9, Section 9.2.3.2, students at risk of dropping out of school reported through PEIMS must meet the state criteria; students identified using local criteria are not reported through PEIMS. These criteria include a BISD student who is under 21 years of age and who is a:

- **State Definition of At-Risk:**

- PK-3rd Tier 2 or Tier 3 student on the district readiness test administered during the current school year;
- 7th-12th grade student who failed 2 or more subjects in the foundation curriculum in the current semester or previous school year;
- Pre-K-12th grade student who has been retained for one or more school years. A Pre-K or Kindergarten student who did not advance to the next grade level only as the result of the student's parent is NOT considered at risk of dropping out of school;
- 3rd -12th grade student who did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39 TEC, inclusive of STAAR, and/or did not meet 110% satisfactory performance in the previous or current school year;
- student who is a parent or pregnant;
- student placed at the Brownsville Academic Center (BAC), an alternative education program, as per TEC§37.006 during the current or previous school year;
- student expelled to BAC or JJAEP as per TEC§37.007 during the current or previous school year;
- student currently on parole, probation, deferred prosecution, or other conditional release;
- student previously reported as a dropout through the Public Education Information Management System (PEIMS);
- student of limited English proficiency as defined by TEC§29.052;
- student under the custody or care of the Department of Protective and Regulatory Services (DPRS) or has during the current school year been referred to the DPRS by a school official, officer of the juvenile court, or law enforcement official;
- student reported homeless as defined by 42 USC§11302 and its subsequent amendments; or a
- student who resides in a residential placement facility, detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home in the current or previous school year.

- **Local Definition of At-Risk:**

- student identified as migrant. (Locally identified At-Risk students are not reported through PEIMS.)

Identification Procedures

Students are formally identified, at a minimum:

- Upon initial enrollment (through the Registration Process form);
- In the fall of each school year, for reporting on the fall PEIMS submission; and
- In the spring after the fall semester grades are finalized.

The District through the principals shall appoint the PEIMS Supervisor as the At-Risk PEIMS Contact at each campus. Each PEIMS Supervisor shall oversee the identification process at each respective campus, shall ensure that student at risk data is updated accordingly, and maintain documentation upon enrollment and as status changes. An At-Risk profile for each student for each year enrolled in the district is stored in eSchoolPLUS, the district mandated student management software program. Profiles are updated and verified annually. Campus personnel are responsible for updating and verifying the information.

Responsibilities of each PEIMS Supervisor include the following:

- Lead the campus in identifying students in an at-risk situation in accordance with the criteria specified by state law and local policy. Identification efforts are continual.
- Maintain auditable information, including but not limited to the eSchoolPLUS At-Risk Report, concerning each student identified.
- Ensure that the PEIMS data entry clerk(s) on the campus are provided with the names of students and the applicable At-Risk PEIMS code to be updated in eSchoolPLUS. Maintain auditable information.
- Advise campus administration, teachers, and staff, as appropriate, of the status of identified students. Maintain auditable information, including but not limited to the eSchoolPLUS At-Risk Report, concerning each student identified by teacher and/or period.
- Oversee processes for timely review of student progress to determine the need for continued services, modification of services rendered, and continued eligibility.
- Annually oversee a review of student data to determine each student's continued eligibility.
- Ensure that each student who no longer meets the criteria for a student in an at-risk situation is removed from PEIMS identification the following school year. Maintain auditable documentation of the reason for each removal.

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

- For primary students only: students' performance on a readiness test or assessment instrument administered during the current school year;
- For 7th-12th grade students only: students' grades in subjects in the foundation curriculum to determine failure to maintain at least a 70 in two or more subjects in the current semester or the previous school year;
- Retention rates;
- Performance on state assessments, inclusive of STAAR and any other achievement test administered under Subchapter B, Chapter 39 TEC;
- Parental or pregnancy status;
- Alternative education program placement data from the current or preceding school year;

- Expulsion records from the current or preceding school year;
- To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release;
- Previous PEIMS dropout information;
- LEP status;
- Homeless status; and
- To the extent possible, residential facility placement data from the current or preceding school year.

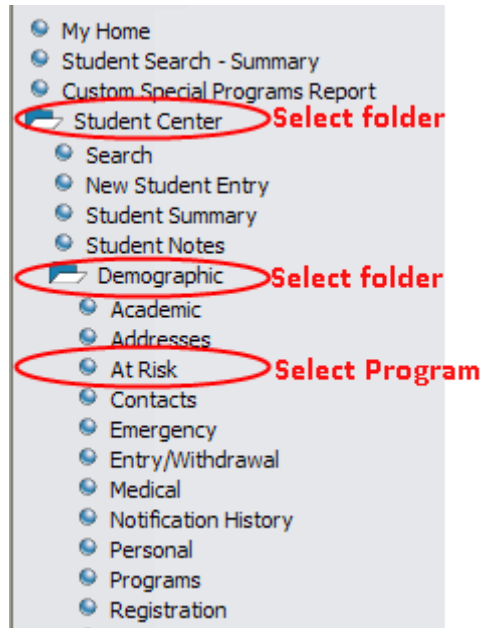
Additionally, the District through the principals shall appoint the Facilitator/Dean of Instruction as the At-Risk Supplemental Services Contact at each campus. Each Facilitator/Dean of Instruction shall oversee the implementation of the At-Risk campus program, ensure identified At-Risk students receive appropriate compensatory, intensive, or accelerated instructional services, and evaluate and document the effectiveness of the At-Risk campus program.

Responsibilities of each Facilitator/Dean of Instruction include the following:

- Ensure that students in an at-risk situation are provided intensive accelerated direct supplemental instructional services and/or interventions designed to meet their identified needs.
- Collaborate with campus administration, teachers, staff, and other instructionally related support services to ensure appropriate assistance is available to identified At-Risk students.
- Ensure that the campus At-Risk program is evaluated at least annually by comparing At-Risk student performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, inclusive of STAAR and all other students with the intent of closing the gap in the performance of the two groups. As appropriate at the secondary level, a comparison is also to be made of the dropout rate, completion rate, and graduation rate of At-Risk students and all other students. Other measures of assessing the effectiveness of the campus program for At-Risk students may also be used and should be addressed in the form of formative and summative assessments.
- Collaborate with the principal to provide appropriate and timely professional development sessions for campus administration, teachers, and staff who are working with students at-risk of dropping out of school. The professional development sessions should not be “one time” events and must be reasonable, necessary, related, and designed to benefit At-Risk programs and students. Maintain auditable documentation of:
 - ✓ Attendance, including but not limited to the ERO Session Roster Report; and
 - ✓ Evaluation for effectiveness, including but not limited to the ERO Session Evaluation Responses Report; and
 - ✓ How each professional development session was related to priority areas in need of improvement; and
 - ✓ How these activities assisted in improving At-Risk student achievement.
- Ensure that the campus needs assessment includes an assessment of the needs of students in an at-risk situation and that findings are reported in the campus improvement plan.
- Ensure that all requirements for the campus improvement plan that pertain to students in an at-risk situation are met.

eSchoolPLUS At-Risk Data Entry Process

1. Open your eSchoolPLUS account



2. Select the At-Risk Criteria

At Risk Detail					
Overall At Risk: Yes Calculation Ovr: <input type="checkbox"/> Last Calculated: 11/14/2012 9:05:20 AM					
At Risk Detail					
Factor	Value	Reasons/Source Data	Last Calculated/Updated	Calculates Overall	
RDINS - Tier2 or 3 Readiness Test	No <input type="button" value="v"/> Ovr: <input type="checkbox"/>		9/20/2012		
FAIL-CRS - Failed 2 or More Core Courses	No <input type="button" value="v"/> Ovr: <input type="checkbox"/>		9/20/2012		
RETAIN - Retention	No <input type="button" value="v"/>	PROMOTION: Y	8/1/2012		
ST-TEST - Below Performance TAKS STAAR	No <input type="button" value="v"/> Yes <input checked="" type="button" value="v"/> Ovr: <input checked="" type="checkbox"/>		9/20/2012		
PG-PRINT - Pregnant or Parent	No <input type="button" value="v"/>	Single Parent Pregnant Teen: Not Assigned	9/20/2012		
DAEP - Discipline Alternative Education	No <input type="button" value="v"/> Ovr: <input type="checkbox"/>		8/1/2012		
EXPL - Expelled	No <input type="button" value="v"/> Ovr: <input type="checkbox"/>		9/20/2012		
PROB - Parole, Probation	No <input type="button" value="v"/>	Probation: Not Assigned	9/20/2012		
DROP - PEIMS Dropout	No <input type="button" value="v"/>		8/1/2012		
LEP - Limited English Proficiency	Yes <input type="button" value="v"/>	LEP Indicator: 1 - Identified as limited english proficient (LEP)	11/14/2012		
DPRS - Protective Services	No <input type="button" value="v"/>		9/20/2012		
HMLES - Homeless	No <input type="button" value="v"/>	Homeless Status Code: Not Assigned	9/20/2012		
RSDPL - Residential Placement Facility	No <input type="button" value="v"/>		9/20/2012		

NOTE: The “Overall At Risk” indicator should be “YES”. Should the indicator be “NO”, then update by clicking the link. The Programs-PEIMS Demographics (Programs) screen will open. Enter the start date and make sure the “value box” is checked.

Programs - PEIMS Demographics (Program) -- Webpage Dialog

A ID: Building: Porter High School Grade: 10

Save Close

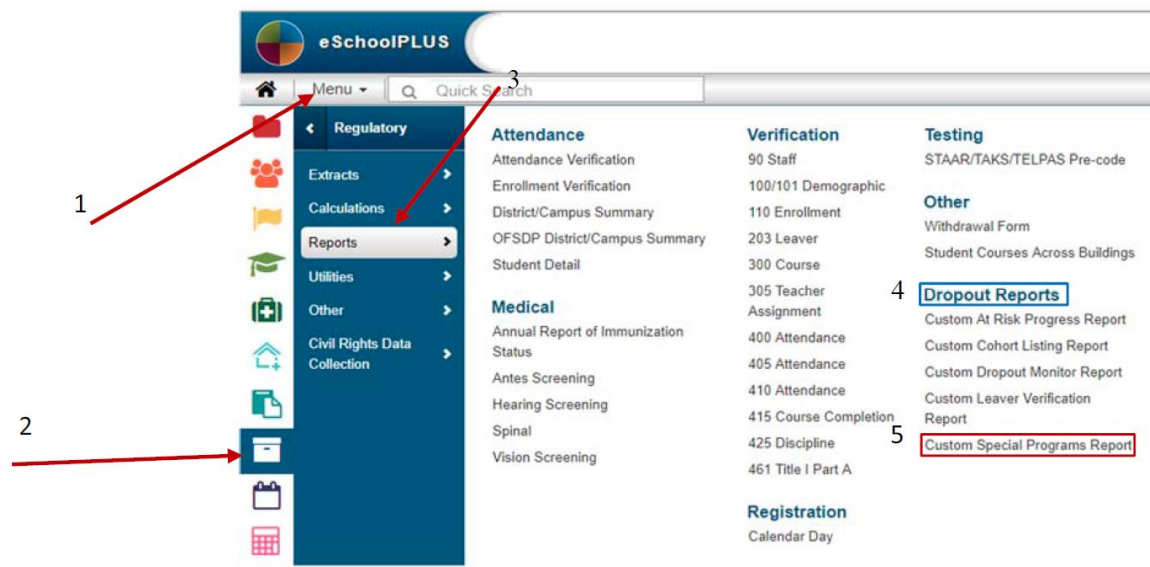
Row #	Program	Summer School	Start Date	Value	End Date	Delete	Status
1	At Risk Indicator		10/24/2011	<input checked="" type="checkbox"/>		<input type="checkbox"/>	✓
2				<input type="checkbox"/>		<input type="checkbox"/>	✓

Save Close

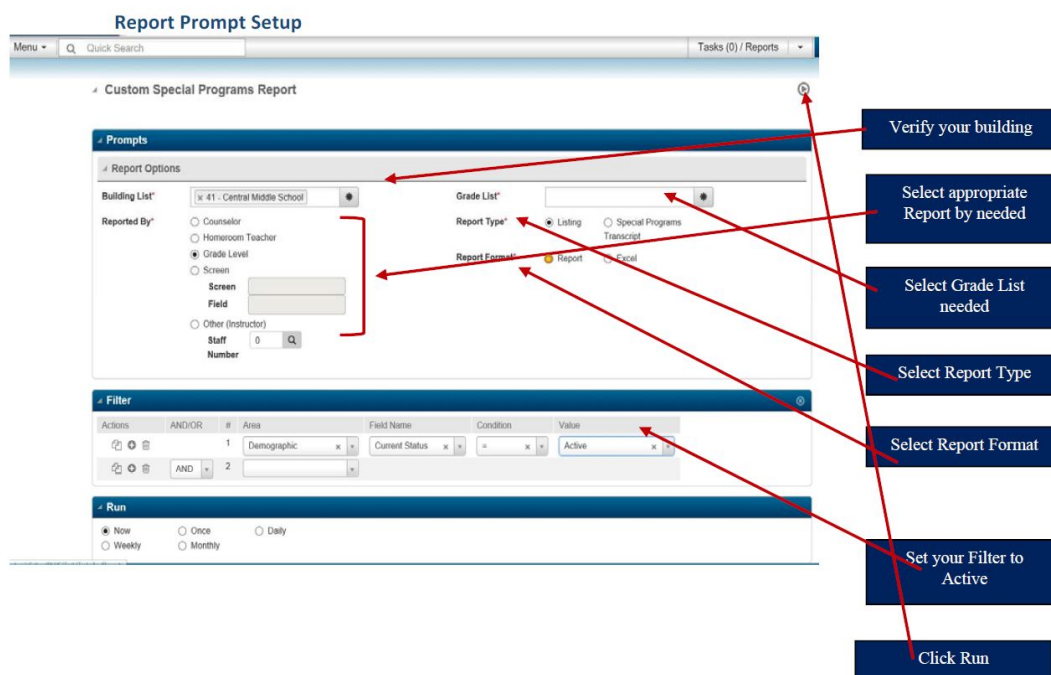
NOTE: The Programs-PEIMS Demographics (Programs) screen will open. Enter the start date and make sure the “value box” is checked.

eSchoolPLUS At-Risk Report

1. Open your eSchoolPLUS account



2. Follow the set-up on the “Custom Special Programs Report”



- The report will run through the scheduled tasks, current tasks, and then appear in the recent reports table

Tasks and Reports

Reports
Total Reports:1 Using: 3.16 kb

File Name	Modified Date	Size
Custom Special Programs Report	04/08/2019 02:53:38 PM	3.16 kb

Running Tasks
Total Running Tasks:0

Task	Start Time	Progress
------	------------	----------

Scheduled Tasks
Total Scheduled Tasks:0

Task	Run Time	Status
------	----------	--------

- Once you select the report, it will open with the information for each student

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Brownsville Independent School District
Special Programs Indicators with Cohort Year
 Building -

04/08/2013
 HMRM Teacher: Benavides

Student ID	Student Name	Grade	Special Programs				At Risk Criteria													Cohort Year	Staff Name	Counselor
			At Risk Code	Spec Ed	LEP Code	PGP	(1) PK-3: Test-CR YR	(2) 7-12: Fail CRS	(3) Ret	(4) State Test	(5) PG or Par	(6) Alt Ed Prg	(7) Exp	(8) Par Pro	(9) Prev DO	(10) LEP	(11) Cust. Care	(12) Home less	(13) Res. PLT			
230		08	Y	N	1	N	N	Y	N	N	N	N	N	N	N	Y	N	N	N		Benavides,	S
410		08	Y	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	N	N		Benavides,	S
350		08	Y	N	1	N	N	Y	Y	N	N	N	N	N	N	Y	N	N	N		Benavides,	S
330		08	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N		Benavides,	S

Principal/Designee: _____

Campus PEIMS Supervisor: _____

Counselor: _____

Date: _____

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Provision of Services

Every school that receives Title I, Part A funding is responsible for distributing the campus-level report cards to each of its teachers, the parents of all enrolled students, and the general public. Every effort should be made to allow for parental feedback when addressing at-risk student performance by each school.

