

State Compensatory Education Program 2014-2015

Department of Evaluation and Assessment

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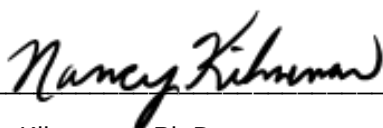
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State Compensatory Education Program 2014-2015

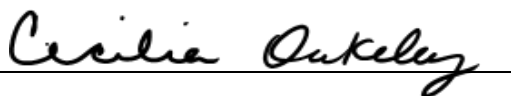
Approved Report of the Department of Evaluation and Assessment

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State Compensatory Education Program

2014-2015

Project Evaluator: Dorothea Weir, Ph.D.

ABSTRACT

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 (At-Risk). The purpose of the State Compensatory Education (SCE) program is to increase academic achievement and reduce the dropout rate of At-Risk students. The district has policies and procedures in place for the identification and reporting of At-Risk students. For school year 2014-2015:

- A total of 109,486 students in grades Early Childhood to 12 met state At-Risk criteria, which was 68.4 percent of the district's enrollment.
- The district received an SCE program allotment of \$165,152,695 from the state. The minimum direct cost requirement was 52% for the 2014-2015 school year, or \$85,879,401. The district budgeted \$95,608,501 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$90,143,745.
- The District Improvement Plan 2014-2015 contained a district-level needs assessment and macro-level action plans. The plan contained statements specifically related to At-Risk students; it serves as the underlying framework for all Campus Improvement Plans.
- Most SCE funds were expended on Instruction & Instruction Related Services, Payroll Costs, and Title I, Part A schoolwide activities on campuses with 40% or more economically disadvantaged students. The district budgeted 1647.75 Full-Time Equivalent (FTE) positions with SCE funds, and filled 1463.46. Most FTEs were core content teachers at elementary and secondary campuses or Prekindergarten teachers and teacher assistants.
- At-Risk students had lower passing rates on STAAR and EOC tests than Not-At-Risk students across all subjects and grades. Performance gaps between At-Risk and Not-At-Risk students increased on the majority of grades 3-8 STAAR tests, but decreased on three of five EOC tests.
- While the graduation rate remained lower for At-Risk students, longitudinal data from the Class of 2008 through Class of 2015 indicated a long-term positive trend toward a smaller gap between At-Risk and Not-At-Risk students. For At-Risk students in the Class of 2015, the graduation rate increased and the dropout rate decreased substantially from rates reported for earlier cohorts.

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PROGRAM DESCRIPTION

The purpose of the State Compensatory Education (SCE) program is to supplement the regular education program with compensatory, intensive, and/or accelerated instruction for students identified as being at-risk of dropping out of school (At-Risk). The program is designed to reduce or eliminate disparities between At-Risk and all other students in (a) performance on assessment instruments administered under Subchapter B, Chapter 39 of the Texas Education Code (1995, amended 2013) and (b) rates of high school completion.

Funds allocated under SCE must be used for programs and services that are supplemental to the regular education program and offer academic support to students who meet At-Risk eligibility criteria established by the state, as defined in Texas Education Code (TEC) §29.081.1. School districts must provide accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course (EOC) assessment required for graduation. In order for SCE funds to be allocated to a campus, the services provided to students must be described in the district and/or campus improvement plan. A district's SCE allotment may be used for costs such as program and student evaluation; instructional materials, equipment, and other supplies required for quality instruction; supplemental staff expenses; salaries for teachers of At-Risk students; reduced class size and individualized instruction.

Funding allocated for compensatory education is based on the number of educationally disadvantaged students in a district. Students who meet any of the criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year.

State and District Criteria for At-Risk Students

According to state criteria for the 2014-2015 school year, "Student at risk of dropping out of school" includes each student who is under 21 years of age and who:

1. Is in grades PK-3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grades 7-12 and did not maintain an average equivalent to at least 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;²
4. Did not perform satisfactorily on an assessment instrument administered under TEC Chapter 39, Subchapter B, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a grade level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. Has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;

¹ Texas Education Code (TEC) §29.081, available at <http://www.statutes.legis.state.tx.us/SOTWDocs/ED/htm/ED.29.htm#29.081>; cf. TEA *Financial Accountability System Resource Guide (FASRG)* 9.2.3.1, available at <http://www.tea.state.tx.us/index4.aspx?id=1222>

² Student remains At-Risk for the remainder of his/her public school education. Excludes a student not advancing from PK or K into the next grade level only as a result of the request of the student's parents. This is not retroactive.

9. Was previously reported through PEIMS to have dropped out of school;³
10. Is a student of limited English proficiency (LEP), as defined by TEC §29.052;⁴
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by Title 42 of the United States Code §11302, and its subsequent amendments; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Districts receiving SCE funds are required to have policies and procedures in place for the identification and reporting of At-Risk students. Dallas ISD's policies can be found in EHBC (LOCAL) and EHBC (LEGAL). A complete list of Dallas ISD policies relating to SCE can be found in Appendix B of this report.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the evaluation was to comply with the TEC §29.081 evaluation requirement that shows the effectiveness of the SCE program in reducing any disparity in:

1. Performance on assessment instruments between students at risk of dropping out of school and all other district students, and
2. High school completion rates between students at risk of dropping out of school and all other district students.

The scope of this evaluation report includes the program context, implementation, and results of the SCE Program 2014-2015. It examines and summarizes how the SCE direct cost funds were used for the supplemental services and programs, as described in the district and campus improvement plans and budget allocations and expenditures.⁵ The report does not address the expenditure of indirect cost SCE allocations, which are designed to defray administrative costs associated with the program and may be used for "any lawful purpose".⁶ The report also describes the characteristics of the At-Risk student population, and examines how their STAAR performance, graduation rate, and dropout rate compared to their Not-At-Risk peers.⁷

³ Student remains At-Risk for the remainder of his/her public school education.

⁴ The student no longer meets this criteria once the student has been exited from the program

⁵ Budget and expenditure information provided by Budget Services.

⁶ For additional information regarding indirect cost, view <http://ritter.tea.state.tx.us/rules/tac/chapter105/ch105b.html>.

⁷ The report summarized the performance results of At-Risk and Not-At-Risk students; it did not link student performance to specific programs or services.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the demographic characteristics of At-Risk students in the Dallas ISD?

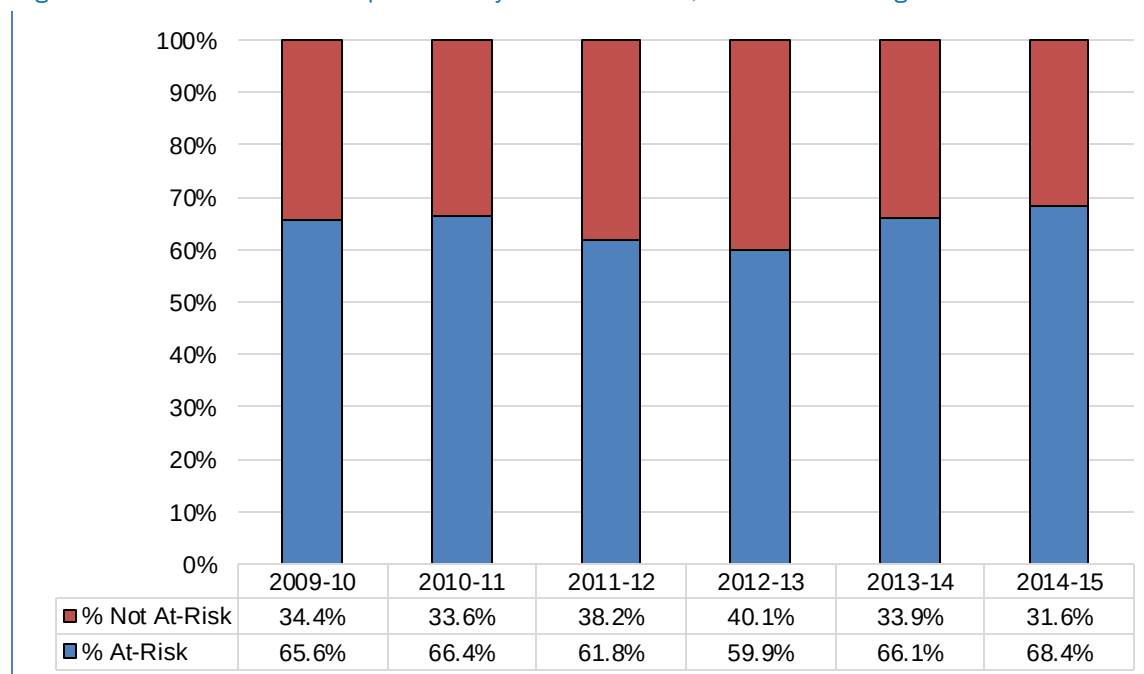
Methodology

Student data were obtained from the Texas Education Agency Academic Excellence Indicator System (AEIS) and Texas Academic Performance Reports (TAPR), and from the district's 2014-2015 PEIMS Fall snapshot submission. Additional data were obtained from the Chancery student data system and from the district's Student Discipline system.

Results

In school year 2014-2015, a total of 109,486 Dallas ISD students were identified as At-Risk by the TEA's TAPR District Profile, representing 68.4 percent of the district's grades EC-12 enrollment (N=160,148). As shown in Figure 1, the percentage of At-Risk students decreased in 2011-12 and 2012-13, but increased in 2013-14 and 2014-15. Similar trends were noted in other large districts and for the state as a whole, and were most likely attributable to the transition from TAKS to STAAR as the state's assessment system.

Figure 1: District Student Population by At-Risk Status, 2009-10 through 2014-15



Tables 1 and 2 display student demographic data by grade, gender, ethnicity, and LEP status for the district population and At-Risk students, as reported on the district's Fall 2014 PEIMS submission. The largest number of At-Risk students were in grades 3 and 5; grade 5 also had the largest percentage of students At-Risk. A majority of At-Risk students were male, Hispanic, and LEP.

Table 1: 2014-2015 Student Enrollment by Grade

Grade	District N	At-Risk N	At-Risk %
EE	326	17	5.2%
PK	10,087	5,567	55.2%
KN	12,215	6,375	52.2%
1	13,402	6,883	51.4%
2	13,496	7,153	53.0%
3	13,326	9,737	73.1%
4	12,664	9,336	73.7%
5	12,150	9,731	80.1%
6	10,544	8,307	78.8%
7	10,605	8,005	75.5%
8	10,482	7,798	74.4%
9	12,057	8,596	71.3%
10	10,434	6,763	64.8%
11	8,840	5,151	58.3%
12	7,976	4,004	50.2%
Total	158,604	103,423	65.2%

Table 2: 2014-2015 Student Demographic Characteristics

Subgroup	District		At-Risk	
	N	Percent	N	Percent
Gender				
Male	81,059	51.1%	54,090	52.3%
Female	77,545	48.9%	49,333	47.7%
Ethnicity				
Hispanic/Latino	111,437	70.3%	82,761	80.0%
African American	35,884	22.6%	16,944	16.4%
White	7,617	4.8%	1,810	1.8%
Other ⁸	3,666	2.3%	1,908	1.8%
English Proficiency				
Non-LEP	90,585	57.1%	35,404	34.2%
LEP	68,019	42.9%	68,019	65.8%
Total	158,604	100.0%	103,423	100.0%

The most common At-Risk indicators for Dallas ISD students in 2014-15 were Limited English Proficiency and failure of state assessments (Table 3). Note that data do not represent unduplicated counts, as students may meet more than one of the At-Risk criteria.

⁸ Other includes Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races, and Not Available.

Table 3: Students Reported At-Risk by At-Risk Indicator, 2014-15

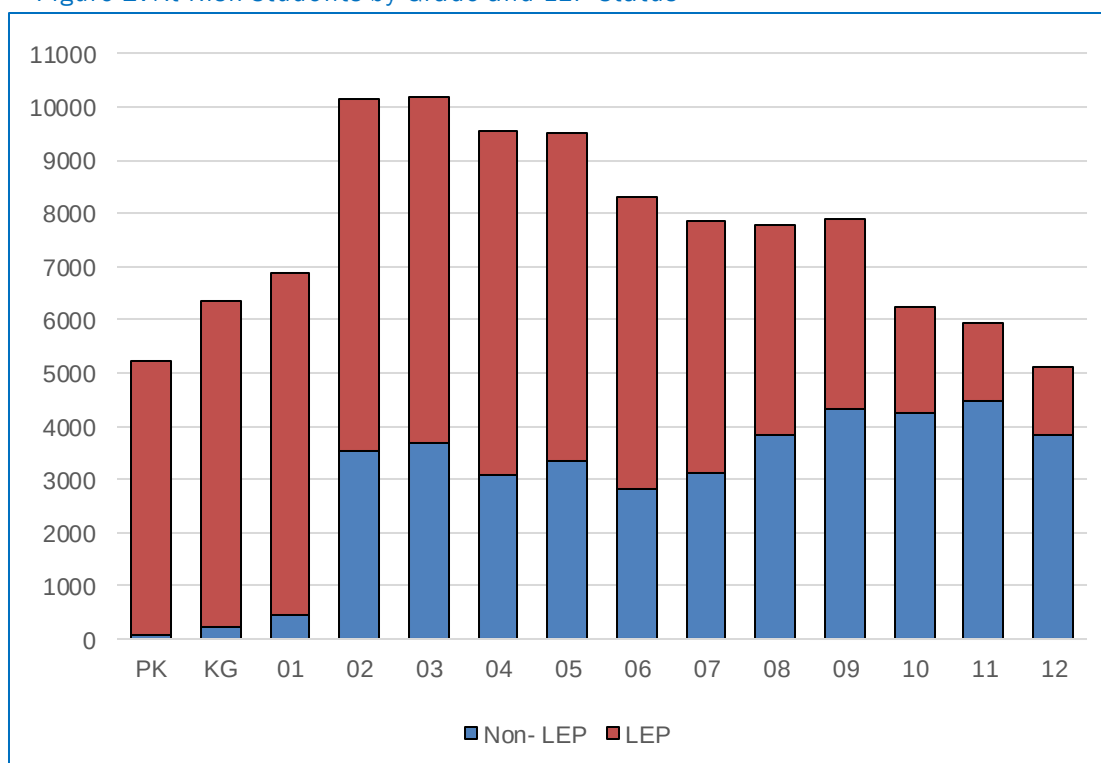
Description	Number	Percent of At-Risk Students	Percent of All Students
Limited English proficiency	65,971	63.8	41.6
Prior failure of state assessment (<i>STAAR</i> , <i>EOC</i>)	52,890	51.1	33.3
Retained in one or more grades	19,518	18.9	12.3
Two or more course failures in preceding/current school year (7-12)	10,261	9.9	6.5
Unsatisfactory performance on readiness assessment (PK-3)	7,779	7.5	4.9
Placement in Alternative Education Program ^a	3,040	2.9	1.9
Homeless	1,975	1.9	1.2
Pregnant or parenting	1,173	1.1	0.7
Resides in residential placement facility	598	0.6	0.4
Previously reported as a dropout	16	0.0	0.0
In custody of Texas Dept. of Protective and Regulatory Services	3	0.0	0.0

Note. Data were obtained from the student data system as of March 19, 2015.

^a Includes students expelled in the preceding or current year and those on parole, probation, or conditional release.

As shown in Figure 2, the proportion of At-Risk students due to LEP status varied from grade to grade. These data serve as a reminder that SCE programs and services should take into account the underlying factors that determine students' At-Risk status at each grade level. Specific strategies and activities targeting various groups with different needs are necessary for the programs and services to be effective. For example, programs and services appropriate for Grades PK-3 At-Risk students due to language and/or readiness reasons would be quite different from Grades 9-12 At-Risk students due to disciplinary issues and/or multiple course failures.

Figure 2: At-Risk Students by Grade and LEP Status



Chancery student system data did not identify any students as (a) expelled or (b) currently on parole, probation, or conditional release. As well, only 16 currently enrolled students were identified as previously reported as having dropped out of school, and three as being in the custody of the Department of Protective and Regulatory Services.

Analysis of the Student Discipline database identified 86 students as having been expelled during 2013-14 and Semester 1 of 2014-15. Data regarding parole, probation, or conditional release status were unavailable. However, it is unlikely that no students fell into this category, as the Student Discipline database identified 2,000 criminal referrals in the 2013-14 school year, including at least 111 felony referrals, impacting 949 students enrolled in 2014-15. Without knowing the disposition of these cases (and those from prior years), the number of students who would qualify as At-Risk under this indicator cannot be determined.

Lack of data for these At-Risk indicators is unlikely to cause underreporting to the state. All students who were expelled met other At-Risk criteria, as did all but five students who had criminal referrals, and the referrals of those five students were for potential misdemeanor offenses. Current district interpretation of state requirements for students on parole, probation, deferred prosecution, or other conditional release require identification, provision, and documentation of appropriate services at the campus level (see Appendix C). Nevertheless, the district is continuing efforts to improve capture of centrally reported data identifying students as At-Risk according to all state criteria.

What programs/services were funded by the SCE Program?

Methodology

The District and Campus Improvement Plans were reviewed to identify particular programs/services funded by SCE.

District and Campus Improvement Plans

The District and Campus Improvement Plans (DIP/CIPs) are the primary records supporting expenditures attributed to the SCE program required by the state. The program/services must be described in DIP if the program is implemented districtwide, or in CIP if implemented at the campus level. Based on TEA's guidelines,⁹ the district/campus improvement plan must include the following:

- Comprehensive needs assessment – conducted to identify the strengths and weakness of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective
- Total amount of SCE funds allocated for resources and staff
Identified strategies - specific strategies aligned with the comprehensive needs assessment
- Supplemental financial resources for SCE - indication of the approximate dollar amount for activities and/or strategies
- Supplemental Full-time Equivalents (FTEs) for SCE
- Measureable performance objectives based on needs assessment data
- Timelines for monitoring strategies and reaching goals
- Formative evaluation and Summative evaluation criteria

⁹ TEA *Financial Accountability System Resource Guide (FASRG)* 9.2.3

Supplemental Programs/Services to be Funded

According to district procedures EHBC (LOCAL), SCE funds are to be allocated based on At-Risk student needs; the funds cannot be used to pay for services and materials that students must have as part of their basic educational program. Examples of supplemental programs or services include but are not limited to:

- tutorials;
- class size reduction (not to meet state or federal mandated rules);
- computer-assisted instruction;
- specialized staff development related to At-Risk students;
- special reading and mathematics programs;
- STAAR remediation;
- individualized instruction;
- extended day sessions for prekindergarten;
- accelerated instruction; and
- extended day, week, or year instructional services.