Section 29.081 of the Texas Education Code (TEC) requires that upon identification of At-Risk students, the principal, in collaboration with the Dean of Instruction/Facilitator and appropriate staff shall ensure that identified students are provided appropriate compensatory, intensive, or accelerated instructional services that address the students' qualifying criteria. Under Section 42.152 of the TEC, compensatory education allotment funds may be utilized to meet the costs of providing identified At-Risk students a compensatory, intensive, or accelerated instructional program and an accelerated reading instructional program under Section 28.006 of the TEC. Furthermore, Section 28.0211 of the TEC outlines the accelerated instruction to be provided to At-Risk students who failed to perform satisfactorily on assessment instruments administered under Subchapter B, Chapter 39 of the TEC.

Each campus shall develop a three-tier model to illustrate an integrated school-wide approach for providing intensive accelerated direct supplemental instructional services that may include, but are not limited, to the following:

- Intensive accelerated instructional services for state assessments
- Individualized and/or small group instruction
- Computer-assisted instruction
- Class size reduction
- Intensive, supplemental reading program (e.g. Progress monitoring and Reading Response to Intervention)
- Intensive, supplemental mathematics program (e.g. Mathematics Response to Intervention)
- Intensive, supplemental science program (e.g. Living with Science software and materials)
- Accelerated instruction (e.g. Students Taught in an Alternative Route to Success (STARS) program and Brownsville Learning Academy (BLA))
- Disciplinary alternative schooling (e.g. Brownsville Academic Center (BAC))
- Tutorial/week learning opportunities (e.g. Before or after school tutoring, pullout sessions, and Saturday academies)
- Extended year learning opportunities (e.g. Summer school)
- Guidance and Counseling sessions
- Peer, teacher, community member mentoring sessions
- Pregnancy Related Services (e.g. Lincoln Park)
- Language Learners at the UT Center for Hispanic Achievement (LUCHA) program
- Homeless Youth Project
- Communities In Schools (CIS) Case Management
- Cameron County Juvenile Probation Officer Case Management

The campus three-tier At-Risk intervention model will be reflected in the campus improvement plan.

In addition to the provision of services, the principal, in consultation with the PEIMS Supervisor, Dean of Instruction/Facilitator, appropriate staff, and external agencies, will establish measures for the timely monitoring of At-Risk students' progress. Such measures may include, but are not limited, to the following:

- Periodic consultations with external service providers;
- Written progress reports;
- Review of subject performance in the foundation curriculum;
- Periodic benchmark assessments;
- Review of six-week failure reports;
- To the extent possible, timely consultations with BISD law enforcement agents, Cameron County Juvenile Probation Officers, and representative from the Department of Protective and Regulatory Services (DPRS); and
- As appropriate, review of impact of counseling services offered to identify At-Risk students.

Tier 3: Elementary School Targeted Level of Intervention

Guidance and Counseling Services:

Program: Counselors supplement the district guidance and counseling program by providing At-Risk students individual and/or group counseling sessions to address student specific needs.

Extended Year Programs:

Program: The Remediation Summer Program is offered to prepare At-Risk students for state assessments.

Program: The Regaining of Credit program is offered to students who failed during the school year.

Truancy:

Program: Students with ten or more unexcused absences are summoned before a Justice of Peace for violation of the Compulsory Attendance Law where sanctions may involve court costs, fines, and/or community service.

Support Services:

Program: The Homeless Youth Project provides academic, medical, legal, and financial support for students identified as homeless in order to maximize instruction.

Progress Monitoring:

Program: Identified Tier III students are progress monitored once every two weeks and provided an additional 30 minutes of targeted, intensive, explicit, individualized reading instruction daily.

Impact: Improved At-Risk student achievement, attendance, and reading fluency; reduced behavioral incidents; increased academic, career, personal, and social support for At-Risk students.

Tier 2: Elementary School Selected Level of Intervention

Truancy:

Program: Students with four to nine unexcused absences are visited by school attendance liaisons in order to request a parent conference.

Guidance and Counseling Services:

Program: Counselors supplement the district guidance and counseling program by conducting weekly classroom presentations to address campus specific needs.

Tutorial Program:

Program: Students not meeting content performance expectations are provided accelerated instruction in order to promote student achievement and reduce the retention rate.

Progress Monitoring:

Program: Identified Tier II students are progress monitored once every two weeks and are provided an additional 30 minutes of targeted reading instruction daily in small ability groups of no more than 3-5 students.

Impact: Improved At-Risk student achievement, attendance, and reading fluency; reduced disciplinary incidents; prevent academic failure of At-Risk students; reduce the retention rate of students accessing services and overall academic performance.

Tier 1: Elementary School Universal Level of Intervention

Guidance and Counseling Services:

Program: Counselors meet with students in order to fully develop their academic, career, personal and social abilities.

Tutorial Program:

Program: 21st Century tutorials are provided to students in order to increase student achievement in the foundation curriculum and promote career and college readiness.

Family Engagement/Truancy:

Program: Parents are provided opportunities to create Home Access Center accounts in order to monitor student attendance and academic performance.

Program: School Messenger is utilized to timely communicate information to parents about school matters and students' absences to improve the daily attendance rate and maximize instruction.

Program: Parent meetings are held weekly to address curriculum expectations, assessment standards, at-home instructional strategies, and campus specific parent concerns.

Professional Development:

Program: The Facilitator assists in providing leadership, coordination, and improvement of the school instructional program by offering targeted and ongoing researched-based professional development sessions.

Progress Monitoring:

Program: All kindergarten through third grade students are progress monitored every six weeks to identify students who may be at risk for reading difficulty and to provide teachers with effective instructional activities to support the reading development of each student.

Impact: Improved student achievement, attendance, and reading fluency; increased capacity to better communicate with parents and families in order to develop students' academic potential; increased use of instructional strategies aligned to student learning styles to elevate learner engagement.

TIER 3: Middle School Targeted Level of Intervention

Guidance and Counseling Services:

Program: Counselors supplement the district guidance and counseling program by providing At-Risk students individual and/or group counseling sessions to address student specific needs.

Extended Year Programs:

Program: The Remediation Summer Program is offered to prepare At-Risk students for state assessments.

Program: The Regaining of Credit program is offered to students who failed during the school year.

Alternative Schooling:

Program: Brownsville Academic Center (BAC) is a disciplinary alternative school that addresses the needs of secondary students in an environment that stresses the importance of self-discipline and respect.

Program: Brownsville Learning Academy (BLA) is a school of choice for secondary students experiencing difficulties in a traditional school setting and features individualized accelerated instruction and counseling in a competency-based learning system.

Program: Lincoln Park is a school of choice to support young mothers with parenting skills, provide on-site daycare, individualized accelerated instruction, and a low teacher-student ratio.

Communities in Schools:

Program: Communities in Schools Site Coordinators ensure that At-Risk students, especially parent students, are provided with specialized services that include: academic support, case management, obtaining assistance from federal, state and county service agencies, childcare information, and service coordination.

Truancy:

Program: Students with ten or more unexcused absences are summoned before a Justice of Peace for violation of the Compulsory Attendance Law where sanctions may involve court costs, fines, and/or community service.

Support Services:

Program: The Homeless Youth Project provides academic, medical, legal, and financial support for students identified as homeless in order to maximize instruction.

Impact: Improved At-Risk student achievement, attendance, and dropout rate; reduced behavioral incidents; increased academic, career, personal, and social support for At-Risk students.

TIER 2: Middle School Selected Level of Intervention

Truancy:

Program: Students with four to nine unexcused absences are placed on an attendance contract by school attendance liaisons.

Guidance and Counseling Services:

Program: Counselors supplement the district guidance and counseling program by conducting classroom presentations to address campus specific needs.

Accelerated Instruction:

Program: The *A+ny Where Learning System (A+LS)* program is a competency-based, self-paced, alternative credit regain program for middle school students who have fallen behind and are in danger of not completing middle school.

Tutorial Program:

Program: Students not meeting content performance expectations are provided accelerated instruction in order to promote student achievement and reduce the retention rate.

Impact: Improved At-Risk student achievement, attendance, and dropout rate; reduced disciplinary incidents; prevent academic failure of At-Risk students; reduce the retention rate of students accessing services and overall academic performance.

TIER 1: Middle School Universal Level of Intervention

Guidance and Counseling Services:

Program: Counselors meet with students in order to fully develop their academic, career, personal and social abilities.

Tutorial Program:

Program: 21st Century tutorials are provided to students in order to increase student achievement in the foundation curriculum and promote career and college readiness.

Family Engagement/Truancy:

Program: Parents are provided opportunities to create Home Access Center accounts in order to monitor student attendance and academic performance.

Program: School Messenger is utilized to timely communicate information to parents about school matters and students' absences to improve the daily attendance rate and maximize instruction.

Program: Parent meetings are held weekly to address curriculum expectations, assessment standards, at-home instructional strategies, and campus specific parent concerns.

Professional Development:

Program: The Dean of Instruction assists in providing leadership, coordination, and improvement of the school instructional program by offering targeted and ongoing researched-based professional development sessions.

Impact: Improved student achievement, attendance, and dropout rate; increased capacity to better communicate with parents and families in order to develop students' academic potential; increased use of instructional strategies aligned to student learning styles to elevate learner engagement.

TIER 3: High School Targeted Level of Intervention

Extended Year Programs:

Program: The Cohort Express Academy is a credit recovery program offered at each high school for At-Risk students who are not projected to graduate in four years.

Program: The Remediation Summer Program is offered to prepare At-Risk students for state assessments.

Program: The Regaining of Credit program is offered to students who failed or lost credit during the school year.

Alternative Schooling:

Program: Brownsville Academic Center (BAC) is a disciplinary alternative school that addresses the needs of secondary students in an environment that stresses the importance of self-discipline and respect.

Program: Brownsville Learning Academy (BLA) is a school of choice for secondary students experiencing difficulties in a traditional school setting and features individualized accelerated instruction and counseling in a competency-based learning system.

Program: Lincoln Park is a school of choice to support young mothers with parenting skills, provide on-site daycare, individualized accelerated instruction, and a low teacher-student ratio.

Dropout Specialists:

Program: Program Specialists monitor and coordinate high school dropout intervention programs for students classified as At-Risk to ensure a four year graduation date.

Probation Officers:

Program: Cameron County Juvenile Probation Officers supervise probation students on campus and provide appropriate intervention services that assist in improving behavior and maximizing classroom performance.

Communities in Schools:

Program: Communities in Schools Site Coordinators ensure that At-Risk students, especially parent students, are provided with specialized services that include: academic support, case management, obtaining assistance from federal, state and county service agencies, childcare information, and service coordination.

Guidance and Counseling Services:

Program: At-Risk Counselor(s) supplement the district guidance and counseling program by providing At-Risk students individual and/or group counseling sessions to address student specific needs.

Truancy:

Program: Students with ten or more unexcused absences are summoned before a Justice of Peace for violation of the Compulsory Attendance Law where sanctions may involve court costs, fines, and/or community service.

Support Services:

Program: The Homeless Youth Project provides academic, medical, legal, and financial support for students identified as homeless in order to maximize instruction.

Impact: Improved At-Risk student achievement, attendance, and graduation and completion rates; reduced behavioral incidents; increased academic, career, personal, and social support for At-Risk students.

TIER 2: High School Selected Level of Intervention

REAL Mission:

Program: Mentoring opportunities through REAL Mission are provided for At-Risk students to offer support in all aspects of their lives through a professionally supported one-to-one relationship.

At-Risk Guidance and Counseling Services:

Program: At-Risk Counselor(s) supplement the district guidance and counseling program for students At-Risk of not meeting graduation requirements and/or leaving school prior to graduation; counselor-student ratio is 200:1.

Walk for the Future:

Program: Parents, teachers, administrators and community members campaign door to door in teams to find students who have not returned to school and/or who have dropped out to encourage re-enrollment and document student status.

Accelerated Instruction:

Program: The Students Taught in an Alternative Return to Success (STARS) program is a competency-based, self-paced, alternative credit regain program for high school students who have fallen behind and are in danger of not completing high school in four years.

Program: The Language Learners at the UT Center for Hispanic Achievement (LUCHA) program is available for Limited English Proficient (LEP) students with schooling in their native country to receive earned credits, complete online course modules in their native language, and receive targeted literacy development through the use of native language support and sheltered instructional strategies.

Tutorial Program:

Program: Students not meeting content performance expectations are provided accelerated instruction in order to promote student achievement and reduce the retention rate.

Truancy:

Program: Students with four to nine unexcused absences are placed on an attendance contract by high school attendance liaisons.

Impact: Improved At-Risk student achievement, attendance, and graduation and completion rates; reduced disciplinary incidents; prevent academic failure of At-Risk students; reduce the retention rate of students accessing services and overall academic performance.

TIER 1: High School Universal Level of Intervention

Guidance and Counseling Services:

Program: Academic Counselor(s) meet with students in order to fully develop their academic, career, personal and social abilities; utilize Personal Graduation Plans to set goals and prepare for future academic endeavors; refer students to At-Risk Counselor(s).

Tutorial Program:

Program: 21st Century tutorials are provided to students in order to increase student achievement in the foundation curriculum and promote career and college readiness.

Family Engagement/Truancy:

Program: Parents are provided opportunities to create Home Access Center accounts in order to monitor student attendance and academic performance.

Program: School Messenger is utilized to timely communicate information to parents about school matters and students' absences to improve the daily attendance rate and maximize instruction.

Program: Parent meetings are held weekly to address curriculum expectations, assessment standards, at-home instructional strategies, and campus specific parent concerns.

Professional Development:

Program: The Dean of Instruction assists in providing leadership, coordination, and improvement of the school instructional program by offering targeted and ongoing researched-based professional development sessions.

Go-Centers:

Program: In collaboration with the University of Texas-Brownsville, each high school operates GO-Centers to provide students opportunities to research and apply to colleges and universities, submit FAFSA applications online in preparation for financial aid applications, and apply for scholarship opportunities.

Impact: Improved student achievement, attendance, graduation and completion rates; increased capacity to better communicate with parents and families to develop students' academic potential; increased use of instructional strategies aligned to student learning styles to elevate learner engagement; increased enrollment to colleges and universities, financial aid awards, and scholarship awards.

Accelerated Intervention Log

[illegible]

Accelerated Intervention Log

Last Name	First Name	M	ID Number	At-Risk	D.O.B. (MM/DD/YYYY)	Grade Level	ELA/Reading	Mathematics	Science	Social Studies	Reading	Writing	Mathematics	Science	Social Studies	Grant	Probation	AEP	PRS	Discipline	Homeless	Retained	Accelerated Instruction	PGP	Mentor Program
			9999999	1	6/5/1978	12	100	100	100	100	P	P	P	P	P										
			7777777	1	12/12/1979	12	80	69	75	100	P	P	P												
			5555555	1	12/31/1981	9	50	F	65	P	F	F	F												
			2222222	1	1/25/1980	11	F	F	F	F	F	P	P	F	F										
			1111111	1	2/14/1980	9	75	80	50	F	F	F	F												
			3333333	1	9/25/1979	12																			
			8888888	1	3/17/1981	9	75	69	72	80	P	F	F												

Accelerated Intervention Log Instructions

General Instructions:

The Accelerated Intervention Log is an Excel file that prompts for data on high priority At-Risk students who received appropriate compensatory, intensive, or accelerated instructional services. Below are specific instructions for the log. If you still have questions, please contact JJ DeLeon at 698-0759 or Martin Luna at 698-2474.