Results

District Improvement Plan

The District Improvement Plan (DIP) 2014-2015 was reviewed for the required SCE components. The plan states a need “to utilize State Compensatory Education funds to provide supplemental services to the regular education program for the purpose of increasing the academic achievement and reducing the dropout rate of those students who meet the state defined eligibility criteria for being at-risk.” All SCE required components were present in greater detail in the 2014-2015 DIP than in the previous year.

The 2014-15 district plan contains a needs assessment and outlines key actions for both Central Office departments and campuses. Summarizing the needs assessment, the plan states that “student achievement data shows that the following student groups need to be addressed in order to close the learning gaps: Hispanic, Limited English Proficient, African-American, special education, and at-risk students.”

The district plan contains relatively broad statements regarding strategies and activities targeting At-Risk students, with detailed plans to be developed at the campus level. The districtwide program described is to:

1. Provide “supplemental staff and programs to support the social, emotional, and academic needs of low achieving students, English language learners, and other students considered at risk of academic failure”;
2. Support instruction “through the use of instructional coaches and instructional specialists providing the greatest amount of services to Title I campuses with the greatest needs”;
3. Use extended year programs “to provide intervention and acceleration” for students at risk of grade-level retention;
4. Provide high-quality programs for children ages 0-5, “particularly low-achieving children in the highest poverty schools”;
5. Provide funding for “additional instructional positions for campuses that have the largest class sizes”.
6. In order to improve the graduation rate, “provide students with the opportunity to recover credit for courses failed during the school year”;
7. Better serve the district’s homeless, neglected, and delinquent population by “allocat[ing] resources to ensure these students have the necessary support to meet academic achievement standards”;

8. Provide a system of support for “students experiencing mental or physical issues that interrupt the learning process” through campus-based student support teams;
9. “Develop an accelerated instruction plan for those students that do not meet required passing standards” under the new state assessment system.

Campus Improvement Plans

A total of 16 Campus Action Plans for comprehensive high schools showed that all schools reviewed conducted a needs assessment as required, aligned with the District needs assessment, and set achievement targets aligned with the needs assessment. All needs assessments included analysis of STAAR/EOC passing rates, but only 56% of campus plans (N=9) included specific data regarding passing rates of At-Risk students or specific At-Risk subgroups (most commonly Limited English Proficient students). Similarly, 56% of campus plans recognized needs and included goals for EOC retesters.

Key Actions directly addressed STAAR/EOC performance in 56% of plans. A smaller percentage of plans (37.5%, N=6) provided specific sub-actions directed towards improving the academic performance of At-Risk students or subgroups, and the same percentage described strategies targeting EOC retesters. One weakness of several plans was an overall high level of generality and focus on teacher behaviors (e.g., attendance at professional development or weekly meetings), rather than on more specific strategies directed to address student needs. The most frequent programs and services identified at the campus level for At-Risk students were tutoring, including after-school, school-day, and Saturday School programs; intervention courses; and online study programs offered through school computer labs. Other strategies and actions mentioned for assisting At-Risk students were utilization of an Urban Specialist to conduct home visits for identified students; small group instruction in the regular classroom; instructional aides to assist with after-school tutoring and Saturday School; transportation for after-school tutoring and Saturday School attendees; establishment of an Attendance Committee to monitor truancy; and detailed student profiling to provide rapid individualized instructional interventions.

The majority of the plans (10 of 16) reviewed contained partial accounting of the use of SCE funds at the campus level, although in some cases the fund was specified but no dollar amounts estimated for expenditures. It is probable that this information was incomplete when plans were submitted for review early in the school year, but schools should revisit plans periodically to ensure that SCE funding is connected to specific campus actions to address outcomes of At-Risk students.

Effectiveness of SCE Funded Programs

SCE programs and services provided to secondary students are often more difficult to evaluate than those provided to elementary students, such as Pre-K and Bilingual programs, which are thoroughly evaluated on an annual basis. Secondary Summer School is an exception, and is fully evaluated annually. In comparison, tutoring during the school year is difficult to track and document, as assignment to tutoring may vary according to student needs. As well, after-school and Saturday attendance is often voluntary and sporadic. SCE funding of the Reconnection Centers program, beginning in 2015-2016, will add an evaluated, coordinated program component to secondary services, which have in recent years been monitored for compliance on each campus rather than intentionally directed at a central level.

What were the budget and expenditures of the SCE Program?

Methodology

Budget and expenditures information was provided by the district’s Budget Services department. Results are presented in tabular, graphic, and narrative form.

Accounting Codes

The district accounting system is organized and operated on a fund basis; the majority of compensatory education program expenditures are accounted for in the General Fund (Fund Code 199).

Expenditures are further specified using the following accounting code structure presented in the Account Code section of the TEA Resource Guide:¹⁰

- Function Codes: Are used to identify the purpose of the transaction.
- Object Codes: Are used to identify the nature and object of an account, a transaction or a source.
- Program Intent Codes: Are used to designate the intent of a program provided to students.

Table 4 lists Major Function and Object codes. A majority of compensatory education program expenditures should be under Major Function Code 10 (Instruction and Instruction-Related Services)¹¹ and Object Code 6100 (Payroll Costs).

Table 4: Major Function and Object Codes

Major Function Code	Object Code
10 Inst. & Inst-Related Services	6100 Payroll Costs
20 Inst. & School Leadership	6200 Professional & Contracted Services
30 Support Services-Student	6300 Supplies & Materials
40 Adm. Support Services	6400 Other Operating Costs
50 Support Services-Non-Student Based	
60 Ancillary Services	
90 Intergovernmental Charges	

Program Intent Codes (PICs) identify costs directed toward a particular need of a specific set of students. For SCE, five Program Intent Codes have been used in prior years:

- PIC 24 – Accelerated Education
- PIC 26 – Non-Disciplinary Alternative Education Programs – AEP Basic Services
- PIC 28 – Disciplinary Alternative Education Program – DAEP Basic Services
- PIC 29 – Disciplinary Alternative Education Program – DAEP SCE Costs
- PIC 30 - Title I, Part A Schoolwide Activities related to SCE costs on campuses with 40% or more educationally disadvantaged students

Prior to 2014-2015, the state required that all Pre-K expenditures be coded in PIC 32, so Pre-K budget and expenditures were not coded with the SCE PICs listed above, although SCE funds were used for the Pre-K program. Three new program intent codes related to Pre-K programs were added to the PEIMS, effective with the 2013–2014 PEIMS budget financial data submission and the 2014–2015 PEIMS actual financial data submission. The three new codes are as follows:

- PIC 33 – Prekindergarten – Special Education
- PIC 34 – Prekindergarten – Compensatory Education
- PIC 35 – Prekindergarten – Bilingual Education

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

¹⁰ Source: *Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System, Update 14, A MODULE OF THE, TEXAS EDUCATION AGENCY FINANCIAL ACCOUNTABILITY SYSTEM RESOURCE GUIDE*, Published by Texas Education Agency, Austin, Texas, January 2010,” pp. 52-55. (Available at <http://www.tea.state.tx.us/index4.aspx?id=1222>)

¹¹ More specifically, under Function Code 11, Instruction

Results

2014-2015 SCE Allocation and Budget

The 2014-2015 final SCE allocation for Dallas ISD was \$165,152,695. Beginning with the 2011-2012 school year, the direct cost requirement was changed from 55% to 52%, meaning that at least \$85,879,401 must be spent on the district's identified At-Risk students. The district budgeted \$95,608,501 to support programs/services for At-Risk students.

Table 5: Summary of SCE 2014-15 Funding and Budget

Description	Amount
SCE 2014-15 Allocation Amount (Dallas ISD Received)	\$ 165,152,695
Required Direct Cost (At least 52% of the received amount)	\$ 85,879,401
PIC 24 (Accelerated Education)	\$ 7,689,969
PIC 26 (AEP Basic Services)	\$ 2,715,299
PIC 28 (DAEP Basic Services)	\$ 3,676,993
PIC 29 (DAEP SCE Costs)	\$ 14,230
PIC 30 (Title I, Part A Schoolwide Activities)	\$ 54,835,116
PIC 34 (Prekindergarten - Compensatory)	\$ 26,676,894
Total SCE Direct Cost Budget	\$ 95,608,501

As shown in Figure 3, the majority of SCE funds were allocated for Title 1, Part A Schoolwide Activities (PIC 30) using a Per Pupil Allocation based on the PEIMS At-Risk count. Table 6 displays the function codes used for SCE allocations.