Please complete all required fields.

Please note that all documentation should be available for review at each instructional location for all at risk students receiving direct supplemental (contracted or otherwise) services by the program specialist and support staff/personnel.

Each Dropout Team member must maintain this information electronically or hard copy and provide such information to the **Deans of Instruction, Facilitators, and Dropout Specialists.**

Specific Instructions:

Please provide the requested information for each high priority At-Risk student who received appropriate compensatory, intensive, or accelerated instructional services at your campus for the current school year.

When entering data, **please do not:**

- 1) Change the format for any field
- 2) Skip rows or hide columns
- 3) Insert any additional columns

Below are the data fields requested in the log with specific instructions:

Data Field	Specific Instructions
Column A: Number	Do not change the format for this field. Do not enter any additional information.
Column B: Last Name	Enter the student's last name as listed in PEIMS. (e.g. If the student's last name is "Garcia" but in PEIMS it is listed as "Garcia Jr.", please type "Garcia Jr." for the last name in this column.)
Column C: First Name	Enter the student's first name as listed in PEIMS. (e.g. If the student's first name is "Jon" but in PEIMS it is listed as "Jonathon", please type "Jonathon" for the first name in this column.)
Column D: MI	Enter the student's middle initial as listed in PEIMS.
Column E: ID Number	Enter the student's school ID number as listed in PEIMS. Do not enter either the student's social security number (SSN) or state approved alternative identification number.

Column F: At-Risk	Enter the student's At-Risk code as listed in PEIMS. (e.g. If the student is coded At-Risk in PEIMS, please enter a "1" in this column.)
Column G: Date of Birth	Enter the student's date of birth as listed in PEIMS using this format: MM/DD/YYYY.
Column H: Grade Level	Enter the student's grade level as listed in PEIMS. (e.g. If the student is listed in PEIMS as in the 9th grade, please enter "9" in this column.)
Column I: 7 th Grade Cohort Year	Enter the student's 7 th Grade cohort year as listed in PEIMS using this format: YYYY.
Column J: 9 th Grade Cohort Year	Enter the student's 9 th Grade cohort year as listed in PEIMS using this format: YYYY.
Column K: Program Entry Date	Enter the date the student began the program using this format: MM/DD/YYYY. The program entry date is the day in which the student was first seen by the Dropout Specialist, Juvenile Probation Officer, CIS Case Manager, or At-Risk Counselor. A student may appear on multiple lists and the program entry date may vary.
Column L: Withdrawal Date	Enter the date as listed in PEIMS that the student withdrew from school using this format: MM/DD/YYYY.
Column M: Withdrawal Code	Enter the student's withdrawal code as listed in PEIMS. (e.g. If in PEIMS the student "returned to home country", please enter "W16" in this column.) If the student withdrew, then you do not need to provide responses for columns N through AE.
Column N: 1st Period Weekly Attendance	Enter the number of 1st period absences for the student for the current week. (e.g. If the student has 2 absences as listed in PEIMS, please enter "2" in this column.)

Column O: 2nd Period Weekly Attendance	Enter the number of 2nd period absences for the student for the current week. (e.g. If the student has 2 absences as listed in PEIMS, please enter "2" in this column.)
Column P: 3rd Period Weekly Attendance	Enter the number of 3rd period absences for the student for the current week. (e.g. If the student has 2 absences as listed in PEIMS, please enter "2" in this column.)
Column Q: 4th Period Weekly Attendance	Enter the number of 4th period absences for the student for the current week. (e.g. If the student has 2 absences as listed in PEIMS, please enter "2" in this column.)
Column R: 5th Period Weekly Attendance	Enter the number of 5th period absences for the student for the current week. (e.g. If the student has 2 absences as listed in PEIMS, please enter "2" in this column.)
Column S: 6th Period Weekly Attendance	Enter the number of 6th period absences for the student for the current week. (e.g. If the student has 2 absences as listed in PEIMS, please enter "2" in this column.)
Column T: 7th Period Weekly Attendance	Enter the number of 7th period absences for the student for the current week. (e.g. If the student has 2 absences as listed in PEIMS, please enter "2" in this column.)
Column U: 8th Period Weekly Attendance	Enter the number of 8th period absences for the student for the current week. (e.g. If the student has 2 absences as listed in PEIMS, please enter "2" in this column.)
Column V: 9th Period Weekly Attendance	Enter the number of 9th period absences for the student for the current week. (e.g. If the student has 2 absences as listed in PEIMS, please enter "2" in this column.)
Column W: 2nd Period Program Absences	Enter the number of 2nd period program absences for the student from the program entry date.
Column X: 2nd Period Cumulative Absences	Enter the number of 2nd period absences for the student from the start of the school year.

Column Y: Attendance Checkpoint	Do not change the format for this field. Do not enter any additional information. The column is conditionally formatted to Column X; the icon in Column Y will remain green with a check mark if a student has 0-2 absences; the icon in Column Y will change to yellow with an exclamation point if a student has 3-5 absences; the icon in Column Y will change to red with an “x” if a student has 6 or more absences and an indication that the student should be placed on attendance contract.
Column Z: Attendance Contract	Enter a "√" to confirm that the student has been placed on an attendance contract as a result of 6 or more program absences.
Column AA: Court Warning	Enter a "√" to confirm that the student has been issued a court warning as a result of 6 or more program absences.
Column AB: ELA/Reading Weekly Grade	Enter the student's ELA/Reading grade. The column is conditionally formatted to flag foundation curriculum grades below a "70" or entered as an "F". Numerical grades must be updated the 4th week of the six weeks to reflect the 3 week progress report grade and the 1st week of the next six weeks to reflect the final six week grade.
Column AC: Mathematics Weekly Grade	Enter the student's Mathematics grade. The column is conditionally formatted to flag foundation curriculum grades below a "70" or entered as an "F". Numerical grades must be updated the 4th week of the six weeks to reflect the 3 week progress report grade and the 1st week of the next six weeks to reflect the final six week grade.

Column AD: Science Weekly Grade	Enter the student's Science grade. The column is conditionally formatted to flag foundation curriculum grades below a "70" or entered as an "F". Numerical grades must be updated the 4th week of the six weeks to reflect the 3 week progress report grade and the 1st week of the next six weeks to reflect the final six week grade.
Column AE: Social Studies Weekly Grade	Enter the student's Social Studies grade. The column is conditionally formatted to flag foundation curriculum grades below a "70" or entered as an "F". Numerical grades must be updated the 4th week of the six weeks to reflect the 3 week progress report grade and the 1st week of the next six weeks to reflect the final six week grade.
Column AF: Reading State Assessment	Select a "P" or "F" from the drop-down menu. If the student was not administered a section of the state assessment for any reason or the answer document was not scored for any reason , please leave blank. The column is conditionally formatted to flag a state assessment score entered as "F".
Column AG: Writing State Assessment	Select a "P" or "F" from the drop-down menu. If the student was not administered a section of the state assessment for any reason or the answer document was not scored for any reason , please leave blank. The column is conditionally formatted to flag a state assessment score entered as "F".
Column AH: Mathematics State Assessment	Select a "P" or "F" from the drop-down menu. If the student was not administered a section of the state assessment for any reason or the answer document was not scored for any reason , please leave blank. The column is conditionally formatted to flag a state assessment score entered as "F".

Column AI: Science State Assessment	Select a "P" or "F" from the drop-down menu. If the student was not administered a section of the state assessment for any reason or the answer document was not scored for any reason , please leave blank. The column is conditionally formatted to flag a state assessment score entered as "F".
Column AJ: Social Studies State Assessment	Select a "P" or "F" from the drop-down menu. If the student was not administered a section of the state assessment for any reason or the answer document was not scored for any reason , please leave blank. The column is conditionally formatted to flag a state assessment score entered as "F".
Column AK: Grant	Select "2012", "2013", "2014", or "2015" from the drop-down menu to confirm that the student is a high priority At-Risk student from the corresponding cohort.
Column AL: Probation	Enter a "√" to confirm that the student is currently on probation and received intervention services. Enter an "X" to confirm that the student has met probation requirements. Maintain appropriate documentation.
Column AM: AEP	Enter a "D" if the student is currently enrolled at the Brownsville Academic Center (BAC), enter a "A" if the student is currently enrolled at the Brownsville Learning Academy (BLA), and enter a "P" if the student is currently enrolled at Lincoln Park
Column AN: PRS	Enter a "√" to confirm that the student is currently enrolled at the home campus and received Pregnancy Related Services (PRS).

Column AO: Discipline	Enter the number of disciplinary incidents or referrals from the program entry date. Disciplinary incidents or referrals may result from student behaviors such as, absence or tardiness, alcohol, drug or tobacco use, fighting, possession of weapons, harassment or other inappropriate behavior, and violation of rules or codes.
Column AP: Homeless	Enter a "√" to confirm that the student is coded as Homeless in PEIMS and received intervention services. Maintain appropriate documentation.
Column AQ: Retained	Enter a "√" to confirm that the student was retained in any grade level.
Column AR: Accelerated Instruction	Select from the drop-down list if accelerated instructional services were focused during the Normal school day (enrolled class and/or pullouts), Tutorial (before or after school and/or Saturday), Summer school, or a combination of services.
Column AS: PGP	Enter a "√" to confirm that a Personal Graduation Plan (PGP) has been developed for the student. Maintain documentation.
Column AT: Mentor Program	Enter a "√" to confirm that the student has received intervention services through the Mentor Program.

Exit Procedures

The PEIMS Supervisor, 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. Upon determination that the student no longer meets eligibility criteria, the PEIMS Supervisor shall ensure that the student's At Risk profile is updated accordingly in eSchoolPLUS, the district mandated student management software program, and shall maintain auditable documentation of the reason for removal. All decisions for exiting an At-Risk student from the State Compensatory Education (SCE) program will be based upon a review of student data that may include, but not limited, to the following:

- 110% level of satisfactory performance on state assessments;
- Retention status;
- Maintenance of passing grades in subjects in the foundation curriculum with a score of 70 or greater;
- Performance on readiness assessment;
- Residential placement status;
- Parole, probation, deferred prosecution or other conditional release status;
- Condition of pregnancy or parent status;
- Alternative education program placement timeframe; and
- LEP status

110% Satisfactory Performance Methodology Defined:

- Step 1: Divide the total state assessment raw cut score (the number of correct responses needed to pass the test) by the total state assessment test items (total number of questions on the particular test).
Example: There are 42 questions on the state assessment and the student is required to answer 24 items in order to pass the test. Therefore, 57.14% of the items must be answered correctly to pass the exam.
- Step 2: Multiply the percentage of the total state assessment items needed to be answered correctly by 110%.
Example: $57.14\% \times 110\% = 62.86\%$ Therefore, 62.86% of the items, or 26, need to be answered correctly in order to meet the 110% requirement.

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

Tutorial Guidelines

In Brownsville ISD, every opportunity is extended to help our At-Risk students become academically successful. In support of this effort, the Dean of Instruction, in consultation with the principal and/or appropriate staff, will oversee a tutorial learning program for identified At-Risk students. Each State Compensatory Education (SCE) Tutorial/ Program, as appropriate, may offer At-Risk students:

- accelerated instruction to improve At-Risk students' achievement on assessment instruments administered under Subchapter B, Chapter 39 TEC, inclusive of STAAR/EOC and;
 - Note: By the 4th week of school accelerated instruction shall be provided to an enrolled student who has taken an end-of-course assessment instrument and has not performed satisfactorily.
 - Note: By the 4th week of school accelerated instruction shall be provided to an enrolled 5th and/or 8th grade student who has taken a Reading and/or Mathematics STAAR assessment instrument and has not performed satisfactorily.
- accelerated instruction in subjects in the foundation curriculum (English Language Arts, Mathematics, Science, and Social Studies); and
- Credit recovery.

The supplemental tutorial learning time, as appropriate, shall:

- be outside the regular instructional day (e.g. before school, after school and/or Saturday);
- be held from September through May of the current school year;
- be offered at minimum twice a week for one hour and/or on Saturday for three hours;
- reduce the student and teacher ratio to a minimum of 8:1 and a maximum of 15:1; and
- include the use of research-based instructional strategies that meet the educational needs of At-Risk students.

Prior to the start of the tutorial program, the Dean of Instruction shall:

- Submit original Supplemental Duty Recommendation Form(s) with required signatures of the employee, principal, funding administrator, area assistant superintendent, and compensation manager. Original Supplemental Duty Recommendation Form(s) shall be hand delivered to the funding source for verification and approval. Tutorials/Extended-day program shall not begin until form(s) have all appropriate signatures. Maintain auditable documentation.
- Develop a tutorial/extended-day schedule documenting the foundation curriculum area of focus, day(s) of week, and times when tutorials/extended-day will be held. The following course number should be utilized for scheduling purposes: update the description as needed...
 - 970010 162 At-Risk Tutorial or
 - 970010 162 SSI Tutorial or
- Ensure that the tutorial schedule is reflected in eSchoolPLUS, the District mandated student management software program, to maintain documentation of At-Risk student attendance and/or grades by teacher.
- Advise parents of At-Risk students of SCE Tutorial Program eligibility and schedule.
- Advise teachers, as appropriate, of tutorial guidelines, attendance and/or grading procedures, lesson plans, and targeted TEKS and objectives of assessment instruments administered under Subchapter B, Chapter 39 TEC. Maintain auditable documentation.

- Ensure that teachers, as appropriate, analyze performance data of assessment instruments administered under Subchapter B, Chapter 39 TEC, inclusive of STAAR/EOC and relevant to At-Risk students in assigned tutorial/extended-day classes prior to beginning instruction.

During the tutorial program, the Dean of Instruction shall:

- Ensure that teachers complete lesson plans relevant to targeted TEKS and objectives of assessment instruments administered under Subchapter B, Chapter 39 TEC addressed during tutorial sessions; one (1) per teacher and/or subject in the foundation curriculum. Maintain auditable documentation.
- Ensure that At-Risk student attendance is entered on a daily basis via Teacher Access Center, the District mandated electronic gradebook, and/or eSchoolPLUS. Maintain auditable documentation.
- Oversee processes for the verification of At-Risk student attendance and/or grades. Maintain auditable documentation.
- Conduct classroom observations to monitor the delivery of high-quality supplemental instructional services for At-Risk students.
- Submit an original Payroll Timesheet for each tutorial teacher as per BISD Payroll Department Timesheet Instructions. Original Payroll Timesheet(s) shall be hand delivered to the funding source for verification and approval.
- Submit a Supplemental Duty Composite form as a cover for all the timesheets. Ensure that all tutorial teachers are listed on the composite form, verify that you have a timesheet for each teacher, and confirm that all appropriate signatures have been obtained prior to submission. Maintain auditable documentation.
- Ensure that the original Supplemental Duty Composite sheet and corresponding employee timesheets are hand delivered five (5) days prior to the Supplemental Duty Composite Payroll Schedule to the funding source for verification and approval. Timesheets not submitted on a timely basis or missing signatures will result in a delay of payment.

After the tutorial program has been completed, the Dean of Instruction shall:

- Submit the final original Supplemental Duty Composite form and Payroll Timesheets. Original Supplemental Duty Composite sheet(s) and corresponding employee timesheets shall be hand delivered five (5) days prior to the Supplemental Duty Composite Payroll Schedule to the funding source for verification and approval. Maintain auditable documentation.
- Ensure that all attendance and/or grade sheets are submitted, verified, and signed by each tutorial/extended-day teacher to maintain documentation of supplemental instructional services rendered to At-Risk students. The documentation is to be maintained as per guidelines set forth by the Records Management Department.
- Ensure that all tutorial/extended-day lesson plans are maintained as documentation of supplemental instructional services rendered to At-Risk students. The documentation is to be maintained as per guidelines set forth by the Records Management Department.
- Maintain documentation of sample activities, strategies, and/or assessments utilized to address targeted TEKS and objectives of assessment instruments administered under Subchapter B, Chapter 39 TEC during the tutorial/extended-day program. The documentation is to be maintained as per guidelines set forth by the Records Management Department.



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

Accelerated Instructional Lesson Plan for the Tutorial Program

Week of _____

Campus: _____

Teacher Name: _____

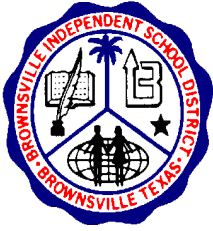
Tutorial Subject: _____

Grade Level: _____

State Assessment Objective: _____

DATE	TEKS	ACTIVITIES/STRATEGIES/MATERIALS	EVALUATION
NOTES:			

- ❖ *Documentation shall be maintained by the Dean of Instruction*
- ❖ *Lesson plan(s) shall be submitted per teacher and/or subject in the foundation curriculum*



Brownsville Independent School District

(DATE SENT)

Dear Parents or Guardian,

Your child is eligible to participate in the Brownsville Independent School District's State Compensatory Education (SCE) Tutorial Program. The purpose of this program is to provide At-Risk students with opportunities to receive high-quality supplemental accelerated instruction to improve academic achievement on state assessments and in the foundation curriculum.

We recommend that your child take advantage of this opportunity to receive additional help and preparation in the areas of _____ and _____.

(SUBJECT)

(SUBJECT)

Classes will be held on _____ from _____ (am/pm) to _____ (am/pm)
(DAY OR DAYS OF THE WEEK)

beginning on _____ and ending on _____.
(DATE) (DATE)

Please complete and return the bottom portion of this form to your child's teacher.

SCE TUTORIAL PROGRAM

Campus: _____

Date: _____

Student Name: _____

Grade/Course: _____

Teacher: _____

Room No: _____

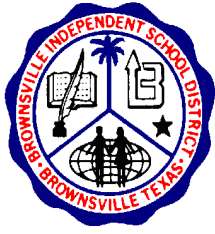
PLEASE CHECK ONE:

_____ **Yes, my child will attend the tutorial classes.**

_____ **No, my child will be unable to attend the tutorial classes and I take full responsibility for his/her academic progress.**

Parent or Guardian's Signature

Date



Brownsville Independent School District

(FECHA DE ENVÍO)

Estimados Padres de Familia o Tutor,

Su hijo(a) es elegible para participar en el programa de tutoría del programa de Educación Compensatoria de Estado (SCE) del Distrito Escolar Independiente de Brownsville. El objetivo de este programa es proporcionar a los estudiantes en situación de riesgo, las oportunidades para recibir instrucción acelerada suplementaria de calidad, con el propósito de mejorar su aprovechamiento académico en las evaluaciones del Estado y en el plan de estudios básico.

Recomendamos que su hijo(a) aproveche de esta oportunidad para recibir ayuda y preparación adicional en el área(s) de _____ y _____.
(TEMA) (TEMA)

Las clases se llevarán acabo los _____ de _____ (a.m. /p.m.) a _____
(DIA O DÍAS DE LA SEMANA)

_____ (a.m. /p.m.) empezando el _____ y se terminarán el _____.
(FECHA) (FECHA)

Favor de completar y devolver la siguiente parte de esta forma al maestro(a) de su hijo(a).

.....

SCE: PROGRAMA DE PREPARACIÓN ACADÉMICA (Preparación académica)

Escuela: _____ Fecha: _____

Nombre de Alumno: _____ Grado/Curso: _____

Maestro(a): _____ Numero de Cuarto: _____

FAVOR DE MARCAR UNO:

_____ **Sí, mi hijo(a) asistirá las clases de Programa de Preparación académica.**

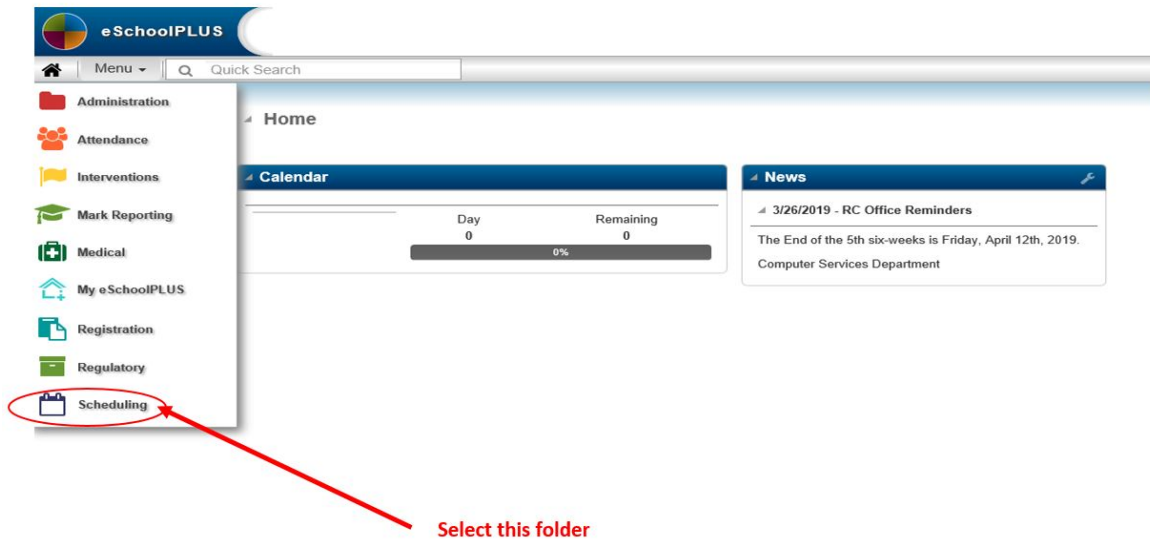
_____ **No, mi hijo(a) no asistirá las clases de Programa de Preparación académica y
seré responsable de su progreso académico.**

Firma del Padre de Familia o Tutor

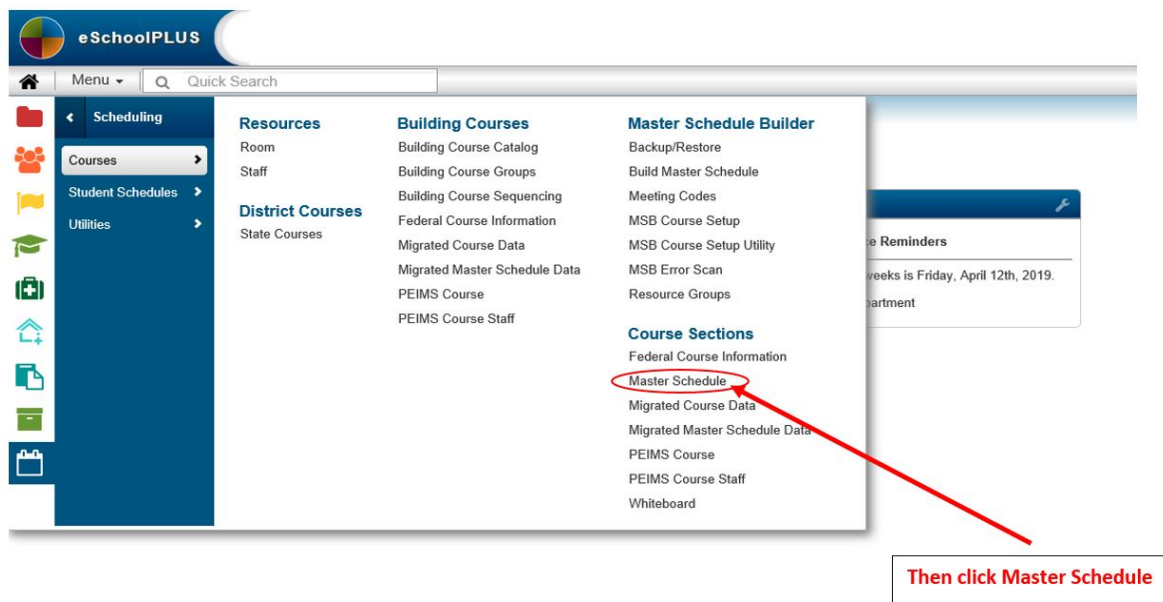
Fecha

eSchoolPLUS Tutorial Setup Guide

1. Open your eSchoolPLUS account



2. Enter the appropriate tutorial course number from the pull-down menu "Description" will populate to course description (e.g. At-Risk Tutorial, SSI, Enrichment)



3. Setup your session information

eSchoolPLUS delabastida

Menu Quick Search Tasks (0) / Reports

Master Schedule Unsaved Changes

Course

Building* 133 - Alken Elementary Course* 970010 Section* #1 X

Course-Section Information

General Information	Scheduling Information	Mark Reporting Information
Description* At-risk Tutorial	Gender Restriction* B - Both	Grad Requirement Credit Rule F - Full credit goes to all subject areas
Department LC - LOCAL CREDIT	Grade Restriction	Average ID
Fee* 0.00	Lock	Course Credit Basis
VoTec	House Team	NCES Code
Block Type* N - Regular Course	Maximum Seats* 30	Gradebook Category Type
Study Hall	Duration Type M - MARKING PERIOD	Teacher Qualifications
	Classified Students	Qualifications
	Maximum	

Session Information

Session 1

General Information	Scheduling Information	Staff and Room Information
Description* At-risk Tutorial X	Periods* 15 - 15	Primary Staff* 00-STAFF
Used Seats 0	Marking Periods MP1 MP2 MP3 MP4 MP5 MP6	Secondary Staff
Classification Weight 0	Cycles M T W R F	Room* IVA

Mark Reporting and Attendance Information

Marks Are N - Not issued Credit 0.0000

Building Types Mark Types

Course Level

Honor Rolls

Type* Level*

GPA's

Type* Level*

Graduation Requirement Areas

Area Tags

No Subject Areas are defined for the session.

Then Save

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

State Compensatory Education Department



Supplemental Direct Instructional Cost Purchasing Guide

**REFER TO SPECIFIC APPLICABLE SET OF FASRG COST PRINCIPLES FOR ENTIRE TEXT
FOR GENERAL INFORMATION PURPOSES ONLY**

CAMPUS USE ONLY

**Note: Employees are to follow the district's PROCUREMENT GUIDE, a copy may be found at:
<http://www.bisd.us/purchasing/pg%20.pdf>**

Mission Statement:

Our mission is to provide campuses the guidance and financial resources needed to increase the academic achievement and reduce the dropout rate of identified At-Risk students. The State Compensatory Education Department takes great pride in assisting each campus in the implementation of the appropriate compensatory, intensive, or accelerated instructional services described in their three-tier At-Risk intervention model.

Role of the State Compensatory Education Program:

The role of State Compensatory Education (SCE) is defined in law as programs and /or services designed to supplement the regular education program for students identified as at-risk of dropping out of school. (Refer to Section 29.081 of the Texas Education Code)

Goals:

The goal of State Compensatory Education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students.

Purpose:

The purpose of State Compensatory Education is to increase the academic achievement and reduce the dropout rate of At-Risk students.

Preface:

The following purchasing guide has been formulated to simplify District legal, local, administrative and Texas Education Agency (TEA) policies and procedures. It is essential that Brownsville Independent School District employees involved in the use of supplemental SCE funds be fully aware of their responsibilities and limitations when serving the At-Risk student. While this guide does not cover every detail of all regulations, practices, and statutes governing supplemental SCE foundation curriculum procurements, it does provide the basic principles of sound supplemental use. Reference to this guide will aid district staff in the discharge of their duties involving fiscal control and management of supplemental SCE funding in the basic foundation curriculum of At-Risk students.

Needs Assessment:

A Comprehensive Needs Assessment (CNA) should be conducted to identify the strengths and weakness of existing programs, practices, procedures, and activities. The CNA ensures that the use of resources is carefully planned, supplemental, and cost effective. A written summary of data must be included in the front of the campus improvement plan. The data summary includes an analysis of patterns and trends with a discussion of probable causes of high areas of At-Risk students' needs.

Data may be used from, but not limited to, the following sources:

- Current state assessments (STAAR, EOC, TELPAS) and readiness tests;
- Middle school dropout rates;
- Retention rates;
- High school completion rates;
- High school graduation rates;
- Pass/Fail rates;
- Data from special programs evaluations.

Professional Development:

The term “high quality professional development” means professional development that meets the criteria contained in the definition of professional development in Title IX, Section 9101(34) of ESEA.

Professional development includes, but is not limited to, activities that:

- Improve and increase teachers’ knowledge of foundation curriculum subjects and enable teachers to become highly qualified;
- Are an integral part of broad school-wide and district-wide educational improvement plans;
- Give teachers and principals knowledge and skills to help students meet challenging state academic standards;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instructional strategies that are scientifically research-based;
- Are developed with extensive participation of teachers, principals, parents, and administrators.

Use of Funds:

At the campus level, SCE funds may be used to provide professional development activities designed to supplement the regular education program for students identified as at-risk of dropping out of school and, in appropriate cases, paraprofessionals, in:

1. Content Knowledge: Providing training in one or more foundation curriculum subjects that teachers teach;
2. Classroom Practices: Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods and skills, and (b) the use of challenging state academic content standards and student academic achievement standards in preparing students for state assessments.

Funds may also be used for activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:

1. Involve collaborative groups of teachers and administrators;
2. Address the needs and different learning styles of At-Risk students;
3. Provide training on how to use data and assessments to improve classroom practices and student learning.

At the campus level, SCE funds are used for professional development activities. The following requirements and procedures are required.

Electronic Registration Online (ERO) Session Registration Number (SRN):

For program compliance purposes, all professional development related expenditures utilizing SCE (162) funds must be documented in the ERO system. Campuses MUST generate an SRN using their campus number, the course codes, and the curriculum categories below to propose a session. Participants must then register in the ERO system for all in -district and out-of-district trainings, workshops, conferences, and vertical alignment/ planning activities utilizing SCE (162) funds. Moreover, if SCE (162) funds are used to conduct campus-based/district-wide staff development, then the originating campus/department must have an agenda, sign-in sheets, and copy of handouts on record for at least 5 years.

The SRN must be included on the top right hand corner of the “Request for Professional Leave” and submitted to the SCE Department for approval. Additionally, the SRN must also be included on all BI-TECH Purchase Requests, extra duty pay composites, and on Cash Payment Requests for reimbursement of expenses.