Figure 3: SCE 2014-2015 Budget Allocations by PIC

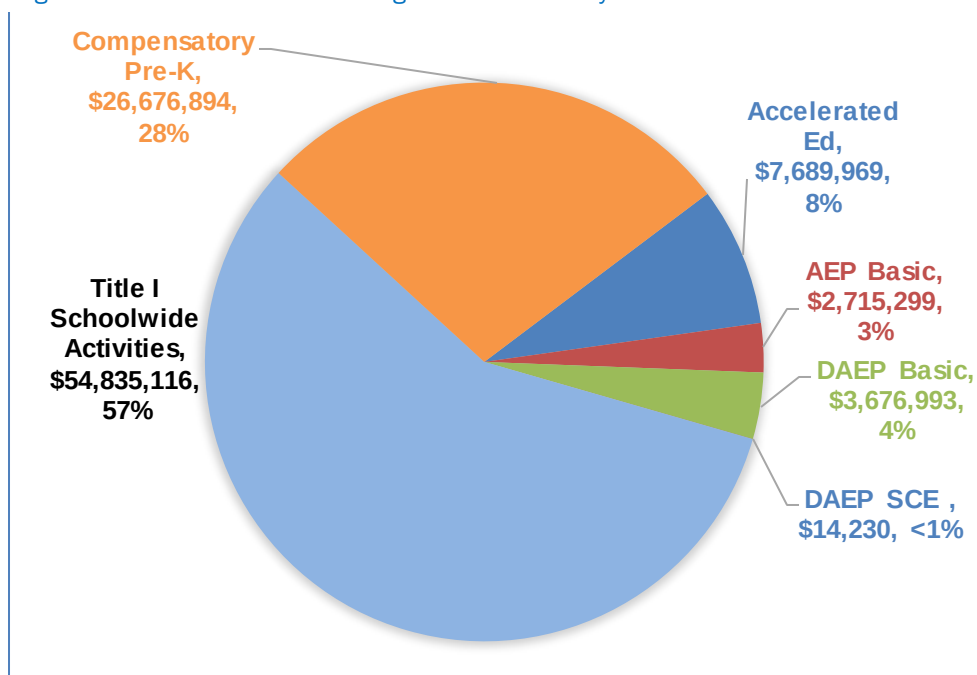


Table 6: Function Codes Used for SCE Allocations, 2014-15

Function	Campus	Central
10 INSTRUCTION and INSTRUCTION-RELATED		
11 Instruction	X	X
12 Instructional Resources, Media	X	X
13 Curriculum Dvp and Instructional Staff Dvp	X	X
20 INSTRUCTIONAL & SCHOOL LEADERSHIP		
21 Instructional Leadership	X	X
23 School Leadership	X	X
30 SUPPORT SERVICES-STUDENT		
31 Guidance Counseling & Evaluation Service	X	X
32 Social Work Services	X	X
33 Health Services		X
34 Student Transportation		X
40 ADMINISTRATION SUPPORT SERVICES		
41 General Administration		X
50 SUPPORT SERVICES-NON STUDENT BASED		
51 Facilities Maintenance/Operations	X	
52 Security and Monitoring Services	X	X
53 Data Processing Services		X
60 ANCILLARY SERVICES		
61 Community Services	X	X
90 INTERGOVERNMENTAL CHARGES		
95 Payments to Juvenile Justice Alt. Ed Program		X

2014- 2015 SCE Expenditures

Figures 4 through 6 show the expenditures by Major Function, Object, and Program Intent Codes. The major expenditures are Instruction & Instruction Related Services (86%), Payroll Costs (98%), and Title I, Part A Schoolwide Activities (59%).

Figure 4: SCE 2014-15 Expenditures by Major Function

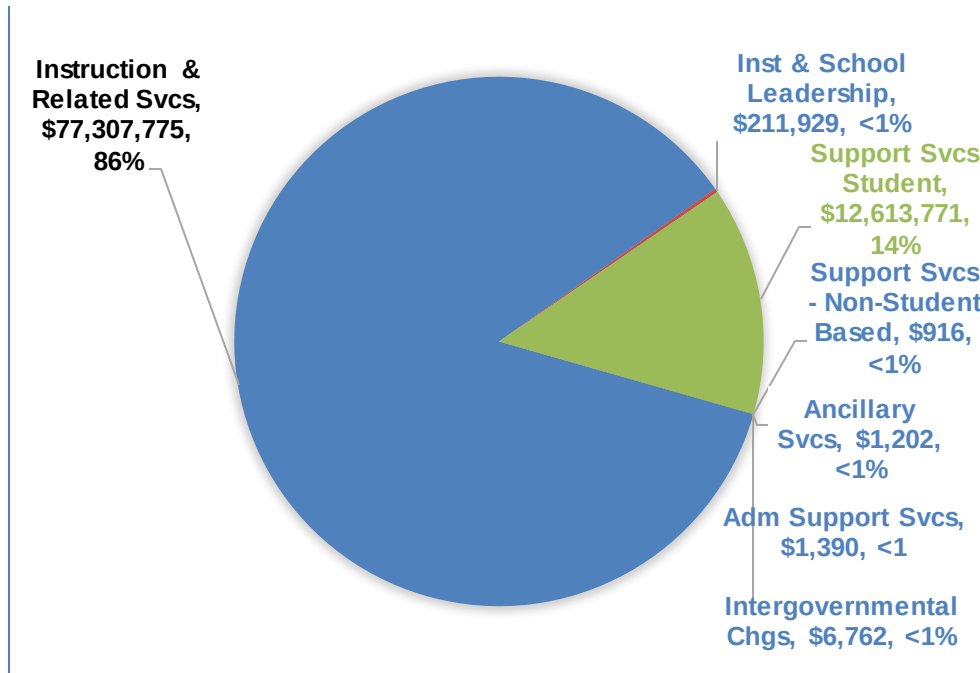


Figure 5: SCE 2014-15 Expenditures by Object

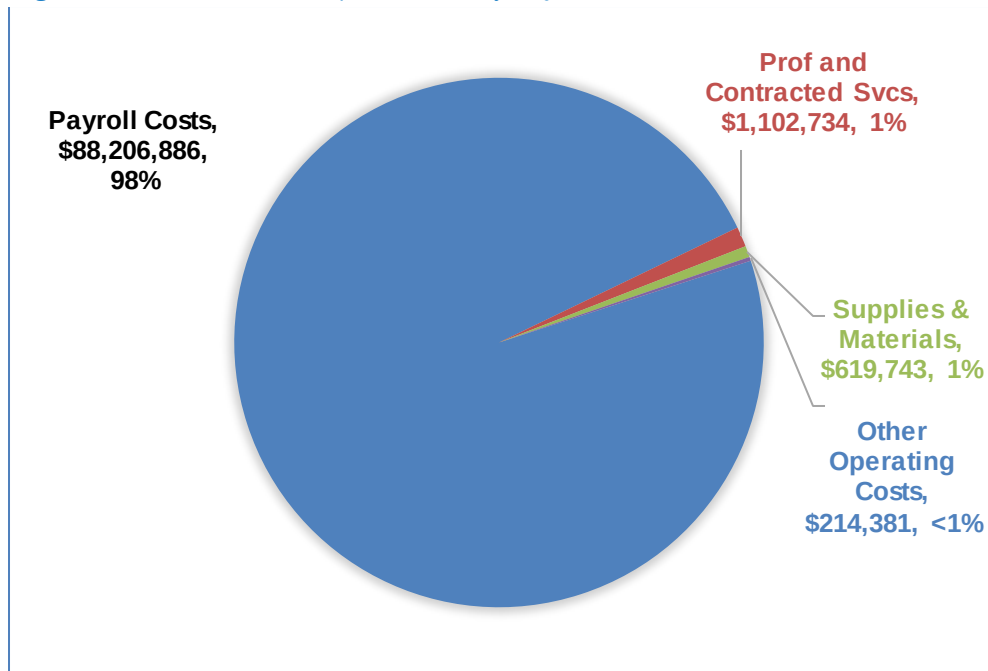
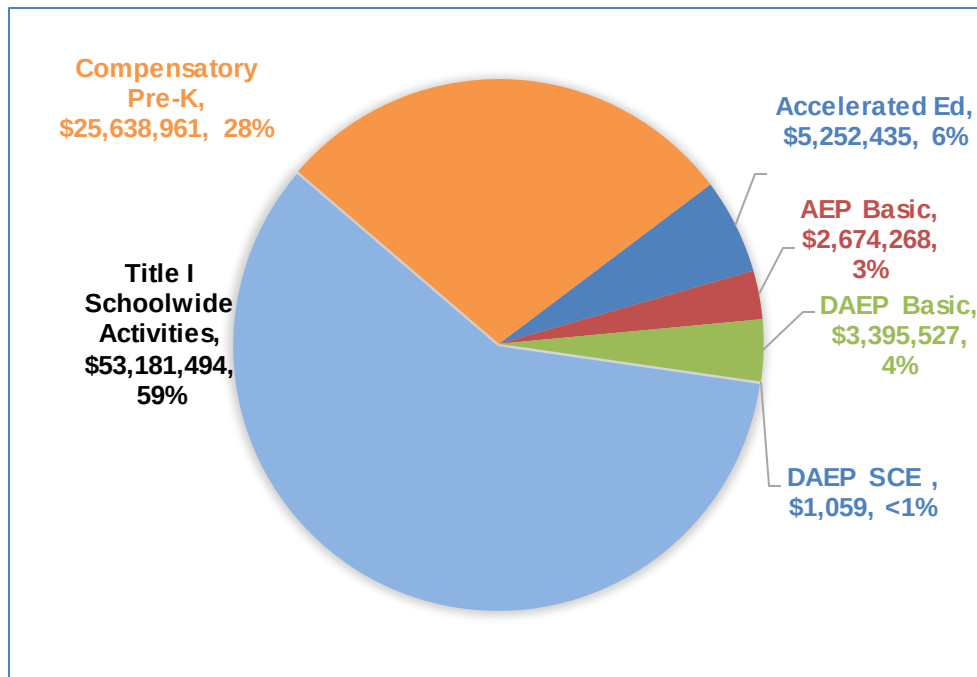


Figure 6: SCE 2014-15 Expenditures by PIC



Tables 7 through 9 show expenditures by organization type. At both campus and central levels, the major expenditures were Instruction & Instruction-Related Services (Major Function Code 10), and Payroll Cost (Object Code 6100). By Program Intent Code, Title I, Part A Schoolwide Activities (PIC 30) accounted for the majority of expenditures at the campus level, whereas Accelerated Education (PIC 24) was the primary expense category at the central level.

Table 7: SCE 2014-2015 Expenditures by Major Function and Organization Type

Major Function	Campus	Central	Total
10 Inst & Inst-Related Services	\$74,232,289.81	\$3,075,484.87	\$77,307,774.68
20 Inst & School Leadership	\$1,679.14	\$210,249.57	\$211,928.71
30 Support Services-Student	\$10,805,606.74	\$1,808,164.07	\$12,613,770.81
40 Adm. Support Services		\$1,389.97	\$1,389.97
50 Support Services-Non-Student Based	\$783.07	\$133.30	\$916.37
60 Ancillary Services	\$66.62	\$1,135.41	\$1,202.03
90 Intergovernmental Charges		\$6,762.00	\$6,762.00
Total	\$85,040,425.38	\$5,103,319.19	\$90,143,744.57

Table 8: SCE 2014-2015 Expenditures by Object and Organization Type

Object	Campus	Central	Total
6100 Payroll Costs	\$84,460,713.53	\$3,746,172.74	\$88,206,886.27
6200 Professional & Contracted Services	\$83,198.17	\$1,019,535.45	\$1,102,733.62
6300 Supplies & Materials	\$309,540.10	\$310,203.36	\$619,743.46
6400 Other Operating Costs	\$186,973.58	\$27,407.64	\$214,381.22
Total	\$85,040,425.38	\$5,103,319.19	\$90,143,744.57

Table 9: SCE 2014-2015 Expenditures by Program Intent Code (PIC) and Organization Type

Program Intent Code (PIC)	Campus	Central	Total
24 Accelerated Education	\$707,286.75	\$4,545,148.21	\$5,252,434.96
26 Non-Disciplinary Alt. Ed. Pgm - Basic	\$2,373,558.58	\$300,709.22	\$2,674,267.80
28 Disciplinary Alt. Ed. Pgm. - DAEP Basic	\$3,388,765.11	\$6,762.00	\$3,395,527.11
29 Disciplinary Alt. Ed. Pgm. - DAEP SCE	\$1,059.26		\$1,059.26
30 Title I, Part A Schoolwide Activities	\$52,933,524.51	\$247,969.77	\$53,181,494.28
34 Compensatory Pre-Kindergarten ^a	\$25,636,231.17	\$2,729.99	\$25,638,961.16
Total	\$75,955,568.38	\$4,395,868.35	\$90,143,744.57

SCE Funded Campus and Central Positions

As shown in Table 10, for 2014-2015 the district funded a total of 1,647.75 Full-Time Equivalents (FTEs) with SCE funds and filled 1,463.46 positions. Table 11 displays campus and central filled positions by Program Intent Code (PIC).

Table 10: SCE 2014-2015 Full-Time Equivalents (FTEs)

Organization Type	Funded	Filled
Campus K-12	948.00	815.80
Campus PK	666.75	610.75
Campus Total	1,614.75	1,426.55
Central Organizations	33.00	36.91
Total	1,647.75	1,463.46

Table 11: SCE 2014-2015 Filled Positions by PIC and Organization Type

Program Intent Code (PIC)	Campus	Central	Total
24 Accelerated Education	6.00	30.00	36.00
26 Non-Disciplinary Alt. Ed. Pgm - Basic	30.00	1.00	31.00
28 Disciplinary Alt. Ed. Pgm. - DAEP Basic	51.00		51.00
30 Title I, Part A Schoolwide Activities*	728.80	4.91	733.71
34 Compensatory Prekindergarten	610.75	1.00	611.75
Total	1,426.55	36.91	1,463.46

*Related to SCE on campuses with 40% or more educationally disadvantaged students.

Most FTEs under PIC 30, at the campus level, were core content teachers at elementary and secondary campuses. Other filled positions were counselors, Reading Improvement teachers, Bilingual teachers, and ESL teachers. All Pre-Kindergarten positions (PIC 34) were teachers or teacher assistants.

Alternative Education

The districtwide alternative education includes non-disciplinary alternative education programs (AEP) and disciplinary alternative education programs (DAEP).¹² Non-disciplinary alternative schools provide services to pregnant or over-aged students through alternative education programs. Disciplinary alternative schools provide students who have disciplinary problems the opportunity to continue their educational program while developing appropriate social and behavioral skills for a successful return to their home campus. Table 12 displays budget and expenditures of the alternative education programs, grouped by the type of student services provided.

¹² See Appendix F for more information on the Alternative Education Programs.

Table 12: SCE 2014-2015 Budget and Expenditures for Alternative Education

Non-Disciplinary Alternative Education	Budget	Actuals
John L. Patton Jr. Academic Center	\$1,445,389.00	\$1,405,090.09
Barbara Manns Education Center	\$668,070.00	\$672,708.65
Maya Angelou High School	\$310,926.00	\$295,759.84
Continuing Education	\$290,914.00	\$297,320.02
Educational Technology	\$0.00	\$3,374.16
Extended Year School	\$0.00	\$15.04
Total	\$2,715,299.00	\$2,674,287.80
Disciplinary Alternative Education Program	Budget	Actuals
School Community Guidance Center (SCGC)	\$1,838,890.00	\$1,725,908.38
Learning Alternative Center for Empowering Youth (LACEY)	\$1,246,911.00	\$1,199,923.59
Elementary Disciplinary Alternative Education Program (DAEP)	\$495,880.00	\$459,746.99
Student Discipline	\$100,000.00	\$6,762.00
Zan W. Holmes Middle School	\$9,542.00	\$4,170.85
Emmett J. Conrad High School	\$0.00	\$38.69
Barbara Manns Education Center	\$0.00	\$35.87
Total	\$3,691,223.00	\$3,396,586.37

Central Programs

Table 13 lists the central organizations that had more than \$500 in budget allocations or actual expenditures. Among the 12 organizations that received allocations, 8 departments expended within the budget.

Table 13: SCE 2014-2015 Central Organizations Budget and Expenditures

Department	Budget	Actuals	Balance
Dyslexia Services	\$1,420,605.00	\$1,240,360.75	\$172,530.25
Extended Year School	\$2,586,038.00	\$982,550.40	\$1,603,487.60
Health Services	\$912,459.00	\$704,373.74	\$207,815.26
Attendance Improvement and Truancy	\$725,034.00	\$662,999.19	\$62,034.81
Out of School Time Department	\$883,297.00	\$578,160.23	\$210,254.77
Continuing Education	\$290,914.00	\$297,425.47	(\$6,511.47)
Transportation Services	\$250,000.00	\$177,324.63	\$0.00
Student Services	\$55,000.00	\$67,562.47	(\$12,562.47)
Reading/Language Arts Department	\$58,494.00	\$58,473.51	\$20.49
STEM	\$29,063.00	\$30,168.16	(\$1,105.16)
Student Discipline	\$115,000.00	\$6,762.00	\$10,100.00
Early Childhood and Community Partnerships	\$320.00	\$571.21	(\$251.21)

What were the academic performance and high school graduation/completion rates of At-Risk and Not-At-Risk students?

Methodology

Student academic performance and graduation data were obtained from TEA's district-level TAPR report for Dallas ISD. They include all students in the Accountability Subset for each year reported.