IN-DISTRICT COURSE CODES	
Course Code	Description
Campus/Dept. – Abbreviation – Subject Code	Foundation Curriculum Subject Areas
162-LANG-0D0	LANGUAGE ARTS
162-MATH-0D1	MATH
162-SCIEN-0D2	SCIENCE
162-SOCST-0D3	SOCIAL STUDIES
162-OTHER-0D4	OTHER; SUCH AS VERTICAL ALIGNMENT /PLANNING, ETC.
OUT-OF-DISTRICT COURSE CODES	
Course Code	Description
Campus/Dept. – Abbreviation – Subject Code	Foundation Curriculum Subject Areas
162-OUT OF DISTRICT-0D5	OUT-OF-DISTRICT TRAINING, CONFERENCES, WORKSHOPS, ETC. FOR LANGUAGE ARTS
162-OUT OF DISTRICT-0D6	OUT-OF-DISTRICT TRAINING, CONFERENCES, WORKSHOPS, ETC. FOR MATH
162-OUT OF DISTRICT-0D7	OUT-OF-DISTRICT TRAINING, CONFERENCES, WORKSHOPS, ETC. FOR SCIENCE
162-OUT OF DISTRICT-0D8	OUT-OF-DISTRICT TRAINING, CONFERENCES, WORKSHOPS, ETC. FOR SOCIAL STUDIES
162-OUT OF DISTRICT-0D9	OUT-OF-DISTRICT TRAINING, CONFERENCES, WORKSHOPS, ETC. FOR OTHER AREAS

Campuses/Departments must also generate courses using their campus/department number (e.g. 111-READ-001) and include one of the following CURRICULUM CATEGORIES from the list below.

C A M P U S F U N D E D	D I S T R I C T F U N D E D
162 ELAR - CAMPUS	162 ELAR - DISTRICT
162 MATH - CAMPUS	162 MATH - DISTRICT
162 SCIENCE - CAMPUS	162 SCIENCE - DISTRICT
162 SOCIAL STUDIES - CAMPUS	162 SOCIAL STUDIES - DISTRICT

After generating courses, propose SRNs for the session(s). If you have an existing course(s) without the curriculum category, then email our office with the appropriate curriculum category that should be added to your existing course. If your existing course(s) have other prior sessions that do not apply to these curriculum categories then contact Professional Development for assistance.

Requests for Professional Leave:

All requests for professional leave, either in-district or out-of-district must be submitted a minimum of three weeks (15 business days) prior to the activity and include the following:

- ERO Session Registration Number (SRN)
- Complete listing of all expenses that will be incurred
- Travel account number (out-of-district only)
- Substitute account number
- Back up information describing the activity

SCE funds may only be used for the purpose of increasing the academic achievement and reduce the dropout rate of At-Risk students.

Substitutes:

SCE funds may only be used to pay substitutes for teachers who are participating in SCE funded programs and activities that are designed to improve the basic foundation curriculum for At-Risk students. Substitutes may be hired to replace teachers who are attending in-district or out-of-district activities. However, the appropriate account number must be included on the "Request for Professional Leave" at the time it is submitted. The appropriate account number is determined by the foundation curriculum subject area to which the teacher being replaced is assigned.

NOTE:

If your location is an Alternative Education Program (Non-Disciplinary or Disciplinary) your program intent code will be as follows: DAEP (BAC) Y-28-0DX-Y; AEP (BLA/LPK) Y-26-0DX-Y.

Substitute Account Numbers:

162-13-6112-00-XXX-Y-30-0D0-Y	Language Arts
162-13-6112-00-XXX-Y-30-0D1-Y	Math
162-13-6112-00-XXX-Y-30-0D2-Y	Science
162-13-6112-00-XXX-Y-30-0D3-Y	Social Studies
162-13-6112-00-XXX-Y-30-0D4-Y	Other; Such as vertical alignment/planning, etc.

Employee Travel (Out-of District):

SCE funds may be used for registration fees and other travel expenses allowable under state and local guidelines. A professional leave request must be submitted a minimum of three weeks (15 business days) prior to the activity. The appropriate account number is determined by the content area of the activity, not the teacher's assigned subject area. For example, the account number for a language arts teacher attending a writing workshop would end in "0D0-Y," while the account number for the same teacher attending a workshop on vertical alignment would end with "0D4-Y."

NOTE:

If your location is an Alternative Education Program (Non-Disciplinary or Disciplinary), your program intent code will be as follows: DAEP (BAC) Y-28-0DX-Y; AEP (BLA/LPK) Y-26-0DX-Y.

Travel Account Numbers:

162-13-6411-23-XXX-Y-30-0D0-Y	Language Arts
162-13-6411-23-XXX-Y-30-0D1-Y	Math
162-13-6411-23-XXX-Y-30-0D2-Y	Science
162-13-6411-23-XXX-Y-30-0D3-Y	Social Studies
162-13-6411-23-XXX-Y-30-0D4-Y	Other; Such as vertical alignment/planning, etc.

Consultants - Professional Development:

Staff development provided by consultants must meet the definition of “high quality professional development” as defined in ESEA. Consultants should be selected based on areas of need identified in the campus Comprehensive Needs Assessment (CNA) and be included as an activity in the Campus Improvement Plan (CIP). All consultants must be on the District’s approved vendor list unless approval has been obtained through an individually submitted board agenda item. All professional development consultant services provided by an individual, entity or firm must be assigned an SRN and include an agenda and sign-in sheets. Requests for consultant services must be submitted to Special Programs at least a **month (20 business days) in advance** of the activity. Back up documentation should include the presenter’s resume or vita, information describing the training that will take place and the CIP activity. The form must also include the SRN and account number. Account numbers are determined by the foundation curriculum subject area in which the consultant will be presenting.

NOTE:

If your location is an Alternative Education Program (Non-Disciplinary or Disciplinary), your program intent code will be as follows: DAEP (BAC) Y-28-0DX-Y; AEP (BLA/LPK) Y-26-0DX-Y.

Consultant Account Numbers:

162-13-6291-00-XXX-Y-30-0D0-Y	Language Arts
162-13-6291-00-XXX-Y-30-0D1-Y	Math
162-13-6291-00-XXX-Y-30-0D2-Y	Science
162-13-6291-00-XXX-Y-30-0D3-Y	Social Studies
162-13-6291-00-XXX-Y-30-0D4-Y	Other; Such as vertical alignment/planning, etc.

Following each training, sign-in sheets must be submitted along with a composite form listing the participants alphabetically, the amount to be paid to each participant, the total expense and the SRN. Account numbers are determined by the foundation curriculum subject area of the training.

Stipend Account Numbers:

162-13-6117-00-XXX-Y-30-0D0-Y	Language Arts
162-13-6117-00-XXX-Y-30-0D1-Y	Math
162-13-6117-00-XXX-Y-30-0D2-Y	Science
162-13-6117-00-XXX-Y-30-0D3-Y	Social Studies
162-13-6117-00-XXX-Y-30-0D4-Y	Other; Such as vertical alignment/planning, etc.

Extra Duty Pay:

SCE funds may be used to pay teachers for time worked outside their regular hours on activities that increase their professional expertise and results in a product that will enhance their teaching performance, such as curriculum writing. The campus must submit the required forms and receive permission from the State Compensatory Education Department and the Personnel Department prior to the start of the activity. Payment is at the rate established by the BISD Board of Trustees. Following the activity, sign-in sheets must be submitted along with a composite form listing the participants alphabetically, the amount to be paid to each participant, the total expense and the SRN. Account numbers are determined by the foundation curriculum subject area of the activity.

NOTE:

If your location is an Alternative Education Program (Non-Disciplinary or Disciplinary), your program intent code will be as follows: DAEP (BAC) Y-28-0DX-Y; AEP (BLA/LPK) Y-26-0DX-Y.

Extra Duty Pay Account Numbers:

162-13-6118-00-XXX-Y-30-0D0-Y	Language Arts
162-13-6118-00-XXX-Y-30-0D1-Y	Math
162-13-6118-00-XXX-Y-30-0D2-Y	Science
162-13-6118-00-XXX-Y-30-0D3-Y	Social Studies
162-13-6118-00-XXX-Y-30-0D4-Y	Other; Such as vertical alignment/planning, etc.

Program Evaluation:

The program evaluation measures how successful the school has been in addressing identified needs and meeting the goals of the SCE program. Campus SCE funded activities must be evaluated and documented. For individual activities, each participant will complete an evaluation of the session through the ERO system. Campus administration will review the results of these sessions to guide future planning.

The effectiveness of the use of SCE funds should also be evaluated in relation to student performance in the areas in which the funds were spent. When evaluation results indicate that the activities were unsuccessful in producing the desired results for the targeted foundation curriculum subject area or student group, funds must be redirected when planning future professional development activities.

Direct Cost Items	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education <u>Unallowable</u> use of Supplemental Funds	Function- Object Code Use
Advertising	<u>Unallowable</u>	<u>Unallowable</u>	X
Alcoholic Beverages	<u>Unallowable</u>	<u>Unallowable</u>	X
Awards for Recognition or Incentives for Achievement of At-Risk Students in the basic foundation curriculum	<u>Allowable</u> When reasonable in cost and when necessary to accomplish program objectives. Acceptable awards and incentives include certificates, ribbons, or inexpensive instructionally-related items such as pens/ pencils to be used in the classroom.	<u>Unallowable</u> Perfect attendance, birthday crowns, cards, and other motivational items.	11-6498
Award Ceremonies	<u>Unallowable</u>	<u>Unallowable</u>	X
Capital Outlay	<u>Allowable</u> of the supplemental basic foundation curriculum instructional setting (e.g. student computers); cost of specialized computer-assisted instruction specifically designed to improve the academic performance of At-Risk students in the basic foundation curriculum and must be used in conjunction with instructional software.	<u>Unallowable</u> Library (12), administration (23), counseling (31), health services (33), community services (61); replace teacher workstation	11-6649-62
Commencement & Convocation or Graduation Costs	<u>Unallowable</u>	<u>Unallowable</u>	X
Communication Costs (includes telephone services, local and long distance telephone calls, telegrams, postage, messenger, electronic or computer transmittal services, personal communication devices, etc.)	<u>Unallowable</u>	<u>Unallowable</u>	X

Direct Cost Items	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education <u>Unallowable</u> use of Supplemental Funds	Function- Object Code Use
<p>Compensation for Personnel Services (includes salaries, wages, and fringe benefits): All personnel costs must be reflected in the campus improvement plan by number of FTEs with a description and projected cost.</p> <p><u>Job descriptions</u> must be signed and dated annually or when function or activity is added to or deleted from an existing job description applicable to the funding source(s) or cost objective, and must be maintained in the employee's personnel file.</p> <p>Employees must receive an "Authority to Report to Work" before a change in assignment can occur.</p>	<p><u>Allowable</u> if costs are in compliance with staffing guidelines, in the instructional basic foundation curriculum, supplemental and reasonable, comparable for similar work, and charges are supported with time distribution records or other documentation.</p> <p><u>Teacher</u> English Language Arts and Reading, Mathematics, Science, Social Studies, STARS, credit recovery, class size reduction, computer-assisted instruction in foundation curriculum areas only, specialized reading and math programs, STAAR/EOC/remediation, supplement the dyslexia program, and tutorial, week, or year foundation curriculum instruction for At-Risk students.</p> <p><u>Instructional Aide</u> Assist supplemental classroom instruction for English Language Arts and Reading, Mathematics, Science, Social Studies, computer-assisted instruction in foundation curriculum areas only, specialized reading and math programs, STAAR/EOC remediation, supplement the dyslexia program, and extended year foundation curriculum instruction for At-Risk students.</p>	<p><u>Unallowable</u> if positions are not used to provide support programs and/or services that supplement the regular education program so that At-Risk students can succeed in school.</p> <p><u>Teacher Unallowable FTE(s)</u> Course assignments related to Career and Technology, ESL/ESOL, in-school suspension, Bilingual programs, Special Education or other state or federally mandated programs, non-foundation curriculum, P.E., Athletic Programs, Music, Art, Choir or other Fine Arts programs, and UIL programs.</p> <p><u>Instructional Aide Unallowable FTE(s)</u> Duties related to an office clerk, receptionist, hall monitor, mail room clerk, copy room clerk, attendance clerk, library aide, parent liaison, or substitute teacher. Course assignments related to Career and Technology, ESL/ESOL, in-school suspension, Bilingual programs, Special Education or other state or federally mandated programs, non-foundation curriculum, P.E., Athletic Programs, Music, Art, Choir or other Fine Arts programs, and UIL programs.</p>	<p>11-6119 11-6141 11-6142 11-6143 11-6145 11-6146</p> <p>11-6129 11-6141 11-6142 11-6143 11-6145 11-6146</p>

Direct Cost Items	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education <u>Unallowable</u> use of Supplemental Funds	Function- Object Code Use
<p>Compensation for Personnel Services (includes salaries, wages, and fringe benefits): All personnel costs must be reflected in the campus improvement plan by number of FTEs with a description and total cost per position.</p> <p><u>Job descriptions</u> must be signed and dated annually or when function or activity is added to or deleted from an existing job description applicable to the funding source(s) or cost objective, and must be maintained in the employee's personnel file.</p> <p>Employees must receive an "Authority to Report to Work" before a change in assignment can occur.</p>	<p><u>Program Specialist</u> Assist in the implementation of approved at-risk programs in the district, coordinate all procedures in order to ensure delivery of supplemental services, and monitor all such services with statutes and standards of regulatory agencies.</p> <p><u>At-Risk Counselor</u> Provides counseling and related supplemental services (TEC§33.005) which help At-Risk students acquire skills in the social, personal, educational, and career areas necessary for meeting graduation requirements. Provides specific dropout prevention pullout-presentations, monitors/transitions Community In Schools, Juvenile Probation, Homeless, retained, prior dropout, custodial care, residential placement, and Alternative Education Program students to home campus.</p>	<p><u>Program Specialist Unallowable FTE(s)</u> Personal Graduation Plans, analyze transcripts/records, STAAR/EOC/ disaggregation, credit counts, attendance contracts, in-school suspension, course assignments, state assessment testing, substitute teacher, special event student supervision, morning duty, Top 5 and 10% Picnic, lunch duty, pep-rally duty, bus duty, security duty, office duty, data-entry, and other PEIMS related duties.</p> <p><u>At-Risk Counselor Unallowable FTE(s)</u> General/routine classroom presentations, state assessment testing, Top 5 and 10 % Picnic, scholarships, shall not take on the role of regular academic counselor, and under no circumstances should personnel be used as substitute teachers.</p>	<p>23-6119 23-6141 23-6142 23-6143 23-6145 23-6146</p> <p>31-6119 31-6141 31-6142 31-6143 31-6145 31-6146</p>

Direct Cost Items	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education <u>Unallowable</u> use of Supplemental Funds	Function- Object Code Use
<p>Compensation for Personnel Services (includes salaries, wages, and fringe benefits): All personnel costs must be reflected in the campus improvement plan by number of FTEs with a description and total cost per position.</p> <p><u>Job descriptions</u> must be signed and dated annually or when function or activity is added to or deleted from an existing job description applicable to the funding source(s) or cost objective, and must be maintained in the employee's personnel file.</p> <p>Employees must receive an "Authority to Report to Work" before a change in assignment can occur.</p>	<p><u>Dean of Instruction</u> Coordinates the development, supervision, evaluation, and improvement of the campus instructional program to meet the needs and capabilities of students, especially for learners classified at-risk. Benchmark testing ONLY; Submit/maintain 162/211 funded tutorial documentation ONLY (recommendations, composites, timesheets, attendance, lesson plans, etc.)</p>	<p><u>Dean of Instruction FTE(s)</u> discipline management, Parental Involvement, LPAC Administrative duties, ARD Administrative duties, tardy roundup, state assessment testing, AP/EOC testing, PEIMS related duties, and any other administrative duties.</p>	<p>13-6119 13-6141 13-6142 13-6143 13-6145 13-6146</p>
<p>Conferences and Meetings: Staff will provide evidence of participation in conferences, workshops, or meetings. Evidence for in-district conferences, meetings or workshops may include but are not limited to a certificate of completion. For out-of-district conferences, workshops, or meetings, evidence may include but is not limited to handouts of program activities.</p>	<p><u>Allowable</u> Cost of meetings and conferences supplemental to the basic foundation curriculum including transportation, room rental charges, and items incidental to these meetings/ conferences.</p> <p>Only use function 13 (professional development) in the basic foundation curriculum.</p> <p>Review procedures in the travel section in the Finance district website: http://bisd.us/finance/Travel.</p>	<p><u>Unallowable</u> The following travel expenses are not allowable: First-Class air fare; per diem (meals and lodging) for meeting, conference, or workshop</p>	<p>13-6411 13-6497</p>

Direct Cost Items	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education <u>Unallowable</u> use of Supplemental Funds	Function- Object Code Use
Conferences and Meetings: Staff will provide evidence of participation in conferences, workshops, or meetings. Evidence for in-district conferences, meetings or workshops may include but are not limited to a certificate of completion. For out-of-district conferences, workshops, or meetings, evidence may include but is not limited to handouts of program activities.	<u>Allowable</u> (continued): Professional development includes, but is not limited to activities that: <ul style="list-style-type: none"> ▪ Increase the academic achievement and reduce the dropout rate of At-Risk students; • Improve and increase teachers' knowledge of basic foundation subjects and enable teacher to become highly qualified; • Are an integral part of broad at-risk school-wide and district-wide educational improvement plans; • Give teachers and principals the knowledge and skills to help students meet challenging state academic standards; • Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops; • Advance teacher understanding of effective instructional strategies that are based on scientifically based research; and • Are developed with extensive participation of teachers, principals, parents, and administrators. 	<u>Unallowable</u> (continued): participants who live in the same city where the event is held; The following travel expenses are not allowable: tips or gratuities of any kind; alcoholic beverages; entertainment, recreation, or social events; any expense for other persons; automobile mile or taxi fares for other than official business; personal accident insurance, or personal effects coverage for rental cars; rental car for personal use or for purposes not associated with the official business of the meeting, conference, or workshop; travel allowances (e.g. per diem paid regardless of participant's actual expenses).	13-6411 13-6497
Donations and Contributions	<u>Unallowable</u>	<u>Unallowable</u>	X
Employee Morale, Health and Welfare	<u>Unallowable</u>	<u>Unallowable</u>	X
Employee Service Awards	<u>Unallowable</u>	<u>Unallowable</u>	X
Entertainment (including amusement, diversion, social activities, and related costs)	<u>Unallowable</u>	<u>Unallowable</u>	X
Field Trips	<u>Unallowable</u>	<u>Unallowable</u>	X

Direct Cost Items	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education Unallowable use of Supplemental Funds	Function- Object Code Use
Food Costs	<u>Unallowable</u>	<u>Unallowable</u>	X
Fundraising	<u>Unallowable</u>	<u>Unallowable</u>	X
Gifts or items that appear to be Gifts	<u>Unallowable</u>	<u>Unallowable</u>	X
Goods or Services for Gratuities or Tips	<u>Unallowable</u>	<u>Unallowable</u>	X
Hospitality Rooms	<u>Unallowable</u>	<u>Unallowable</u>	X
Maintenance, Operations, and Repairs	<u>Unallowable</u>	<u>Unallowable</u>	X
Materials and Supplies: require a detailed plan for use of materials and prior approval by the State Compensatory Education Administrator. Campus Improvement Plan Activity number(s), Comprehensive Needs Assessment page number, and/or SRN must be included with all purchase requisitions under this funding source. Items must be reasonable and necessary.	<u>Allowable</u> must be supplemental to instruction for the basic foundation curriculum instructional setting; such items must improve student performance through direct instructional services; such items must demonstrate a scientific research-based proven outcome to the goal/objective; and such items must be reasonable and necessary to the intent and purpose of the At-Risk program. Examples include: tutorials, "Mentoring Minds", "Measuring Up", specialized EOC/STAAR supplemental software, specialized computer-assisted supplemental instruction in the foundation curriculum.	Unallowable banquets, ceremonies, celebrations, door prizes, proms, pep rallies, food, drug dogs, drug testing, drug treatment, red ribbons, PA systems, mirrors, defibrillators, furniture, door mats, murals, banners, display cases, clinic/nurse's supplies, rock climbing walls, bike racks, custom or outdoor signs, library equipment, lamps, bulbs, library supplies or yearly campus library budget, entertainment, recreation, social events, gifts, promotional items, memorabilia, souvenirs, t-shirts, caps, tote bags, key chains, imprinted pens, name plates/tags, lanyards, flat screens, televisions, filing cabinets, furniture, school marquee, athletic expenses, meals, trophies, plaques, washers, dryers, short-wave radios (e.g. walkie talkies), water	11-6399 13-6399

Direct Cost Items	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education <u>Unallowable</u> use of Supplemental Funds	Function- Object Code Use
Materials and Supplies: require a detailed plan for use of materials and prior approval by the State Compensatory Education Administrator. Campus Improvement Plan Activity number(s), Comprehensive Needs Assessment page number, and/or SRN must be included with all purchase requisitions under this funding source. Items must be reasonable and necessary.		<u>Unallowable</u> (continued): coolers, ice machines, indoor/outdoor paint, roller skates, skate boards, bicycles, moonwalks, parade floats or costumes, special dietary expenses, floral arrangements, clothing vouchers, coffee, pastries, UIL materials, fine arts materials, cheerleading, equipment supplies, library magazines, book/magazine racks, shelves, custodial supplies and day care supplies. *This is NOT an inclusive listing.	11-6399 13-6399
Memberships	<u>Unallowable</u>	<u>Unallowable</u>	X
Memorabilia	<u>Unallowable</u>	<u>Unallowable</u>	X
Plant and Homeland Security Costs	<u>Unallowable</u>	<u>Unallowable</u>	X
Professional and Consultant Services: Professional/consulting services are delivered by an independent contractor (Individual, entity, or firm) on a fee basis for specialized services that are usually considered to be temporary or short-term in nature, normally in areas that supplement the expertise of the district. Includes evaluation, professional development/ training, etc.	<u>Allowable</u> Staff Development should be designed to assist students at-risk of dropping out of school and only when provided by non-employees and/or when the district does not possess the expertise. Such services must be documented in the campus improvement plan's comprehensive needs assessment and specific activity; must be research-based, supplemental, and connected to compensatory, intensive, and accelerated instruction in the foundation curriculum (function 13 only). Campuses MUST be able to demonstrate and document that school personnel have received	<u>Unallowable</u> Motivational speakers, clowns, and magicians	11-6291 13-6291

Direct Cost Items	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education <u>Unallowable</u> use of Supplemental Funds	Function- Object Code Use
<p>Professional and Consultant Services: Professional/consulting services are delivered by an independent contractor (Individual, entity, or firm) on a fee basis for specialized services that are usually considered to be temporary or short-term in nature, normally in areas that supplement the expertise of the district. Includes evaluation, professional development/ training, etc.</p>	<p><u>Allowable</u> (continued): staff development designed to assist students at-risk of dropping out of school; expense MUST be reasonable and necessary; training MUST be related and beneficial to the campus At-Risk program and not a "one time event; the campus must maintain documentation to ensure that the training was evaluated for effectiveness, evaluated for attendance, how each professional development activity was related to the priority areas needing improvement, and how these activities assisted in improving At-Risk student achievement. (e.g. ERO Session Roster Report, ERO Session Evaluation Responses Report, agenda, conference program, etc.)</p> <p>All professional and consultant services must include an Agenda, Minutes, Sign-in Sheets, and Certificate of Completion for all participants.</p>		<p>11-6291 13-6291</p>
<p>Publication and Printing Costs</p>	<p><u>Allowable</u> Must be supplemental to the basic foundation curriculum to increase and improve academic achievement for At-Risk students in the current fiscal academic year.</p>	<p><u>Unallowable</u> Promotional printing (e.g. clubs, logos, etc.)</p>	<p>11-6399</p>

Direct Cost Items	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education <u>Unallowable</u> use of Supplemental Funds	Function- Object Code Use
Reference Material	<u>Unallowable</u>	<u>Unallowable</u>	X
Reference Material	<u>Unallowable</u>	<u>Unallowable</u>	X
Scholarships, Fellowships, and Other Student Aid Costs	<u>Unallowable</u>	<u>Unallowable</u>	X
Severance Pay	<u>Unallowable</u>	<u>Unallowable</u>	X
Souvenirs	<u>Unallowable</u>	<u>Unallowable</u>	X
Specialized Service Facilities	<u>Unallowable</u>	<u>Unallowable</u>	X
Stipends for Non-Employees (participant support cost)	<u>Unallowable</u>	<u>Unallowable</u>	X
Student Activity cost	<u>Unallowable</u>	<u>Unallowable</u>	X
Subscriptions	<u>Unallowable</u>	<u>Unallowable</u>	X
Taxes	<u>Unallowable</u>	<u>Unallowable</u> State taxes; should be exempt	X
Tips and Gratuities	<u>Unallowable</u>	<u>Unallowable</u>	X
Training and Education	<u>Unallowable</u> :	<u>Unallowable</u> College/ University level course training	X
Transportation Cost (See "Field Trips" for specific Costs)	<u>Unallowable</u>	<u>Unallowable</u> for transportation costs incurred for transporting students to and from the regular	v
Transportation of Goods	<u>Unallowable</u>	<u>Unallowable</u> Any other transporting costs	X
Travel costs for Non-Employees or Students	<u>Unallowable</u>	<u>Unallowable</u> No other non-students or non-	v
Tuitions and Fees Related to Tuition	<u>Unallowable</u>	<u>Unallowable</u>	X

Direct Cost Items	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education <u>Unallowable</u> use of Supplemental Funds	Function- Object Code Use
Trustees or Board of Directors	<u>Unallowable</u>	<u>Unallowable</u>	X
<p>Tutorials: Courses must be entered in eSchoolPLUS, the student management system, with the following course number: 970010.</p> <p>Attendance/grade flags must be marked to monitor daily attendance as needed in the evaluation process.</p> <p>Lesson Plans and grades must be maintained for all tutorial participants.</p> <p>Supplemental Duty Recommendation forms must be processed and approved before tutorial services may be rendered.</p>	<p><u>Allowable</u> Such instruction must be scientifically research-based, supplemental, compensatory, intensive, accelerated, and connected to the basic foundation curriculum. Services must be prior to and after the scheduled instructional day.</p> <p>Compensation Reference: http://www.bisd.us/humanresources/newclassified/Compensation.htm</p>	<p><u>Unallowable</u> Tutorial sessions related to Career and Technology, G.T., Pre-AP/AP, Dual Enrollment, P.E., Athletic Programs, Music, Art, Choir or other Fine Arts programs, non-foundation curriculum courses, UIL, Special Education, ESL/ESOL, Bilingual and/or other state or federal mandated programs.</p>	<p>11-6118 11-6141 11-6143 11-6146</p>
Under-Recovery of Costs under Federal Agreements	<u>Unallowable</u>	<u>Unallowable</u>	X
Utilities	<u>Unallowable</u>	<u>Unallowable</u>	X



Brownsville Independent School District

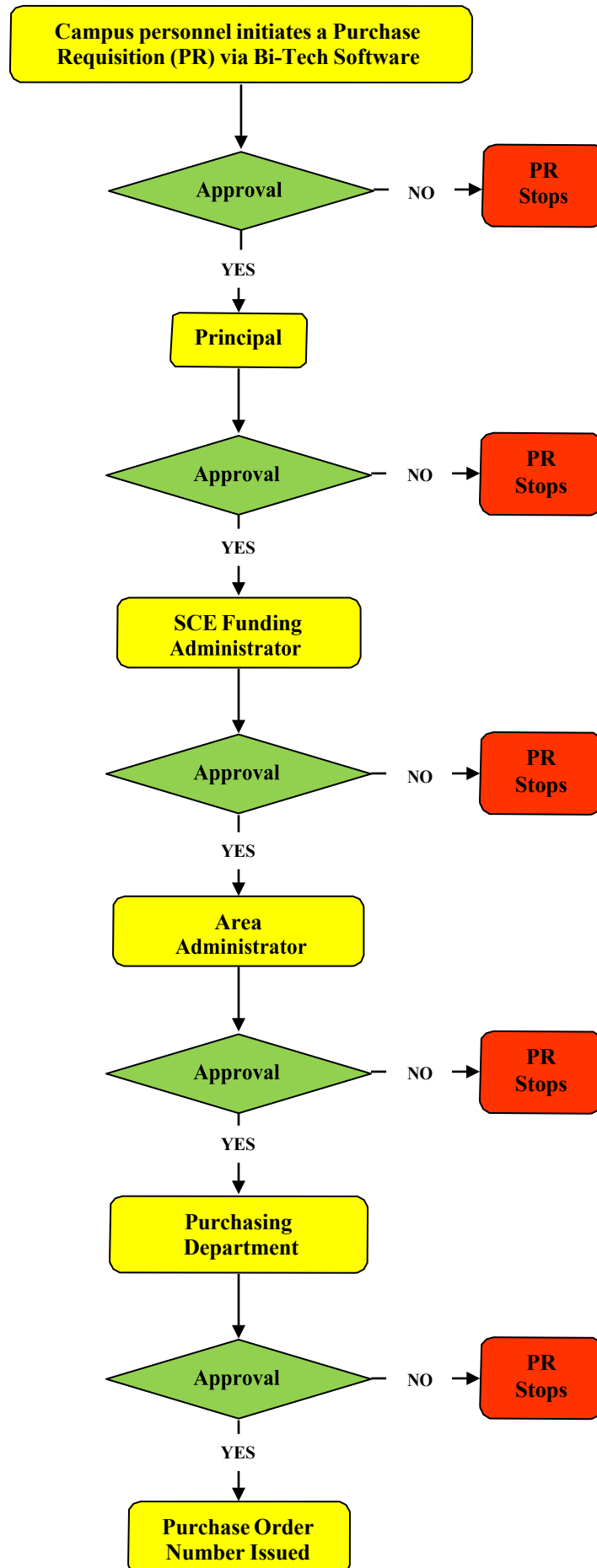
State Compensatory Education Projected Spending Target Dates

July	August	September	October	November	December
Campus may start spending funds for activities that have been incorporated in the CIP to meet identified needs in the Campus Needs Assessment (CNA).	A minimum of 25% of funds should be spent or encumbered.	A minimum of 35% of funds should be spent or encumbered.	A minimum of 45% of funds should be spent or encumbered.	A minimum of 65% of funds should be spent or encumbered.	A minimum of 75% of funds should be spent or encumbered.

January	February	March	April	May	June
85% of funds should be spent or encumbered. (Excluding 6100 and mileage.)	95% of funds should be spent or encumbered. <u>Budget Changes</u> <u>Deadline: 1st Monday of March</u>	Projection meetings for upcoming school year based on TEA's Planning Amounts. <u>Purchase Requisitions</u> <u>Deadline: 4th Monday of March</u>	All Purchase Orders need to be released by the Purchasing Department by the <u>1st Friday of April.</u> (Excluding 6100 and mileage.)	Open POs for goods and services that have not been received by the <u>4th Friday of May</u> will be closed. (Excluding 6100 and mileage.)	Summer School expenses will still be accepted for delivery up to the second Friday of June.


Note: Cash payments for travel and mileage reimbursements will continue to be accepted until the last day of the regular school year.

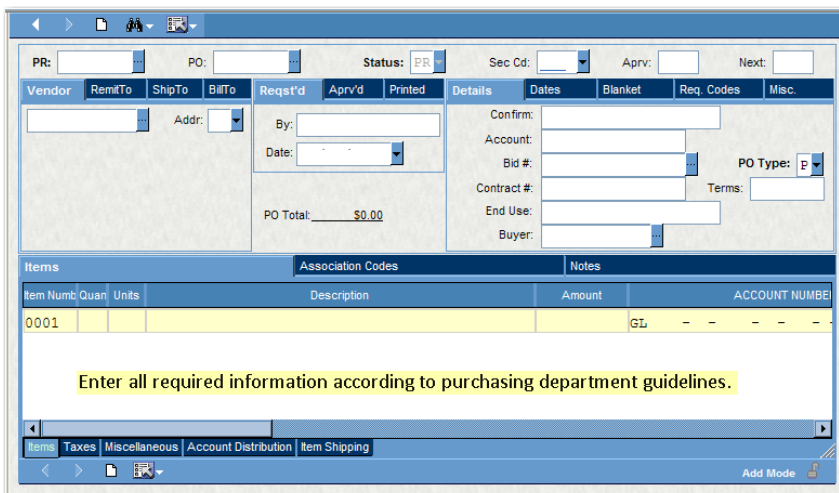
Purchase Requisition Workflow Overview



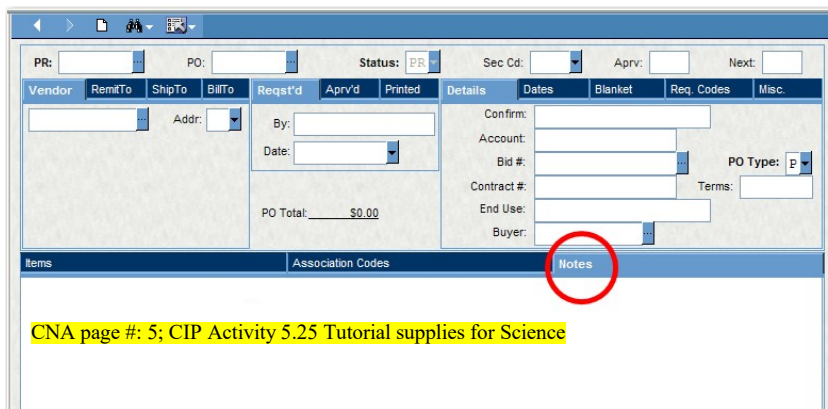
NOTE: Certain exceptions may apply to fixed assets

STATE COMPENSATORY EDUCATION Campus Improvement Plan Documentation Bi-Tech Software System

1. Follow all Brownsville ISD Purchasing Department policy and guidelines.
2. For the purpose of documenting purchase requisitions using State Compensatory Funds (162), record the CNA page number and CIP activity on your campus' requisition.
3. Login to Bi-Tech.
4. Select the appropriate data base. 
5. Enter the requisition information as required.



6. In the "Notes" tab, enter the CIP activity number.




Brownsville Independent School District Budget Change/Amendment Form

☒ BUDGET CHANGE
☐ BUDGET AMENDMENT

SCHOOL/DEPARTMENT
PREPARED BY

Clear Form	Print Form
DATE M/D/YEAR	
NAME HERE 	
JOHN 	

	CURRENT	REQUESTED
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Brownsville Academic Center

Mission Statement

The Brownsville Academic Center (BAC) will provide a quality education for all students in a way that:

- Creates a safe and positive learning environment;
- Provides for the unique needs and capabilities of the individual student;
- Fosters student responsibility for their learning and behavior;
- Develops positive attitudes toward school, community, and family;
- Fosters high self-esteem in students and staff; and
- Engages parents in a positive manner in their child's educational process so that students will be successful upon their return to their home campus and within the community.

Rational

The Brownsville Academic Center is an alternative education program developed to provide a meaningful educational experience for assigned students in grades 6th - 12th in a well-disciplined environment that provides consistency, structure, intense academics, and supportive related services with the intention that each student will grow intellectually, socially, emotionally, and psychologically. Upon exiting the program, BAC students will be effective communicators, competent problem solvers, self-directed learners, and responsible citizens.

Purpose

The primary purpose of the Brownsville Academic Center is to assist in reducing the dropout rate by providing each student with the academic and social skills to return to their home campus with a positive attitude towards school, community, and family.

Program Description

The Brownsville Academic Center is an alternative education school serving secondary students in the Brownsville Independent School District (BISD). The primary goal at BAC is to serve students' academic needs in an environment which stresses the importance of self-discipline and respect. BAC is dedicated to providing a positive learning environment which incorporates the BAC Respect Model as a daily guide to help reinforce the values of respect and self-discipline.

BAC consists of two programs: the Term Academic Program (TAP) which is an alternative education program and the Performance Training Program (PTP) which is a boot camp program. The Term Academic Program services students who have been removed from their home campus for a period of 30 days due to a violation of the BISD Student Code of Conduct. The Performance Training Program services students who have been removed from their home campus as a result of a mandatory removal or discretionary expulsion. The PTP program is a rigorous program which emphasizes academics as well as discipline and fitness. In both

programs, students must meet the exit criteria before they are eligible to return to their home campus.

Program Components

- Varied daily schedules to meet individual program needs;
- Behavioral management systems to foster good self-control;
- Academic support systems to accelerate learning;
- Group, individual, and family counseling and related social services;
- Cameron County Juvenile Justice (CCJJ) and Social Worker case management as appropriate;
- Research-based age appropriate reading intervention programs;
- Transition plans for successful return to home campus; and
- Academic opportunities equitable to all students

Brownsville Learning Academy

Mission Statement

The mission of The Brownsville Learning Academy (BLA) is to provide students with a high-quality education in a learning environment that fosters intellectual growth at a faster pace than a traditional school setting.

Rationale

At least 7,000 students drop out of school every day in the United States. The Brownsville Learning Academy has been established to address the needs of students in grades 7th – 12th who are in at-risk situations that will prompt their departure from school before graduation. By offering students individualized programs of study that result in the regaining of credits, the Academy leads students from frustration to accomplishment.

Purpose

The primary purpose of The Brownsville Learning Academy is to support students who are at least one year behind their peers in their efforts to regain credits and to develop the self-assurance to continue their education in a post-secondary setting.

Program Description

The Brownsville Learning Academy is an alternative school of choice that provides individualized accelerated instruction and counseling to support students in completing their secondary education. The Academy features a competency-based learning system for those students experiencing difficulties in a traditional secondary setting. Academy students' progress at their own pace under the guidance of highly-qualified teachers, counselors, social workers, and support staff. In addition, the Brownsville Learning Academy subscribes to the idea that service plays an integral role in creating future leaders. Various events throughout the year provide students with a sense of community, a feeling of accomplishment, and the understanding that holding oneself to a high set of ideals and virtues is the first step toward adulthood.

Program Components

- Centered on the 3 *A's*: *Academics, Attendance, and Attitude*;
- Individualized programs of study;
- Self-paced, rigorous accelerated curriculum;
- Community service projects to promote increased awareness of the needs of Brownsville;
- Social Worker case management and related social services as appropriate;
- Home to school transportation for students; and
- Tutorial program offered to all high school juniors and seniors to fulfill graduation requirements

Lincoln Park School

Mission Statement

Lincoln Park School is committed to providing its students with an alternative, accelerated learning community that fosters lifelong learning in a supportive and caring environment.

Rationale

Teen pregnancy has become a social issue because early childbearing includes increased probabilities of experiencing birth complications, dropping out of school, having more children as a teenager, becoming dependent on public assistance, and living in poverty. Lincoln Park School seeks to provide pregnant teens and teen parents with the academic and support services required to fulfill aspirations for completing a high school and college education that may have eluded them without teen parent programs.

Purpose

The primary purpose of the Teen Parenting Accelerated Program (TPAP) at Lincoln Park School is to provide pregnant or parenting teens with the opportunity to acquire a high school diploma in preparation for higher education.

Program Description

Lincoln Park is a school of choice, recognized by the Texas Education Agency as an alternative education program. It offers educational benefits and pregnancy related services to school-age mothers and mothers-to-be. It is a voluntary, transitional program whereby students may complete graduation requirements through a self-paced, individualized, accelerated curriculum. TPAP also offers job-readiness skills through career and technology, health education and business and design courses. In addition, students may enroll in parenting, child development, and nutrition education classes in preparation for parenthood. The setting provides a very safe and secure school environment with peers who share the same experiences and a faculty and staff who provide a friendly and “family-like” atmosphere.

A critical element of pregnancy related services at Lincoln Park School is Compensatory Education Home Instruction (CEHI). This particular service allows students to remain current with their school work when they remain at home for postpartum recovery following labor and delivery. The CEHI program also assists students who may be ordered by their doctors to bed rest as a result of medical complications. Students are able to continue with their school work and attainment of credits through certified home instruction teachers who facilitate school work assigned by the students’ teachers on campus.

Program Components

- Career counseling and job readiness training;
- On-site day care for infants 0-11 months;
- Home to school transportation for students and their babies;
- Social Worker case management and social work services;
- Home instruction during prenatal and postpartum confinements;
- Low teacher-student ratio; and
- Self-paced, individualized accelerated curriculum



Walk for the Future

Handbook



Walk for the Future

Handbook Contents

1. What is ***Walk for the Future***?
2. ***Walk for the Future*** – To Do List
3. Sign Up Volunteers!
4. Announcements
5. Flyers
6. Day of the Walk
7. Team Folders
8. Home Visit Packet



Walk for the Future

About the Program

Walk for the Future is a door-to-door home visit campaign with the purpose of increasing the graduation rate. Parents, teachers, administrators, and community volunteers go out as teams of at least two into Brownsville neighborhoods on a Saturday morning in September and visit with the families of the schools' children.

Parents are asked to complete survey questions such as:

What could the school be doing to help you with educating your child?

What assistance do you need to help your child go to college?

Responses on the surveys are analyzed and then used as the basis for scheduling parent trainings at different times throughout the school year. Responses are also compiled into a needs assessment which is presented to each school principal.



Walk for the Future

STEPS TO SUCCESS

The Dropout Specialists and the school dropout task force/committee or the principal-assigned **WFTF** contact person(s) should fill this out jointly. Each person should keep a copy of and refer to the completed form. See below for a suggested timeline regarding the accomplishment of each task.

Week of		#	Steps for Campus	✓	Assigned To	Done
	Pre-Walk Steps	1	Prepare wording for school marquee			
		2	Assign team captains; create teams			
		3	Print self-sticking "ID badges" for WFTF			
		4	Prepare individualized school inserts e.g. calendar			
		5	Print school inserts			
		6	Obtain parent address listings from school			
		7	Print maps of streets based on address listings			
		8	Prepare school WFTF packets/folders and maps			
		9	Stuff WFTF packets with script, survey & door hanger			
		10	Secure pens, clipboards, etc. for WFTF			
		11	Evaluate walkers on day of WFTF			
		12	Prepare agenda for Rally			
		13	Print agendas for Rally and WFTF			
		14	Prepare and submit target student list			
		15	Gather and submit school specific literature			
		16	Create, print, and distribute parent letter			
		17	Establish committee/task force			
		18	Recruit school staff volunteers			
		19	Recruit non-staff volunteers			
		#	Central Office Steps	✓	Assigned To	Done
		1	Attend planning meetings			
		2	Assign day-of-walk responsibilities			
		3	Request tables, chairs, and sound system			
		4	Submit T-shirt order to SCE Department			
		5	Arrange for security at CAB/Schools			
		6	Order breakfast (if provided by campus)			
		7	Create agenda for WFTF ; notify participants			
	Day-of-Walk Steps	8	Write, submit, and make announcements			
		a	Arrange facility and set-up equipment			
		b	Distribute T-Shirts			
		c	Sign-in sheets by school			
		d	Train volunteers (day-of-walk)			
		e	Provide supplies			
		f	Take pictures			
		g	Post signage			
		h	Provide orientation or train orientation leader(s)			
		i	Submit reports (collect paperwork)			
		j	Create and serve on clean-up committee			



Walk for the Future

Volunteer Registration Form

I plan to take part in ***Walk for the Future*** on _____,
 beginning at 8:00 a.m. at _____.

#	Name <i>o Nombre</i>	Telephone <i>o Teléfono</i>	Email	T-Shirt Size (S, M, L, XL, 2XL, 3XL)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				



Help bring the message of early college readiness to the homes of students who attend Hanna, Lopez, Pace, Porter, Rivera, and Veteran's Memorial High schools.

Join

Walk for the Future

Saturday in September
8:00 a.m. - 12:30 p.m.



Walk for the Future

Material Receipt Checklist

SCHOOL: _____

ITEMS	Number	RECEIVED (initial)
Survey		
Calendar / Magnet		
Manila Envelopes/Bags		
Pencils		
Original Student Lists		
Sign-in Sheets		
Team Summary Forms		
Script		
Agenda		
"Sorry We Missed You" Labels		
WFTF Brief Description		

Name (print): _____

Signature: _____

Date: _____



Walk for the Future

Program Supplies

ITEMS	READY
WFTF Home Bags	
WFTF Home Bag Inserts	
Team Folders	
T-Shirts	
Sign-in list(s)	
Pens and Pencils	
Name Tags	
Registration Forms / Packet	
4 Boxes for Returned Information (Labeled)	
Microphone or PA system	
Camera	
Food	



Walk for the Future

A. Welcome and Thanks

A1. Thank the participants for taking part in Brownsville Independent School District's ***Walk for the Future*** -- **an event that supports Brownsville ISD's dropout recovery initiative.**

A2. Recognize **GUEST** volunteers **and** volunteer **GROUPS**: (a) the school's administration/faculty/staff; (b) parents; (c) students; (d) board members; and (e) community groups (alumni, association members, business partnership representatives, etc.).

A3. Give the superintendent an opportunity to address the volunteers now.

B. Review the Purpose of ***Walk for the Future***

B1. ***Walk for the Future*** is an opportunity to visit the homes of all students who attended BISD last year and have failed to re-enroll in one of six Brownsville ISD high schools. The primary purpose is to re-enroll BISD students and help them graduate. During the home visit, parents are given a survey, a school magnet, and a BISD calendar with state testing dates.

B2. Parents are also given the chance to respond to a **SURVEY** about the types of things that the school or BISD can address to help them help their children be successful. Answers to the survey questions will be tabulated by the Assessment, Research, and Evaluation Department and results will be given to the school/principal.

B3. ***Walk for the Future*** is also an opportunity for the school to share with parents information about campus specific programs and initiatives for BLA and Lincoln Park.

C. Outline the Walk Process

C1. Remind everyone to sign in. (students, parents, community members, and faculty/staff)

C2. Encourage volunteers to wear their ***Walk for the Future*** t-shirt. It is both a safety and an identification issue.

C3. Show the sample Parent Packet

- a) ***Walk for the Future*** Documents: Overview
- b) Parent Survey
- c) School specific literature
- d) Supporters' contributions

- C4. Show the sample Team Folder. Explain the purpose of each item:
- a) Student list
 - b) Contact phone number
 - c) Narrative (use as a guide, not a script)
 - d) Stickers
 - e) Team Summary Form
 - f) Map
- C5. A team of volunteers will visit the homes of students listed on each folder. Each team should have a team leader. It is helpful to have a Spanish-speaking team member. Faculty and staff members should be spread out among the teams. No team should be entirely made up of faculty/staff members -- their expertise about the school and its programs is needed for all teams.
- C6. If teams are not already organized, do so now.
- C7. Role play a visit (DO NOT SKIP THIS STEP).
Ask for questions/comments/concerns.
- C8. Remind volunteers that lunch will be served beginning at 11:30 a.m. at the Central Administration Building (CAB). Lunch will continue to be served until volunteers have returned.

The Team Summary Form and the Surveys need to be turned in to the school's Dropout Prevention Specialist as soon as you return to your campus.

SAFETY ALWAYS!
THANKS FOR YOUR PARTICIPATION!



Walk for the Future

Team Script

Each visit should last no longer than 15-20 minutes. If no one is home, please leave ***Walk for the Future*** documents: overview, a blank survey, and other handouts on the door knob. Place a “Sorry We Missed You” label on the Walk Packet and write the name of the school on it.

The following “script” is provided only as a guideline – an example. You do not have to state it word-for-word. Use your instincts and enjoy yourself.

(A) The reason we’re here: *Walk for the Future* purposes explained

*“Good morning, I’m _____ (Name) _____ and this is _____ (Names of team members) _____ from _____ (Name of Campus). Is this the home of _____ (Student name)? We’re here today as part of ***Walk for the Future***.”*

There are some information sheets in your bag that tells more.

Survey

We’d like to get some information from you about the school your child attends. (Use the survey as a basis for having a conversation with parents/guardians. One member of the team should bubble responses in pencil on the survey.)

(B) Other reasons we’re here: State specific school purposes explained

Return

Try to visit all the students/homes on your list. Please plan on returning to the Central Administration Building Cafeteria by noon so that you can have lunch.



Team Summary Form

School: _____

Map Number: _____

Team Leader: _____

Team Member Names: _____

Number of Team Members: _____ (including leader)

- a. Number of student names on folder/envelope: _____
- b. Number of homes where **WFTF** purpose WAS discussed with occupants: _____
- c. Number of homes where **WFTF** purpose NOT discussed with occupants: _____
- d. Number of homes/addresses/sites reached by team (b + c): _____
- e. Number of **SURVEYS** returned: _____
- f. Homes Visited (each team must complete)

Action: V = Visited with Family

LM = Left Material

WA = Wrong Address

Student Name	ACTION	NOTES
<i>Delana Osmos (example)</i>	<i>V</i>	<i>Mother wants daughter to be in co-op program.</i>



Walk for the Future

Schedule

8:00 a.m.	Sign-In
8:15 a.m. - 8:30 a.m.	Welcome
	Special Thanks
8:30 a.m. - 8:40 a.m.	Security Services – Safety Procedures
8:40 a.m. - 9:00 a.m.	Team Visit Group Overview <ul style="list-style-type: none">• Team Script• Team Survey• Team Summary
9:00 a.m. - 11:00 a.m.	<i>Walk for the Future</i> Home Visits
11:00 a.m. - 12:30 p.m.	Turn in your packets to your assigned Team leader.

Adjourn & Thank You for All of Your Help!



Walk for the Future

Parent Survey

School: _____ Name of Parent(s)/Guardian(s): _____

Name(s) of child (ren): _____

Address: _____ Telephone#: _____

(1)What can the school do to help you with the education of your children?

(2)What kind of programs or training could the school offer to help you with the education of your children? (Examples are ESL, GED, parenting skills, Leadership Training, Discipline, Understanding Math and Reading)

(3)Are there any concerns (educational, family, behavioral, etc.) that you have about your child? If yes, would you like to speak with someone at the school about those concerns?

(4)Do you ever visit your child's teacher(s) or principal? If yes, how often?

(5)What could the school do to encourage you to become more involved in school activities?

(6)If the school were to have adult training classes at night would you come to the school? (Examples are computer literacy, understanding reading and math programs, etc.?)

(7)Would you be interested in participating in helping to develop leadership programs, training workshops, etc. for parents?

(8)Note: Write a note if you feel that we could visit with these parent(s) again regarding their participation in school programs.

(9)Note: Each school can use this space to ask an additional question of their own if it is believed it would be beneficial for the school.



Caminata Para el Futuro

Encuesta Para el Padre

Escuela: _____ Nombre(s) de Padre(s)/Guardián(es): _____

Nombre(s) de el(los) estudiante(s): _____

Domicilio: _____ Teléfono: _____

1) ¿Qué debería de estar haciendo la escuela para ayudarle en la educación de su(s) niño(s)?

2) ¿Qué programa o entrenamiento debería de estar ofreciéndole la escuela a usted sobre la educación de su(s) niño(s)? (Ejemplos son ESL, GED, Entrenamiento para los Padres, Entrenamiento de Liderazgo, Disciplina, Entendiendo Matemáticas y Lectura)

3) ¿Necesita hablar con alguien acerca de su(s) niño(s)?

4) ¿Visita usted al maestro(a) o director(a) de su(s) niño(s)? Si la respuesta es sí, ¿con qué frecuencia?

5) ¿Qué puede hacer la escuela para que se sienta más a gusto y bienvenido cuando la visite?

6) ¿Podría venir usted a actividades de aprendizaje que la escuela ofreciera por la noche?

7) ¿Estaría usted interesado(a) en participar en ayudar en el desarrollo de programas de liderazgo o entrenamiento de los padres?

8) Nota a los de la caminata: Escriba una nota aquí si usted cree que este padre sería alguien que pudiéramos visitar otra vez sobre su participación en la escuela.

9) Nota: Cada escuela puede usar este espacio para preguntas que usted crea que serán beneficiosas para su escuela.



B.I.S.D Mentor Program



State Compensatory Education

Phone#:(956)548-8242



Program Purpose

To serve children and adolescents with a program designed not to ameliorate specific problems, but to provide support in all aspects of young people's lives through a professionally supported one-to-one relationship with a caring adult. During their time together, the mentor and youth engage in developmentally appropriate activities, such as monthly visits on campus or at the workplace, University tours, attending school activities, or a sporting event.

Campus programs are customized to meet school specific needs while district dropout team infrastructure oversees recruitment, screening, matching, and supervision to ensure that quality mentors are selected, good mentor-mentee matches are made, and that these relationships receive adequate staff supervision and support.



Organization Name: B.I.S.D / State Compensatory Education

Address: 1900 Price Road

Phone: 956-548-8242

Contact Name: Program Coordinator

Commitment Length: The minimal program commitment is 4 hours a month for the months of October, November, December, January, February, March, April and May.

Types of Activities: Academic mentoring with attention to college and career education. Each student will be matched to a mentor.

Meeting Times: Since we are meeting once a month it is important that the mentee commit to the entire duration of the program. Each meeting has been mapped out for the school year so the mentor knows when and where they are expected to meet with their mentee. They may meet with the mentee outside of the group meetings, but the group meetings are the most important aspect of the program and ensure success.

Program Sites: Hanna, Pace, Porter, Rivera, Lopez & Veterans High Schools

Dates & Times:

- a. Volunteer Orientation
- b. Meet your Mentor
- c. University Tour with Mentor
- d. Shadowing
- e. Closing

MENTEE / PARENT CONTRACT

I, _____ agree to participate in the B.I.S.D.

Mentor Program. I understand that the mentor is a volunteer who wants to help me to be successful in school and in life and will act as a friend, advisor, and role model. I also understand that no monetary assistance is provided by the mentor or program.

I understand that the mentor agrees, for one year, to meet with me at least 2 times per month.

In return, I agree to:

- Try hard to have a good relationship with the mentor;
- Keep all appointments with my mentor;
- Notify my mentor if I cannot keep an appointment with him/her for any reason;
- Respect the guidelines set by my mentor;
- Attend all required program activities;
- Abide by the rules and regulations of the program;
- Communicate with the program coordinator if I feel uncomfortable or experience problems at any time during the program; and
- Fill out a survey at the end of the program.

I understand that if I miss three mentoring sessions I may lose the privilege of participating in the B.I.S.D Mentor Program.

Parent/Guardian Signature

Mentee Signature

Date

Campus

MENTOR SURVEY FORM

Date: _____

Mentor Name: _____

☐ Survey Reviewed

☐ Volunteer Application Cleared

-
1. How did you hear about the program?
 2. Why do you want to be a mentor?
 3. Why would you make a good mentor?
 4. Briefly describe any experience you've had working with young people in either a professional or volunteer capacity.
 5. If you have no experience, what skills could you share with a young person?
 6. What kinds of extracurricular activities were you involved in as a high school student?
 7. What do you feel are your strengths?
 8. What do you feel are your limitations?
 9. What are your interests and hobbies?
 10. What are your personal goals?
 11. Think of a special person in your life while you were growing up. What were some of the special characteristics that person had and why do you think he/she made such an impact on your life?
 12. What qualities are you looking for in a mentee?

13. What qualities would you find more difficult to work with?

14. Do you have any preferences regarding the student you wish to be matched with?

☐ Yes ☐ No

If yes:

Ethnicity: _____

Grade level: _____

Other: _____

student facing normal challenges: YES or NO

Student experiencing some difficulties in school, family or social life: YES or NO

15. Realistically, how much time do you have to devote to a student?

16. Do you have any questions or concerns about becoming a mentor?

17. Is there anything else that might help us match you with the most appropriate student for you?

Please check which Career Clusters your position falls under.

_____ Agriculture, Food and Natural Resources

_____ Hospitality and Tourism

_____ Architecture and Construction

_____ Human Services

_____ Arts, A/V Technology and
Communications

_____ Information Technology

_____ Business Management and
Administration

_____ Law, Public Safety, Corrections and
Security

_____ Educating and Training

_____ Manufacturing

_____ Finance

_____ Marketing, Sales and Service

_____ Government and Public Administration

_____ Science Technology, Engineering and
Mathematics

_____ Health Science

_____ Transportation, Distribution and Logistics

MENTEE APPLICATION FORM

Personal Information:

Name _____ Gender ☐ Male
 First Middle Last ☐ Female

Address _____
 Street City State ZIP

Home phone _____ E-mail address _____

Father/Guardian's name _____

Work phone _____ Occupation _____

Mother/Guardian's name _____

Work phone _____ Occupation _____

Emergency contact _____ Home phone _____

Work phone _____ Relationship _____

School Information:

1. Name of school _____ Grade level _____

2. List the classes you are taking this year:

3. What are your favorite subjects?

4. What subjects do you feel you need help with?

Your Interests:

1. What are your hobbies and interests?

2. Do you participate in any extracurricular activities outside of school? (e.g. Boy/Girl Scouts, youth programs, etc.) If yes, explain:

3. What is your career goal or what types of careers interest you?

4. Do you plan on attending college after you graduate? ☐Yes ☐No

5. What would you like to learn more about or improve with the help of a mentor?

Favorites:

What is your favorite...

Food _____
Color _____
Book _____
Movie _____
Music Group _____
Song _____
Person _____

Match Information:

What days of the week are you available to participate? (check all that apply):

☐Monday ☐Tuesday ☐Wednesday ☐Thursday ☐Friday ☐Saturday ☐Sunday

What is the best time for you to participate? (check all that apply):

☐Mornings ☐Afternoons ☐Evenings ☐Weekends

What three words best describe you? _____

Mentor: _____

Mentee: _____

[illegible]


Anyone interested in serving as a BISD school volunteer for the [current school year must apply online at bisd.us]

For question, call the Application's Office in the Human Resource Department at 548-8031.

Not secure | www.bisd.us/humanresources/

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
Human Resources

Forms Campus Clearance Calendars Medical Information Substitutes Compensation



Region One ESC EDUCATOR JOB FAIR

Tuesday, June 5, 2018
9:00 a.m. - 1:00 p.m.
Region One Education Service Center
1900 W. Schunior, Edinburg

The Region One Education Service Center will host its Annual Educator Job Fair for those interested in seeking a teaching or an administrative position in a Region One school district.

Local school districts and charter school systems have been invited to attend.


Region One area school district principals and personnel directors will be on hand, prepared to interview applicants, and in some cases offer teaching contracts on the spot.

Workshop # 64776
Avoid long lines the day of the event. be sure to register at www.esc1.net/staffdevelopment/

What You Need to Know:

- Bring copies of resume, transcripts, evaluations, & certificates.
- Professional dress is encouraged.
- View available vacancies prior to Job Fair at www.esc1.net/employment or www.esc1.net/schoolwork.
- Fill out job applications on site!
- Meet with school district & charter school HR directors from the region!
- Interviews, by invitation only, will be conducted.

For additional information, contact
Melissa Aguero Ramirez, HR Administrator
Region One ESC Teacher Recruitment Services
(956) 984-6105 | maramirez@esc1.net



ONE *APP LOGIN

[ONLINE APPLICATION LOG IN >](#) [PRINCIPALS/ADMINISTRATORS >](#)

ONE * APP Standard Application

Step 1
Create an Account
You will need to create an account with a username and password when you first begin. Once your account has been created, you may return to update your application, add attachments, or view your application.

Step 2
Complete your Application
You may exit the program at any time and return to complete it at your convenience.

Step 3
Apply for Open Positions
Once you have completed your application, you may apply for any open position. While logged-in click on "Jobs" and select the jobs for which you would like to apply.

User Login

Username

Password

Login

- Or -

Create Account

[having trouble logging in?](#)

Available Jobs

[click to view current openings](#)

[view open paraprofessional/auxiliary positions](#) [view open professional/certified positions](#)

[view open volunteer positions](#)

Job Descriptions

In Brownsville ISD, State Compensatory Education (SCE) funds are used to supplement the regular program of instruction for students who are at risk of academic failure or dropping out of school. In an effort to meet the educational needs of identified At-Risk students, each campus in Brownsville ISD has additional personnel that provide on-site supplemental support. Specifically, SCE funded personnel provide direct, researched-based supplemental instructional services, as appropriate, to reduce the dropout rate, improve instruction in the foundation curriculum, and improve the academic performance of At-Risk students on assessment instruments administered under Subchapter B, Chapter 39 TEC.

In order to fund SCE campus personnel, the Campus Needs Assessment (CNA) must support the funding of supplemental foundation curriculum teachers and/or special assignment campus positions directly related to servicing At-Risk students. To meet an identified need in the CNA, each campus SCE program may fund, as appropriate, the following FTEs:

- Certified Personnel:
 - Pre-Kindergarten Grade Teacher
 - 9th Grade Initiative Teacher
 - English Language Arts and Reading Teacher
 - Mathematics Teacher
 - Science Teacher
 - Social Studies Teacher
 - Students Taught in an Alternative Route to Success (STARS) Teacher
 - Accelerated Instruction Tutorial Teacher
 - Unit 12 Initiative Teacher
 - Program Specialist
 - High School At-Risk/Supplemental Counselor
 - Elementary School Dean of Instruction
 - Middle School Dean of Instruction
 - High School Dean of Instruction
 - Day Care Director
- Classified Personnel:
 - Day Care Aide
 - Senior Drill Instructor
 - State Compensatory Attendance Clerk
 - State Compensatory Clerical Assistant II
 - State Compensatory Data Management Clerk
 - State Compensatory Drill Instructor
 - State Compensatory Parent Liaison
 - State Compensatory Secretary IV
 - State Compensatory Secretary V

In accordance with state law, the total amount of SCE funds allocated for supplemental FTEs must be described in the district and campus improvement plans to support expenditures attributed to the SCE program.