Results

STAAR Passing Rates and Performance Gaps

At-Risk students had lower passing rates than Not-At-Risk students across all grades on STAAR and STAAR EOC tests in both 2014 and 2015 (Table 14). Performance gaps between At-Risk and Not-At-Risk students were calculated for both years. From 2014 to 2015, the gap decreased on 4 of 17 STAAR tests in grades 3-8, remained the same on 4, and increased on 9. The greatest increases in the performance gap occurred on STAAR Mathematics tests in grades 5 and 8, due to substantial decreases in the passing rates of At-Risk students in those grades. Passing rates of Not-At-Risk students in those grades also fell, but by much lower percentages. For EOC tested courses, the gap in English I, English II, and Biology performance decreased, while the gap in U.S History performance increased and the gap in Algebra 1 performance remained the same.

Table 14: STAAR 2014-2015 Passing Rates and Performance Gaps

Subject	Grade	2013-2014			2014-2015			Point Change
		Percent Passing		Gap	Percent Passing		Gap	
		At-Risk	Not-At-Risk		At-Risk	Not-At-Risk		
Reading	3	58	86	-28	57	85	-28	0
	4	53	85	-32	53	84	-31	-1
	5	77	96	-19	74	95	-21	2
	6	54	90	-36	49	90	-41	5
	7	47	92	-45	45	90	-45	0
	8	74	98	-24	68	97	-29	5
English I		43	89	-46	51	90	-39	-7
English II		44	91	-47	48	91	-43	-4
Mathematics	3	56	81	-25	61	85	-24	-1
	4	52	82	-30	54	84	-30	0
	5	78	96	-18	61	90	-29	11
	6	56	88	-32	53	86	-33	1
	7	41	87	-46	38	76	-38	-8
	8	68	93	-25	55	92	-37	12
Algebra I		62	93	-31	63	94	-31	0
Science	5	54	89	-35	49	87	-38	3
	8	48	91	-43	46	93	-47	4
Biology		78	97	-19	82	98	-16	-3
Social Studies	8	39	84	-45	37	88	-51	6
US History		88	98	-10	84	98	-14	4
Writing	4	57	85	-28	56	84	-28	0
	7	41	90	-49	44	90	-46	-3

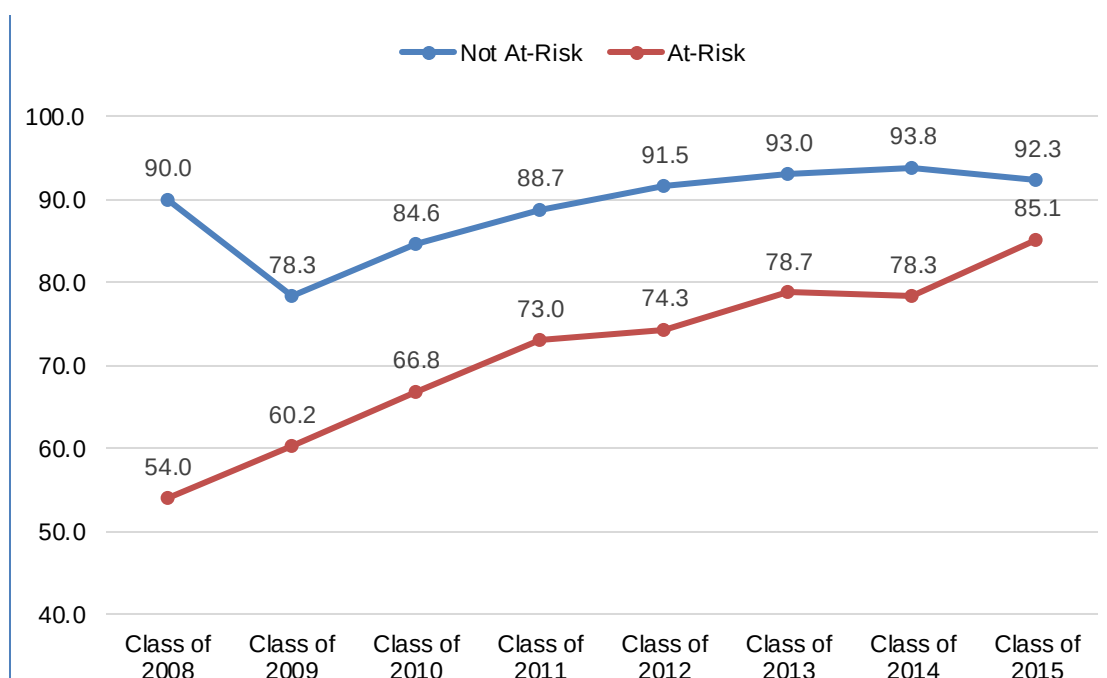
High School Graduation and Completion Rates¹³

Four-year graduation rates, the percentage of students who graduate on-time in four years, are used for federal and state accountability.

$$\text{Graduation Rate} = \frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

As shown in Figure 7, the graduation rates of At-Risk students are lower than those of Not-At-Risk students, resulting in a gap between the two groups. Nevertheless, because the graduation rate of At-Risk students has steadily increased, the gap has narrowed over the years. The gap increased slightly for the Class of 2014 but decreased markedly for the Class of 2015, with an increase in the graduation rate for At-Risk students of nearly seven percentage points, and a slight decrease in the graduation rate of Not-At-Risk students.

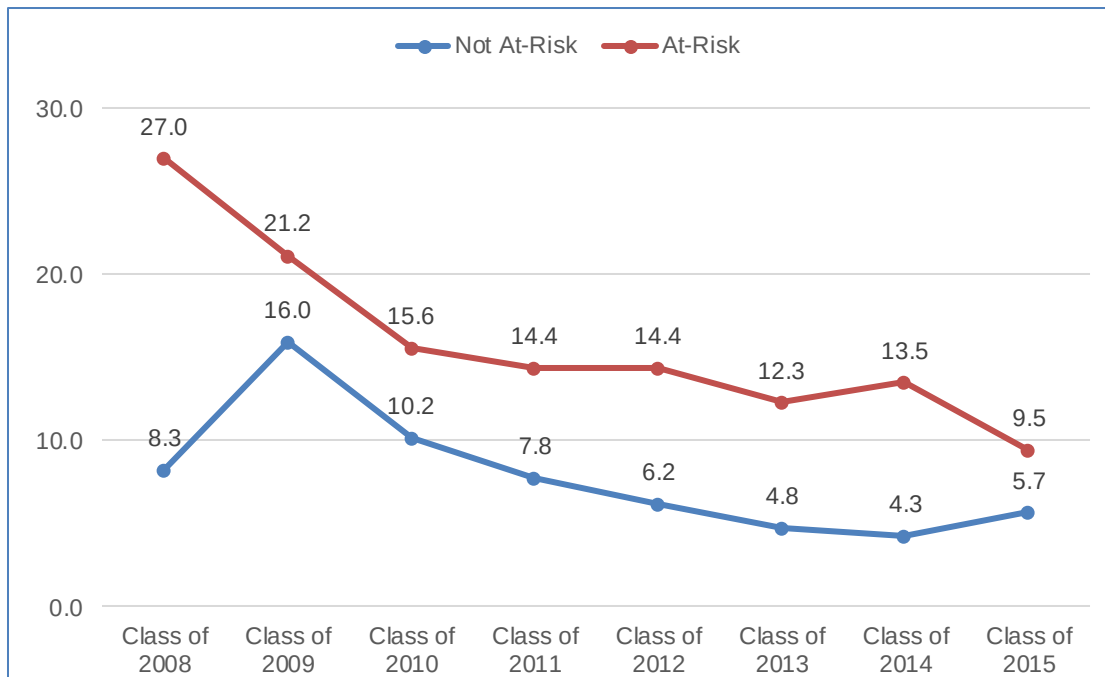
Figure 7: Graduation Rates by Cohort and At-Risk Status



Similarly, Figure 8 shows a gradual decrease in the dropout rates of At-Risk students from the Class of 2008 to the Class of 2013. For the class of 2015, the dropout rate of Not-At-Risk students increased, while that of At-Risk students decreased, resulting in a narrowing of the gap for the latest cohort, the opposite of the outcomes seen for the Class of 2014. As with other measures, it is difficult to distinguish effects of district programs and policies from effects of changes in the state accountability system, which have affected both the composition of the At-Risk student population and the academic outcomes of all students.

¹³ See TEA *Technical Document* available at http://www.tea.state.tx.us/acctres/dropcomp_index.html#documentation. For example, the four-year graduation rate for Class of 2014 is the percentage of students who began ninth grade in 2010-11 and graduated by August 31, 2014.

Figure 8: Dropout Rates by Cohort and At-Risk Status



SUMMARY AND RECOMMENDATIONS

Summary

The goal of the SCE Program is to reduce disparities in academic performance and high school completion between At-Risk and Not-At-Risk students. In school year 2014-2015, a total of 109,486 students were identified as At-Risk (i.e., met one or more of the state criteria), representing 68.4 percent of the district's grades EC-12 enrollment (N=160,148). The largest percentages of At-Risk students are found in grades 2 and 3; a majority were male, Hispanic, and LEP.

The district received an SCE program allotment of \$165,152,695 from the state. The minimum direct cost requirement was 52% for the 2014-2015 school year, or \$85,879,401. The district budgeted \$95,608,501 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$90,143,745.

EHBC (Local) provides the procedures for determining funding for programs and services needed to provide a comprehensive compensatory education. The District Improvement Plan outlined improvement strategies that were specifically aligned with the purposes of SCE, targeting assistance to schools and student groups with the largest numbers of At-Risk students. In practice, however, SCE is addressed and monitored as a compliance program, rather than directed as a strategic instructional program. SCE funds seemed to be used most extensively as an additional resource for increasing teacher and staff positions. The same trend was found in the Campus Improvement Plans (CIPs).

For school year 2014-2015, improvements continued to be made with respect to procedures for completing the CIP according to SCE requirements. However, the most specific information found was in summary tables of SCE Budget and FTE data provided by Budget Services. The most-mentioned CIP strategies and activities related to At-Risk students were Summer School/Extended Year and tutoring.

The Budget Services department has accurate knowledge of SCE budget requirements in terms of appropriate Function and Program Intent Codes for the SCE expenditures (Tables 3-5). However, as in previous years, SCE funds were primarily distributed to campuses based on per pupil allocation (At-Risk count) rather than directed towards specific programs/services/activities targeting At-Risk students. As

shown in the budget and expenditures section, the majority of SCE funds expended at the campus level were directed toward Title I, Part A Schoolwide Activities. SCE funds can be used to reduce class size by hiring core content teachers according to SCE program policy, but only after the generally required ratio of teachers to students has been met using non-SCE funds. The CIPs should be more specific on whether and how the SCE funds were used for class size reduction.

In regard to academic performance, STAAR and EOC passing rates of At-Risk students were lower than those of Not-At-Risk students across all subjects. At-Risk students had lower passing rates than Not-At-Risk students across all grades on STAAR and STAAR EOC tests in both 2014 and 2015 (Table 14). Performance gaps between At-Risk and Not-At-Risk students were calculated for both years. From 2014 to 2015, the gap increased on the majority of STAAR tests in grades 3-8. For EOC tested courses, the gap in English I, English II, and Biology performance decreased, while the gap in U.S History performance increased and the gap in Algebra 1 performance remained the same.

The 2015 longitudinal graduation rate for At-Risk students was lower than for Not-At-Risk students, but showed a marked increase from the 2014 rate. The dropout rate for At-Risk students also decreased substantially. However, because no tracking system exists to link student performance to program services, no particular SCE programs or services could be associated with the changes. A further challenge continues in disentangling the effects of changes in state testing requirements from the effects of programs and services at the district level.

Recommendations

As recommended in past reports, available SCE funds should be focused on providing more direct services to At-Risk students.¹⁴ Beginning in 2014-2015, new legislation passed in House Bill 5 mandates that districts are required to separately budget and prioritize SCE funding to support accelerated instruction (AI) each time a student fails to pass an EOC assessment.¹⁵ The bill also prohibits use of the funds for any other purpose until the district adopts a budget to support AI. Consequently, AI will necessarily become a primary service in grades 9-12. For 2015-2016, SCE funds have been directed to support more specific use of the Reconnection Centers program for the required purpose, replacing its prior function as a more general credit recovery program. At the other end of the grade sequence, there is increased district and state emphasis on Early Childhood education, particularly Prekindergarten programs. Thus, it is recommended that the district pay closer attention to the effective use of potentially more limited SCE funds for grades 1-8.

With the majority of SCE funds budgeted and spent at the campus level, Campus Improvement Plans necessarily must be more specific on strategies and activities delivering direct services to At-Risk students. These strategies should be aligned to the particular profile of At-Risk students at each campus and the reasons for their At-Risk classification (e.g., achievement, LEP status, prior grade retention, etc.). A more extensive evaluation of campus-based programs, as well as evaluation of the interventions and supplemental courses discussed earlier, would provide valuable information regarding successful strategies to aid At-Risk students. The ultimate goal of such an evaluation effort would be to identify best-practice programs that could be duplicated across schools with similar At-Risk populations, in contrast to the current fragmentation and lack of consistency in program offerings across various campuses. It is recommended that the 2015-2016 evaluation should compare differences in At-Risk and Not-At-Risk

¹⁴ "The purpose of the SCE program is to improve student performance through direct instructional services to students at risk of dropping out of school. The more removed services are from the student, the more the resources are diluted and the more difficult it becomes for the school district to defend the use of the SCE funds and justify the effectiveness of the program in improving student performance." (ACET, 2012)

¹⁵ House Bill 5, 83rd Legislative Session, added new TEC §28.0217 and amended TEC §29.081.

graduation rates at comprehensive high school campuses, and an initial study be conducted to identify programs and practices that may contribute to better performance.

In school years 2011-2012 and 2012-2013, central organizations that received SCE funds were required to submit Project Workscopes to the district's Budget Services department. That requirement was discontinued in 2014-2015. It is recommended that the Workscope submission requirement be reinstated to provide improved documentation of the use of SCE funds by central organizations, and to facilitate evaluation of services and activities supported by central SCE expenditures.

Once again, it is recommended, that the district designate a full-time administrator for a program with an overall budget of approximately \$165 million. At its current level of funding, with more than \$79.3 million available in 2014-2015 in indirect cost allocations intended primarily to defray program administrative costs, the SCE program should well be able to meet the expense of a designated program manager assigned the responsibility of overseeing program implementation and data collection, as well as to fund evaluation services necessary to assess program effectiveness. Responsibilities of the manager should include, but not be limited to:

- Familiarity with SCE program requirements and the TEA *Financial Accountability System Resource Guide (FASRG)*.¹⁶
- Access to information from the annual Association of Compensatory Educators of Texas (ACET) conference, where current information and requirement updates for SCE are usually presented. The information should be reviewed and provided to district department heads impacted by SCE.
- Oversight of the intent, purposes, and requirements of the SCE program, including compliance with budget allocation and expenditure requirements.
- Knowledge of effective interventions sufficient to provide assistance to campuses and central office program managers in selecting appropriate services and programs to meet At-Risk student needs.
- Responsibility and authority to coordinate all aspects of the SCE program and act as a liaison with other district functions to collect, maintain, and provide data for records and reports.
- Maintenance and provision of required documentation at the central level.
- Monitoring of implementation and student performance, and recommending funding changes for programs and services not effectively meeting student needs.
- Reporting of program results to appropriate administrative levels.

Once SCE programs and services are consistently identified at each campus, it is recommended that the existing student records system be expanded to track student participation in specific programs and services. Documenting and tracking student program participation will allow more accurate, thorough, and informative evaluation of the impact of these programs on the academic performance and high school graduation of At-Risk students.

¹⁶ TEA *Financial Accountability System Resource Guide (FASRG)* is available at <http://www.tea.state.tx.us/index4.aspx?id=1222>

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APPENDICES

Appendix A

Appendix A: Program History of State Compensatory Education

Year	Bill / Legislature	Main Point
1975	House Bill (HB) 1126	State Compensatory Education (SCE) began. The SCE program as required by HB 1126 paralleled federal program requirements in that funds were defined as supplemental to other state and local monies and mandated to be spent on identified students.
1995	Senate Bill (SB) 1	Repealed all previously adopted SCE rules.
2001	SB 702	Amended Texas Education Code (TEC) Section 29.081 which governs SCE. Changed the state criteria and required the use of student performance results on assessments and tests administered under TEC Chapter 39 Subchapter B to design supplemental programs or services for students at-risk of dropping out of school. School districts were required to design and provide compensatory intensive or accelerated instructional services and remedial and support programs for students at-risk of dropping out of school and include the description in the district and campus improvement plans. SB 702 also required evaluation and documentation of the effectiveness of the SCE program in reducing disparities in performance or disparities in the high school completion rates between at-risk students and all other district students. it required the Commissioner of Education to adopt accountability measures for assessing student progress or lack of in determining district accreditation ratings.
2003	HB 3459	Lowered the required threshold percentage for low-income students on a campus to 40 percent (or greater). This expanded the use of the SCE allotment to supplement schoolwide components of federal <i>No Child Left Behind</i> projects. Additional legislation has allowed SCE expenditures for mentoring services and programs to treat students who have dyslexia.
2009	The 81 st Legislature	Made two changes to the SCE program with respect to: (1) student identification and (2) the percent of the indirect cost. First, excluding “a student who did not advance from prekindergarten to the next grade level only as a result of the request of the parents.” Second, Texas Administrative Code (TAC) amended 19 TAC Chapter 105, <u>Foundation School Program</u> , Subchapter B, <u>Use of State Funds</u> , §105.11, <u>Maximum Allowable Indirect Cost</u> from 15 percent to “no more than 45 percent” of the district’s allotment for indirect costs related to the compensatory education program. Changes were made to Module 9 <i>Compensatory Education Guidelines</i> , <i>Financial Accounting Treatments</i> , and an <i>Auditing and Reporting System (FASRG)</i> .

Appendix A: Program History of State Compensatory Education

Year	Bill / Legislature	Main Point
2010	House Bill 3	High school, grade-based testing represented by TAKS was replaced with course-based EOC assessments in Algebra I, geometry, Algebra II, world geography, world history, U.S. history, biology, chemistry, physics, and English I, II, and III under STAAR. In order to graduate, a student was required to achieve a cumulative score at least equal to the product of the number of STAAR EOC assessments taken in each foundation content area (English language arts, mathematics, science, and social studies) and a scale score indicating satisfactory performance.
2013	House Bill 5	Required students to pass five STAAR end-of-course exams to meet new graduation requirements. Exams required under HB3 are no longer being required and some students were classified as at-risk based on their failure on assessments that are no longer in use. A student who was identified as At-Risk based on this category in 2012-2013 should continue to be identified as At-Risk in 2013-2014, but the At-Risk status should be removed at the end of the 2013-2014 school year. Beginning with the 2009-2010 school year, added a provision to TEC Section 29.018(d)(1) that changed the compensatory education definition of "student at risk of dropping out of school" by excluding a student who did not advance from prekindergarten or kindergarten to the next grade level <u>only</u> as a result of the request of the student's parents. Therefore, school personnel need to ensure that all requests for retention are carefully maintained for auditing purposes. Added a new section to education code specific to providing accelerated instruction (AI) to all high school students who fail to perform satisfactorily on required end-of-course exams. Beginning in 2014-2015, mandates that the district use appropriated compensatory education funds for the AI. Requires a district to separately budget compensatory education funds for the AI and prohibits use of the funds for any other purpose until the district adopts a budget to support the AI. Required districts to evaluate the effectiveness of the AI programs and hold an annual public hearing to consider the results. Increased the age of students considered at risk for dropping out of school from 21 to 26 years of age for CE eligibility purposes.

Appendix B

Appendix B: Dallas ISD District Policies Covering State Compensatory Education

Policy	Description
BQ(LEGAL)	Planning And Decision-Making Process
BQ(LOCAL)	Planning And Decision-Making Process
BQ(LEGAL)	Planning And Decision-Making Process
BQA(LEGAL)	Planning And Decision-Making Process: District-Level
BQA(LOCAL)	Planning And Decision-Making Process: District-Level
BQB(LEGAL)	Planning And Decision-Making Process: Campus-Level
BQB(LOCAL)	Planning And Decision-Making Process: Campus-Level
CB(LEGAL)	State And Federal Revenue Sources
CB(LOCAL)	State And Federal Revenue Sources
DFF(LOCAL)	Termination Of Contract, Reduction In Force
ED(LOCAL)	Organization Of Instruction
EHBA(LEGAL)	Special Education Students: Identification, Evaluation, And Eligibility
EHBC(LEGAL)	Special Programs: Compensatory/Accelerated Services
EHBC(LOCAL)	Special Programs: Compensatory/Accelerated Services
EHBD(LEGAL)	Special Programs: Federal Title I Programs
EHBD(LOCAL)	Special Programs: Federal Title I Programs
EHBD(REGULATION)	Special Programs: Federal Title I Programs
EHBE(LEGAL)	Special Programs: Bilingual Education/ESL
EHBE(LOCAL)	Special Programs: Bilingual Education/ESL
EHBE(REGULATION)	Special Programs: Bilingual Education/ESL
EIE(LEGAL)	Academic Achievement: Retention And Promotion
EIE(LOCAL)	Academic Achievement: Retention And Promotion
FEA(LEGAL)	Attendance: Compulsory Attendance
FO(LEGAL)	Student Discipline
FOA(LEGAL)	Student Discipline: Removal by a Teacher
FOB(LEGAL)	Student Discipline: Out of School Suspension
FOC(LEGAL)	Student Discipline: Placement in a Disciplinary Alternative Education Setting
FOC(EXHIBIT)	Student Discipline: Placement in a Disciplinary Alternative Education Setting
FOCA(LEGAL)	Student Discipline: Placement in a Disciplinary Alternative Education Setting: Disciplinary Alternative Education Program Operations
FOD(LEGAL)	Student Discipline: Expulsion
GNB(LEGAL)	Relations with Educational Entities: Regional Education Service Centers

Appendix C

Appendix C: At-Risk Criteria for 2014 - 2015

1 Row	2 Grades	3 State Criteria	4 District Interpretation
1	PK-3	Did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.	Pre-K Current school year I-SIP K-2 nd Previous school year Spring ITBS Reading Total LE 40 th %ile <u>or</u> Mathematics Total LE 40 th %ile K-3 rd Current I-SIP <u>Note.</u> If one test is missing, use available test; if both tests are missing, rely on remaining at-risk criteria.
2	7-12	Did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, <u>or</u> is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.	If the sum of grades <u>in any one</u> of the following pairs is less than 140 during a semester in the preceding or current school year: a. English and Mathematics, b. English and Science, c. English and Social Studies, d. Mathematics and Science, e. Mathematics and Social Studies, <u>or</u> f. Science and Social Studies.
3	All	Was retained. (For one or more school years.)	Maintained same grade level status in any two consecutive school years.
4	3-12	Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39. Has not performed at a level equal to at least 110% of its satisfactory level in the previous or current school year.	This criterion identifies 4 population groups: (1) Students who fail to meet the raw scale cut off on any subset of TAKS/STAAR, and; (2) On subsequent TAKS/STAAR, students who perform at a level equal to 110% of the level of satisfactory on any subset of TAKS/STAAR will be exited from this at-risk category; (3) Students who do not perform at a level of satisfactory progress established by the ARD committee and; (4) On subsequent TAKS/STAAR-Modified or TAKS/STAAR-Alt, students who meet the assessment goal determined by the ARD will be exited from the at-risk category.
5	All	Is pregnant, or is a parent.	Has been identified as pregnant during the current school year and/or is a parent.
6	All	Has been placed in an alternative education program during the preceding or current school year.	Has been placed in a disciplinary alternative education program during the preceding or current school year.
7	All	Has been expelled during the preceding or current school year.	Has been expelled during the preceding or current school year.

table continues

Table (continued)

1 Row	2 Grades	3 State Criteria	4 District Interpretation
8	All	Is currently on parole, probation, deferred prosecution, or other conditional release.	Each campus is required to identify and provide appropriate services to this population. Due to confidentiality, safety, and security requirements, each campus is required to maintain documentation verifying the provision of supplemental services to identified students.
9	All	Is a dropout. (Was previously reported through the PEIMS to have dropped out of school.)	Is a dropout <u>or</u> has been previously reported through the PEIMS to have dropped out of school.
10	All	Is LEP.	Is LEP on <u>latest database snapshot</u> .
11	All	Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year been referred to the department by a school official, officer of the juvenile court, or law enforcement official.	Each campus is required to identify and provide appropriate services to this population. Due to confidentiality, safety, and security requirements, each campus is required to maintain documentation verifying the provision of supplemental services to identified students.
12	All	Is homeless.	Has been identified as homeless based on McKinney-Vento Homeless Assistance Act of 2001.
13	All	Resided in the preceding school year or resides in the current school year in a residential placement facility in the district. Includes a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.	Resided during the preceding school year or currently resides in a residential placement facility in the district. Includes a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Note. An at-risk student, for the 2014-2015 school year, is defined as any student who is under 26 years of age and meets one or more of the criteria in column 4. House Bill 5 (2013) raised the age limit from 21 to 26 years of age beginning in the 2014-2015 school year.

Appendix D

Appendix D: SCE Program Intent Codes and Description

Code	Description
24	Accelerated Education The cost incurred to use instructional strategies in accordance with the campus/district improvement plan to provide services in addition to those allocated for basic services for instruction, thereby increasing the amount and quality of instructional time for students at risk of dropping out of school.
26	Nondisciplinary Alternative Education Programs – AEP Basic Services (Effective September 1, 2004) All costs incurred for services to students who are separated from the regular classroom to a nondisciplinary alternative education program and are at-risk of dropping out of school. Services must be described in the campus improvement plan.
28	Disciplinary Alternative Education Programs – DAEP Basic Services All costs incurred to provide the basic line program (non-supplemental) services to students who are separated from the regular classroom to a disciplinary alternative education program.
29	Disciplinary Alternative Education Programs – DAEP State Compensatory Education Supplemental Costs All costs incurred to provide services to students who are separated from the regular classroom to a disciplinary alternative education program. These are supplemental costs in relation to standards for base level education resource allocations and must be described in the campus improvement plan.
30	Title I, Part A Schoolwide Activities Related to State Compensatory Education (SCE) and other Costs on Campuses with 40 percent or more Educationally Disadvantaged Students The SCE costs incurred to supplement federal awards for use on Title I, Part A schoolwide campuses with at least 40 percent educationally disadvantaged students (including fund code 211), in the amount of the SCE allotment used to supplement federal awards. This program intent code is also used in the Special Revenue Fund for fiscal budgets approved in notice of grant awards (NOGA) for schoolwide federal projects benefiting Title I, Part A schoolwide Campuses with 40 percent or more Educationally Disadvantaged Students.
34	Compensatory Prekindergarten The SCE costs incurred for prekindergarten programs designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills.