

EA18-301-2

2016-17 Evaluation of the State Compensatory Education Program

Department of Evaluation and Assessment

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Superintendent of Schools*



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2016-17 Evaluation of the State Compensatory Education Program

Approved Report of the Department of Evaluation and Assessment

EA18-301-2

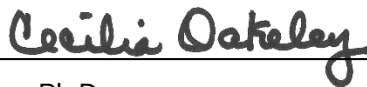
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2016-17 Evaluation of the State Compensatory Education Program

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 2016-17:

- A total of 100,111 students in grades Early Childhood to 12 met state At-Risk criteria, which was 63.4 percent of the district's enrollment.
- The district received an SCE program allotment of \$166,081,791 from the state. The minimum direct cost requirement was 52 percent for the 2016-17 school year, or \$86,362,531. The district budgeted \$90,864,532 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$87,444,301.
- The District Improvement Plan 2016-17 contained a district-level needs assessment and macro-level action plans. The plan contained statements specifically related to At-Risk students; it served as the underlying framework for all Campus Improvement Plans.
- The largest percentages of SCE funds were expended on Instruction & Instruction Related Services; Payroll Costs; and Title I, Part A schoolwide activities on campuses with 40 percent or more economically disadvantaged students. The district budgeted 1520.5 Full-Time Equivalent (FTE) positions with SCE funds, and filled 1389.59. Most FTEs were counselors and core content teachers at elementary and secondary campuses, or prekindergarten teachers and teacher assistants.
- Across all subjects and grades, At-Risk students had lower performance levels on *State of Texas Assessments of Academic Readiness 3-8 (STAAR 3-8)* and *STAAR End-of-Course (STAAR EOC)* tests than Not-At-Risk students. Performance gaps between At-Risk and Not-At-Risk students decreased on the majority of *STAAR 3-8* tests, but increased on three of five *STAAR EOC* tests.
- While a gap in graduation and dropout rates persisted for At-Risk and Not-At-Risk students, longitudinal data indicated a long-term positive trend toward closing of both gaps. Despite slight

increases in the gaps from 2015 to 2017, the graduation rate remained higher and the dropout rate lower for At-Risk students than rates reported for cohorts prior to 2015.

PROGRAM DESCRIPTION

Purpose and Goal

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. A history of the program since its inception in 1975 can be found in Appendix A.

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 greatest six-weeks enrollment of economically disadvantaged students in the district during the previous school year. However, economic disadvantage is not itself a criterion for At-Risk status for individual students. Districts receiving SCE funds are required to have policies and procedures in place for the identification and reporting of At-Risk students. Appendix D of this report provides a detailed accounting of 2016-17 state criteria and the district's interpretation of those criteria. Students who meet any of the state and district criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year. 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.

State and District Criteria for At-Risk Students

According to state criteria for the 2016-17 school year, "Student at risk of dropping out of school" includes each student who is under 26 years of age and who:

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>

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;
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 NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, 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.

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

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

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

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 2016-17. It examines and summarizes how SCE direct cost funds were used for 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 in Dallas ISD, and compares the STAAR performance, graduation rates, and dropout rates of At-Risk and Not-At-Risk students.⁷

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 (TEA) Academic Excellence Indicator System (AEIS) and Texas Academic Performance Reports (TAPR), and from the district’s 2016-17 PEIMS Fall snapshot submission. Additional data were obtained from the Chancery student data system and from the district’s Student Discipline system.

Results

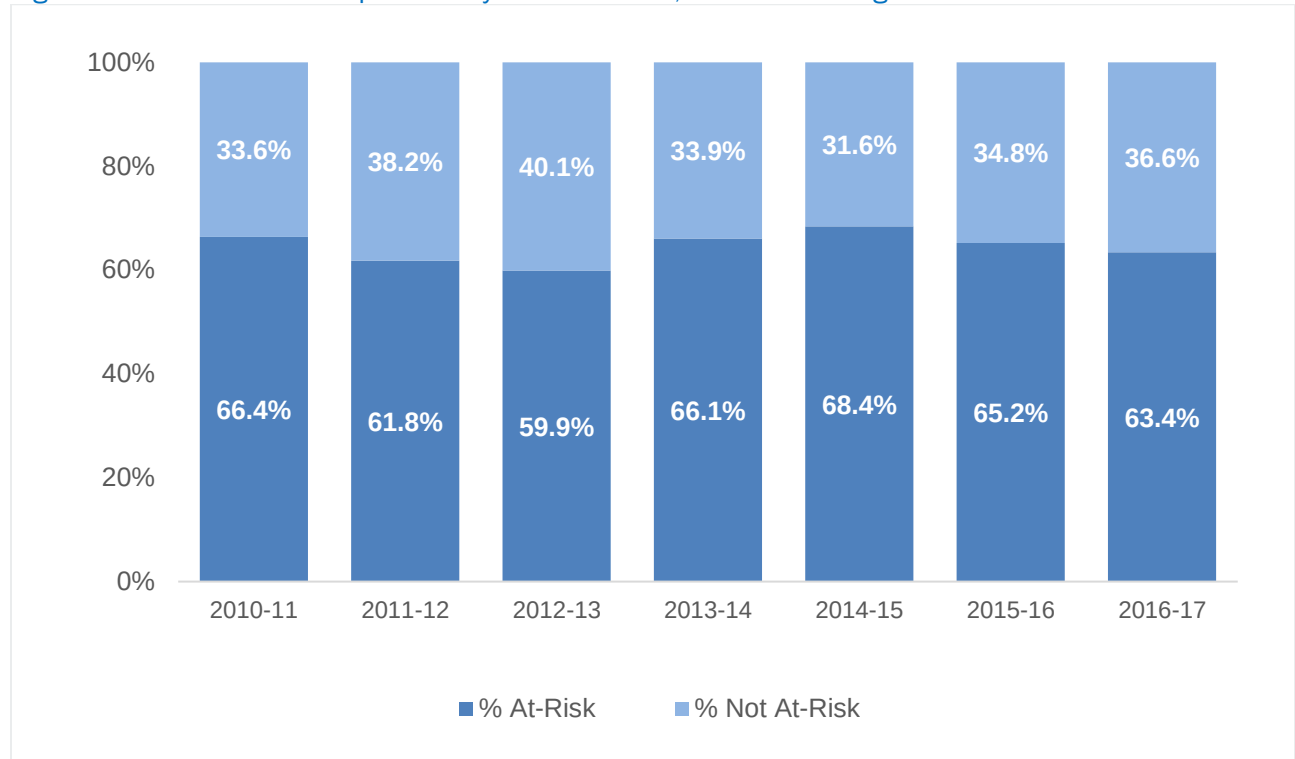
In school year 2016-17, a total of 100,111 Dallas ISD students were identified as At-Risk by the TEA’s TAPR District Profile, representing 63.4 percent of the district’s grades EC-12 enrollment (N=157,787). As shown in Figure 1, the percentage of At-Risk students decreased in 2011-12 and 2012-13, increased in 2013-14 and 2014-15, and fell again in 2015-16 and 2016-17. Similar trends were noted in other large districts and for the state as a whole, and were at least partially attributable to changes in the state’s assessment system.

⁵ Budget and expenditure information were provided by Dallas ISD Budget Services.

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

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

Figure 1: District Student Population by At-Risk Status, 2009-10 through 2016-17



Source: Texas Education Agency annual Academic Excellence Indicator System and Texas Academic Performance Reports

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 2016 PEIMS submission. The largest numbers of At-Risk students were in grades 4 and 5; grades 5 and 7 had the largest percentages of students identified as At-Risk. A majority of At-Risk students were male, Hispanic, and LEP.

Table 1: 2016-17 Student Enrollment by Grade

Grade	District N	At-Risk N	At-Risk %
EE	415	31	7.5%
PK	11,175	5,639	50.5%
KN	11,488	6,101	53.1%
1	12,335	6,624	53.7%
2	12,996	6,889	53.0%
3	13,218	7,214	54.6%
4	12,913	9,339	72.3%
5	12,271	9,398	76.6%
6	10,906	8,289	76.0%
7	10,430	8,084	77.5%
8	10,180	7,732	76.0%
9	12,156	8,728	71.8%
10	10,654	6,997	65.7%
11	9,052	5,445	60.2%
12	7,697	3,613	46.9%
Total	157,886	100,123	63.4%

Source: Dallas ISD Fall 2016 Public Education Information Management System (PEIMS) snapshot submission.

Note: Data from the PEIMS submission may differ from data obtained from the TAPR report.

Table 2: 2016-17 Student Demographic Characteristics

Subgroup	District		At-Risk	
	N	Percent	N	Percent
Gender				
Male	80,663	51.1%	52,463	52.3%
Female	77,223	48.9%	47,660	47.7%
Ethnicity				
Hispanic/Latino	110,847	70.2%	81,349	81.2%
African American	35,583	22.5%	15,040	15.0%
White	7,742	4.9%	1,730	1.7%
Other ⁸	3,714	2.4%	2,004	2.0%
English Proficiency				
Non-LEP	88,566	56.1%	30,803	30.8%
LEP	69,320	43.9%	69,320	69.2%
Total	157,886	100.0%	100,123	100.0%

Source: Dallas ISD Fall 2016 Public Education Information Management System (PEIMS) snapshot submission.

Note: Data from the PEIMS submission may differ from data obtained from the TAPR report.

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

The most common At-Risk indicators for Dallas ISD students in 2016-17 were Limited English Proficiency, prior failure of state assessments, and grade-level retention (Table 3). Note that data include duplicated counts, as students may meet more than one of the At-Risk criteria.

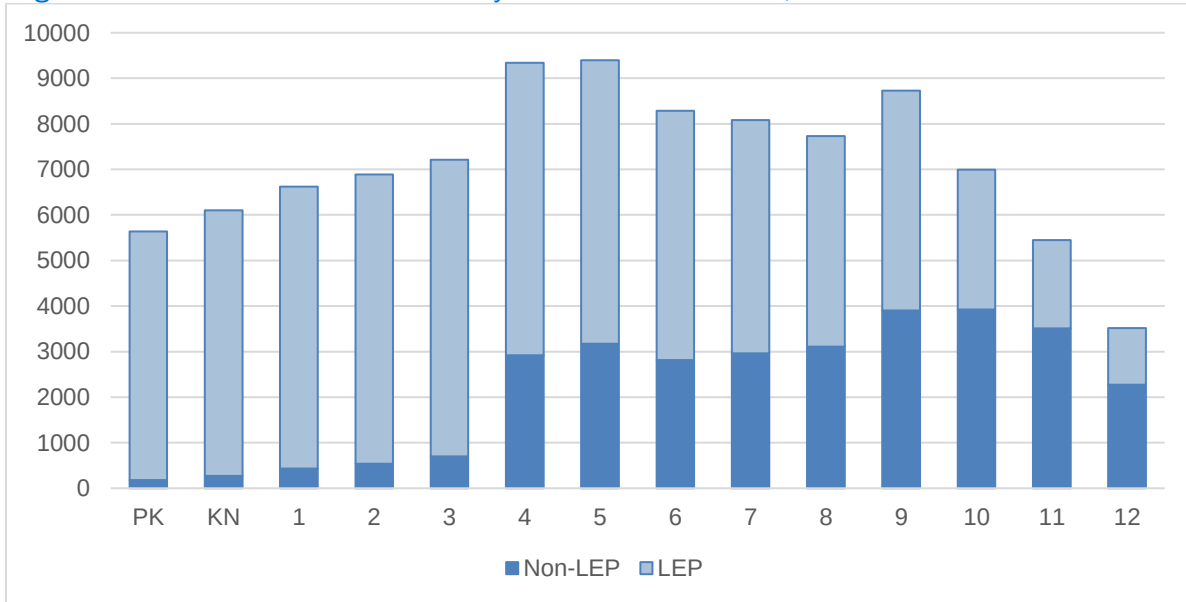
Table 3: Students Reported At-Risk by At-Risk Indicator, 2016-17

Description	Number	Percent of At-Risk Students	Percent of All Students
Limited English proficiency	69,100	69.8	43.8
Prior failure of state assessment (STAAR 3-8, STAAR EOC)	47,270	47.8	30.0
Retained in one or more grades	17,458	17.6	11.1
Two or more course failures in preceding/current school year (7-12)	8,084	8.2	5.1
Homeless	2,867	2.9	1.8
Placement in Alternative Education Program ^a	2,266	2.3	1.4
Pregnant or parenting	647	0.7	0.4
Resides in residential placement facility	601	0.6	0.4
Unsatisfactory performance on readiness assessment (PK-3)	405	0.4	0.3
Previously reported as a dropout	6	0.0	0.0
In custody of Texas Dept. of Protective and Regulatory Services	1	0.0	0.0

Source: Data were obtained from the Dallas ISD Chancery student data system as of February 24, 2017.

Note: The total number of students enrolled was 157,513 and the number with At-Risk indicators was 98,927.

Figure 2: Number of At-Risk Students by Grade and LEP Status, 2016-17



Source: Data were obtained from the Dallas ISD Chancery student data system as of February 24, 2017.

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 students At-Risk due to

language and/or readiness factors would be quite different from those recommended for Grades 9-12 students At-Risk due to disciplinary issues or multiple course failures.

Chancery student system data did not identify any students as (a) expelled or (b) currently on parole, probation, or conditional release. As well, only six currently enrolled students were identified as previously reported as having dropped out of school, and one as being in the custody of the Department of Protective and Regulatory Services. However, lack of data for these At-Risk indicators is unlikely to cause underreporting of the number of At-Risk students to the state. Analyses of the Student Discipline database for prior years have shown that all students who were expelled met other At-Risk criteria, as did 99.99% of students who received criminal discipline referrals. 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). 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 weaknesses 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;
- Measurable performance objectives based on needs assessment data;
- Timelines for monitoring strategies and reaching goals; and
- Formative 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 Action Plan**

The District Action Plan (DAP) 2016-17 was reviewed for the required SCE components. The plan contained Board-approved student achievement goals; a detailed needs assessment based on the Board goals; Key Performance Indicators (KPI) to be used to assess progress towards goals; Key Actions aligned with the needs assessment and tied to KPIs; and timelines for attainment of specific achievement outcomes. Highly detailed district and campus budgets were presented for approval along with the DAP, with funding tied to Board goals. The district plan contains relatively broad statements regarding goals, strategies and activities targeting specific At-Risk criteria, with detailed plans to be developed at the campus level.

Campus Improvement Plans

A total of 20 Campus Action Plans were reviewed, from five comprehensive high schools, five middle schools, and ten elementary schools. All schools reviewed conducted a needs assessment as required, closely aligned with the District needs assessment, and set achievement targets aligned with the needs assessment and District goals. All needs assessments included analysis of STAAR 3-8 or STAAR EOC student performance as applicable. In contrast to previous years, all campus plans included specific data regarding At-Risk students or At-Risk subgroups (most commonly Limited English Proficient students). It should be noted that the percentage of At-Risk students at the sampled schools ranged from 55 to 85 percent, so that all identified needs necessarily included At-Risk students, even when not so specified.

Key Actions directly addressed STAAR 3-8 or STAAR EOC performance in all plans, with a focus on the content areas in greatest need of improvement. Some plans provided specific sub-actions directed towards improving the academic performance of At-Risk students or subgroups, but, as with the Needs

Assessments, strategies aimed at improving achievement schoolwide are by definition aimed primarily at At-Risk students, because of their numbers in the student population. As in the previous year, less reliance was placed on after-school and Saturday tutoring, and on remediation in general, as a primary means of providing assistance to struggling students. While tutoring was still widely offered, a greater emphasis was placed on good first instruction and strategies such as small-group, tiered instruction and blended learning, along with increased use of data for progress monitoring and identification of individual students' strengths and weaknesses. Greater emphasis was also placed on social-emotional supports for At-Risk students, including mentoring and other supports, outreach to parents, and improvement of campus climate.

The plans reviewed did not specify use of SCE funds at the campus level, as funds were categorized under the broadest categories, almost always General Operating Fund (199), which would include SCE funds, or Title I (211). After the initial planning period, however, schools should revisit expenditures 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 have been more difficult to evaluate than those provided to elementary students, such as prekindergarten and Bilingual programs, which are comprehensively evaluated on an annual basis. In past years, secondary services have been monitored for compliance on each campus, rather than intentionally directed at the central level. 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, and attendance records may be incomplete or difficult to access. SCE funding of the Reconnection Centers program, beginning in 2015-16, has added a coordinated program component to secondary services. The Reconnection Centers program targets primarily At-Risk students, providing recovery of credits for students who have failed a course or courses in a core subject area, allowing them to remain on track to be promoted or graduate with their cohort.

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. Most SCE expenditures are accounted for in the General Fund (Fund Code 199). Expenditures are further specified using the following code structure presented in the Account Code section of the TEA Resource Guide:¹⁰

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*

- **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. Most compensatory education program expenditures should be under Major Function Code 10 (Instruction and Instruction-Related Services) and Object Code 6100 (Payroll Costs).

Table 4: Major Function and Object Codes

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

Source: Dallas ISD Chart of Accounts

Program Intent Codes (PICs) identify costs directed toward a particular need of a specific set of students. For SCE, six Program Intent Codes are used:

- 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
- PIC 34 – Prekindergarten – Compensatory 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.

Results

2016-17 SCE Allocation and Budget

The 2016-17 final SCE allocation for Dallas ISD was \$166,081,791. Beginning with the 2011-12 school year, the direct cost requirement was changed from 55 percent to 52 percent, meaning that at least

\$86,362,531 must be spent on the district's identified At-Risk students. The district budgeted \$90,864,532 to support programs/services for At-Risk students (Table 5).

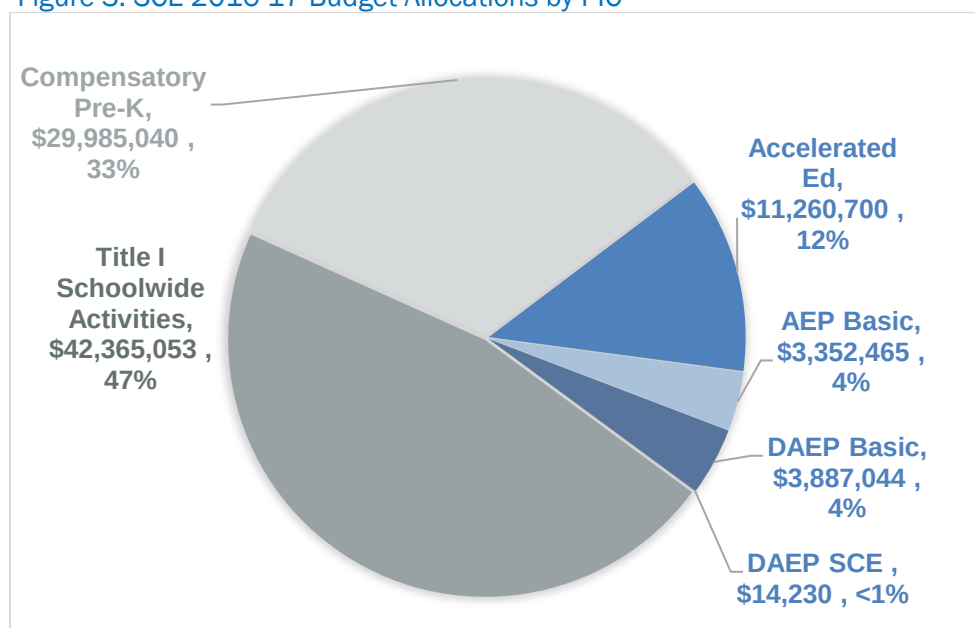
Table 5: Summary of SCE 2016-17 Funding and Budget

Description	Amount
SCE 2016-17 Allocation Amount (Dallas ISD Received)	\$ 166,081,791
Required Direct Cost (At least 52% of the received amount)	\$ 86,362,531
PIC 24 (Accelerated Education)	\$ 11,260,700
PIC 26 (AEP Basic Services)	\$ 3,352,465
PIC 28 (DAEP Basic Services)	\$ 3,887,044
PIC 29 (DAEP SCE Costs)	\$ 14,230
PIC 30 (Title I, Part A Schoolwide Activities)	\$ 42,365,053
PIC 34 (Prekindergarten - Compensatory)	\$ 29,985,040
Total SCE Direct Cost Budget	\$ 90,864,532

Source: Dallas ISD Budget Services Department, April 2018

As shown in Figure 3, the largest percentage of SCE funds was allocated for Title 1, Part A Schoolwide Activities (PIC 30), followed by Compensatory Education Prekindergarten (PIC 34). Table 6 displays the function codes used for SCE allocations.

Figure 3: SCE 2016-17 Budget Allocations by PIC



Source: Dallas ISD Budget Services Department, April 2018

Table 6: Function Codes Used for SCE Allocations, 2016-17

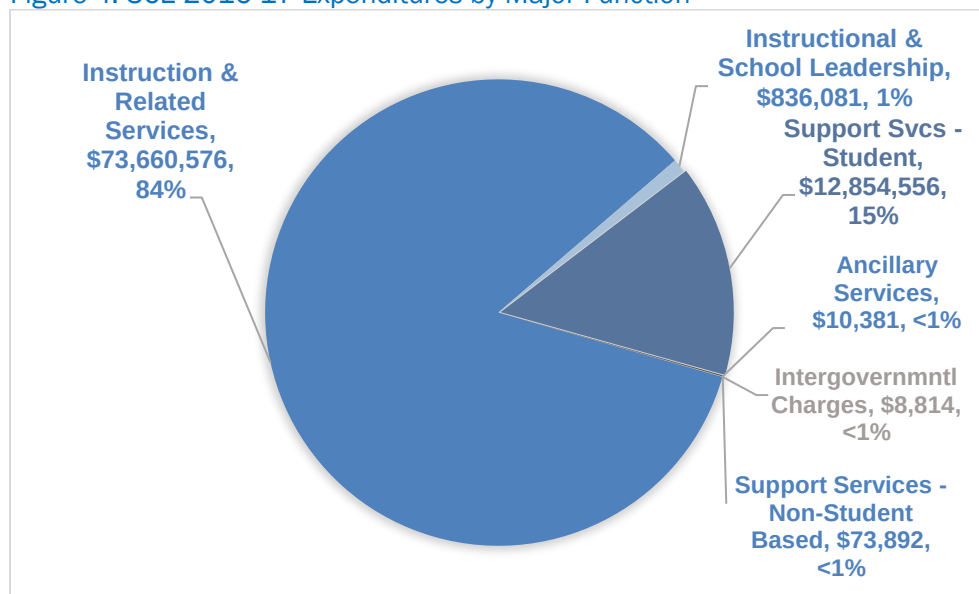
Function	Campus	Central
10 Instruction and Instruction-Related		
11 Instruction	X	X
12 Instructional Resources, Media	X	X
13 Curriculum Dvlp and Instructional Staff Dvlp	X	X
20 Instructional & School Leadership		
21 Instructional Leadership		X
23 School Leadership	X	X
30 Support Services-Student		
31 Guidance Counseling & Evaluation Service	X	X
32 Social Work Services		X
33 Health Services		X
34 Student Transportation		X
50 Support Services-Non Student Based		
51 Facilities Maintenance/Operations		X
52 Security and Monitoring Services		X
53 Data Processing Services		X
60 Ancillary Services		
61 Community Services		X
90 Intergovernmental Charges		
95 Payments to Juvenile Justice Alt. Ed Program		X

Source: Dallas ISD Budget Services Department, April 2018

2016-17 SCE Expenditures

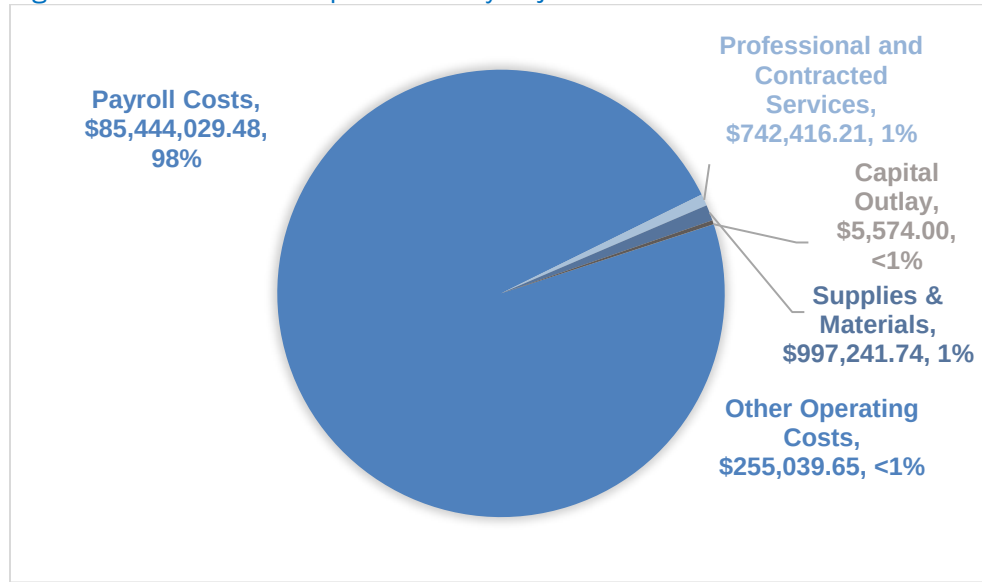
Figures 4 through 6 show SCE expenditures by Major Function, Object, and Program Intent Codes. The major expenditures were for Instruction & Instruction Related Services (84%), Payroll Costs (98%), and Title I, Part A Schoolwide Activities (47%).

Figure 4: SCE 2016-17 Expenditures by Major Function



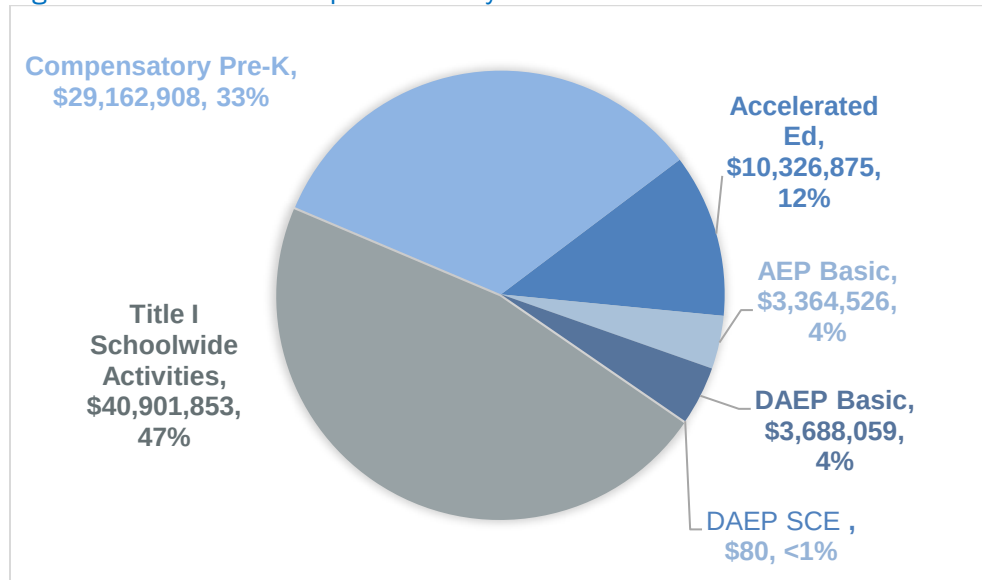
Source: Dallas ISD Budget Services Department, April 2018

Figure 5: SCE 2016-17 Expenditures by Object



Source: Dallas ISD Budget Services Department, April 2018

Figure 6: SCE 2016-17 Expenditures by PIC



Source: Dallas ISD Budget Services Department, April 2018

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 Costs (Object Code 6100). By Program Intent Code (PIC), Title I, Part A Schoolwide Activities (PIC 30) accounted for the majority of expenditures at the campus level, and Accelerated Education (PIC 24) was the primary expense category at the central level.

Table 7: SCE 2016-17 Expenditures by Major Function and Organization Type

Major Function	Campus	Central	Total
10 Inst & Inst-Related Services	\$64,802,410.19	\$8,858,165.87	\$73,660,576.06
20 Inst & School Leadership	\$10,324.51	\$825,756.96	\$836,081.47
30 Support Services-Student	\$11,687,234.72	\$1,167,321.47	\$12,854,556.19
50 Support Svcs-Non-Student Based	\$0.00	\$73,892.36	\$73,892.36
60 Ancillary Services	\$0.00	\$10,381.00	\$10,381.00
90 Intergovernmental Charges	\$0.00	\$8,814.00	\$8,814.00
Total	\$76,499,969.42	\$10,944,331.66	\$87,444,301.08

Source: Dallas ISD Budget Services Department, April 2018

Table 8: SCE 2016-17 Expenditures by Object and Organization Type

Object	Campus	Central	Total
6100 Payroll Costs	\$75,846,284.34	\$9,597,745.14	\$85,444,029.48
6200 Prof. & Contracted Services	\$65,784.83	\$676,631.38	\$742,416.21
6300 Supplies & Materials	\$409,203.07	\$588,038.67	\$997,241.74
6400 Other Operating Costs	\$173,123.18	\$81,916.47	\$255,039.65
6600	\$5,574.00	\$0.00	\$5,574.00
Total	\$76,499,969.42	\$10,944,331.66	\$87,444,301.08

Source: Dallas ISD Budget Services Department, April 2018

Table 9: SCE 2016-17 Expenditures by Program Intent Code (PIC) and Organization Type

Program Intent Code (PIC)	Campus	Central	Total
24 Accelerated Education	\$329,264.61	\$9,997,609.92	\$10,326,874.53
26 Non-Disciplinary Alt. Ed. Pgm - Basic	\$2,797,071.86	\$567,454.51	\$3,364,526.37
28 Disciplinary Alt. Ed. Pgm. - DAEP Basic	\$3,556,258.70	\$131,800.62	\$3,688,059.32
29 Disciplinary Alt. Ed. Pgm. - DAEP SCE	\$80.00	\$0.00	\$80.00
30 Title I, Part A Schoolwide Activities	\$40,671,342.10	\$230,510.56	\$40,901,852.66
34 Compensatory Prekindergarten	\$29,145,952.15	\$16,956.05	\$29,162,908.20
Total	\$76,499,969.42	\$10,944,331.66	\$87,444,301.08

Source: Dallas ISD Budget Services Department, April 2018

SCE Funded Campus and Central Positions

As shown in Table 10, for 2016-17 the district funded a total of 1,520.5 Full-Time Equivalents (FTEs) with SCE funds and filled 1,389.59 positions. Table 11 displays campus and central filled positions by Program Intent Code (PIC).

Table 10: SCE 2016-17 Full-Time Equivalents (FTEs)

Organization Type	Funded	Filled
Campus K-12	717.50	632.50
Campus PK	701.50	649.50
Campus Total	1419.00	1282.00
Central Organizations	101.50	107.59
Total	1520.50	1,389.59

Source: Dallas ISD Budget Services Department, April 2018

Table 11: SCE 2016-17 Filled Positions by PIC and Organization Type

Program Intent Code (PIC)	Campus	Central	Total
24 Accelerated Education	0.50	52.00	52.50
26 Non-Disciplinary Alt. Ed. Pgm - Basic	36.00	5.00	41.00
28 Disciplinary Alt. Ed. Pgm. - DAEP Basic	47.00	2.00	49.00
30 Title I, Part A Schoolwide Activities ^a	549.00	6.09	555.09
34 Compensatory Prekindergarten	649.50	42.50	692.00
Total	1282.00	107.59	1,389.59

Source: Dallas ISD Budget Services Department, April 2018

^aRelated to SCE on campuses with 40% or more educationally disadvantaged students.

Most FTEs under PIC 30 at the campus level were counselors (N=186) or core content teachers (N=129) at elementary and secondary campuses. Other filled positions were Reading Improvement teachers, Bilingual teachers, ESL teachers, and teacher assistants. All campus Compensatory Prekindergarten positions (PIC 34) were teachers or teacher assistants.

Alternative Education

Districtwide alternative education includes non-disciplinary alternative education programs (AEP) and disciplinary alternative education programs (DAEP). Non-disciplinary AEPs provide services to pregnant or over-aged students. DAEPs 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.

Table 12: SCE 2016-17 Budget and Expenditures for Alternative Education

Non-Disciplinary Alternative Education Programs	Budget	Actuals
John L. Patton Jr. Academic Center	\$1,575,555.00	\$1,502,508.35
Barbara Manns Education Center	\$1,118,881.00	\$995,838.09
Maya Angelou High School	\$317,062.00	\$298,725.42
Continuing Education	\$340,967.00	\$302,982.19
Excess Personnel	\$0.00	\$264,472.32
Total	\$3,352,465.00	\$3,364,526.37
Disciplinary Alternative Education Programs	Budget	Actuals
School Community Guidance Center (SCGC)	\$1,966,218.00	\$1,877,837.20
Learning Alternative Center for Empowering Youth (LACEY)	\$1,393,543.00	\$1,270,009.46
Elementary Disciplinary Alternative Education Program (DAEP)	\$440,983.00	\$408,492.04
Student Discipline	\$86,300.00	\$8,814.00
Excess Personnel	\$0.00	\$122,986.62
Total	\$3,887,044.00	\$3,688,139.32

Source: Dallas ISD Budget Services Department, April 2018

Central Programs

Table 13 lists the central organizations that had more than \$500 in budget allocations or actual expenditures. Among the 14 organizations that received SCE funds, 11 expended within the budget.

Table 13: SCE 2016-17 Central Organizations Budget and Expenditures

Department	Budget	Actuals	Balance
Extended Year School	\$3,840,346.00	\$4,419,899.76	(-\$579,553.76)
Districtwide Student Initiatives	\$1,532,031.00	\$1,576,305.67	(-\$44,274.67)
Dyslexia Services	\$1,391,141.00	\$1,161,873.44	\$225,075.80
Student Services	\$1,108,978.00	\$985,934.90	\$123,043.10
Out of School Time Department	\$768,025.00	\$576,359.30	\$156,999.70
Attendance Improvement and Truancy	\$460,884.00	\$435,791.47	\$25,037.19
Health Services	\$410,210.00	\$347,667.86	\$62,486.14
Continuing Education	\$340,967.00	\$302,982.19	\$38,040.81
School Leadership A	\$293,076.00	\$277,516.13	\$15,559.87
Transportation Services	\$250,000.00	\$10,050.00	\$209,950.00
Student Discipline	\$96,879.00	\$8,814.00	\$10,579.00
Youth and Family Centers	\$2,500.00	\$2,500.00	\$0.00
STEM	\$1,733.00	\$1,732.75	\$0.25
School Leadership B	\$546.00	\$688.34	(-\$142.34)

Source: Dallas ISD Budget Services Department, April 2018

Note: Actuals represent expenditures incurred under a specific organization code, and do not include transfers of funds to other organizations. Thus, Balance may not equal the difference between Budget and Actual figures for any single organization.

What were the academic performance outcomes, graduation rates, and dropout rates of At-Risk and Not-At-Risk students?

Methodology

Student academic performance and graduation data were obtained from TEA's 2015-16 and 2016-17 district-level TAPR reports for Dallas ISD. Data include all students in the Accountability Subset for each year reported.

Results

STAAR Achievement Outcomes and Performance Gaps

On all STAAR 3-8 and STAAR EOC tests in both 2016 and 2017, the percentage of At-Risk students at Approaches Grade Level or Above (Approaches +) was smaller than the percentage of Not-At-Risk students (Table 14). Performance gaps between At-Risk and Not-At-Risk students were calculated for both years. From 2016 to 2017, the gap decreased on 16 of 17 STAAR 3-8 tests, and remained the same on one (Grade 4 Writing). The greatest decreases in the performance gap due to substantial increases in the performance of At-Risk students occurred on the STAAR Mathematics tests in grades 3 and 8, and Reading in grade 3. Small decreases in the performance gap on the Reading test at grades 4, 6 and 8 and the Science test at grade 5 were primarily due to decreases in the performance of

Not-At-Risk students. For STAAR EOC tested courses, the gap in English I and English II performance increased slightly, while the gap in Algebra 1 performance decreased by nine points, Biology by two points, and U.S. History by one point.

Table 14: STAAR 2016 and 2017 Approaches + Rates and Performance Gaps

Table 1. How Many 2016 and 2017 Approaches Rates and Performance Gaps								
2016					2017			Point Change
		Percent Approaches +			Percent Approaches +			
Subject	Grade	At-Risk	Not-At-Risk	Gap	At-Risk	Not-At-Risk	Gap	
Reading	3	58	76	-18	62	66	-4	-14
	4	54	89	-35	51	85	-34	-1
	5	69	96	-27	73	93	-20	-7
	6	43	89	-46	43	88	-45	-1
	7	46	90	-44	51	92	-41	-3
	8	71	98	-27	71	96	-25	-2
English I		46	92	-46	42	90	-48	2
English II		43	91	-48	43	92	-49	1
Mathematics	3	62	78	-16	72	73	-1	-15
	4	57	86	-29	62	88	-26	-3
	5	76	97	-21	78	95	-17	-4
	6	52	90	-38	58	89	-31	-7
	7	39	78	-39	43	79	-36	-3
	8	66	93	-27	77	94	-17	-10
Algebra I		65	95	-30	73	94	-21	-9
Science	5	60	93	-33	59	89	-30	-3
	8	55	92	-37	59	92	-33	-4
Biology		76	98	-22	77	97	-20	-2
Social Studies	8	42	88	-46	44	88	-44	-2
US History		86	99	-13	86	98	-12	-1
Writing	4	58	85	-27	55	82	-27	0
	7	41	89	-48	46	90	-44	-4

Source: Texas Education Agency 2016 and 2017 Texas Academic Performance Reports

Note: Data include all students in the Accountability Subset for each year reported.

High School Graduation and Completion Rates¹¹

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

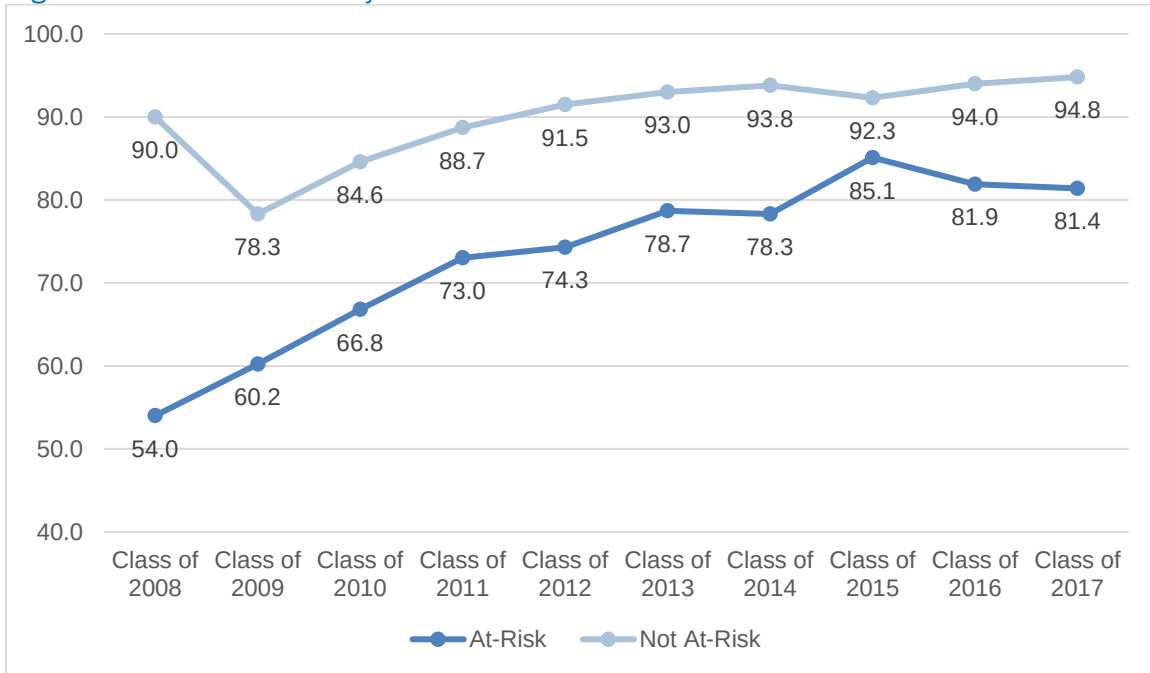
$$\text{Graduation Rate} = \frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

As shown in Figure 7, graduation rates of At-Risk students are lower than those of Not-At-Risk students, resulting in a gap between the two groups. The gap showed a narrowing trend beginning with the Class of 2009, decreasing most markedly for the Class of 2015, but increased again for the Classes of

¹¹ 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.

2016 and 2017. These classes were composed of the cohorts that entered ninth grade for the first time in 2012-13 and 2013-14 school years. Despite the increase, the gap remained smaller for these cohorts (12.1 points for the Class of 2016 and 13.4 points for the Class of 2017) than for any cohort prior to the Class of 2015.

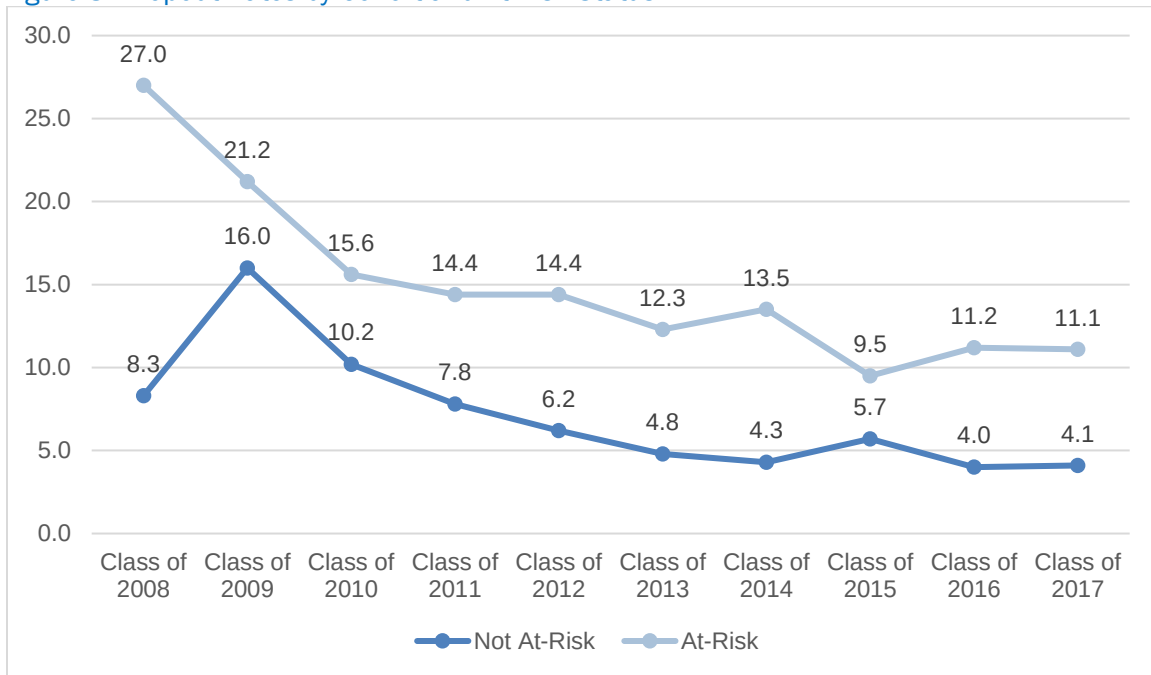
Figure 7: Graduation Rates by Cohort and At-Risk Status



Source: Texas Education Agency annual Academic Excellence Indicator System and Texas Academic Performance Reports

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. The gap widened for the Class of 2014, but decreased markedly for the Class of 2015. For the Classes of 2016 and 2017, the dropout rates of At-Risk students increased slightly, while those of Not-At-Risk students decreased to their lowest points since 2008, resulting in a widening of the gap for the latest cohorts.

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



Source: Texas Education Agency annual Academic Excellence Indicator System and Texas Academic Performance Reports

As stated in prior reports, it is difficult to distinguish effects of district programs and policies from effects of sometimes substantial changes in the state accountability system, which have affected the composition of the At-Risk student population from year to year, as well as the academic outcomes of all students. Nevertheless, the overall trends are encouraging, as the dropout rate of At-Risk students in the Class of 2017 was less than half of the dropout rate of the Class of 2008. Similarly, the cohort graduation rate improved from slightly over half of At-Risk students for the Class of 2008 to more than 80 percent for three most recent cohorts.

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 2016-17, a total of 100,111 Dallas ISD students were identified as At-Risk (i.e., met one or more of the state criteria), representing 63.4 percent of the district's grades EC-12 enrollment (N=158,495). The largest percentages of At-Risk students were found in grades 5 and 7; a majority were male, Hispanic, and LEP.

The district received an SCE program allotment of \$166,081,791 from the state. The minimum direct cost requirement was 52 percent for the 2016-17 school year, or \$86,362,531. The district budgeted

\$90,864,532 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$87,444,301.

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 consistently 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 2016-17, improvements continued to be made with respect to procedures for completing the CIP according to SCE requirements. All schools reviewed conducted a needs assessment as required, and set achievement targets aligned with the needs assessment and District goals. In contrast to previous years, all campus plans included specific data regarding At-Risk students or At-Risk subgroups (most commonly Limited English Proficient students). The percentage of At-Risk students at the sampled schools ranged from 55 to 85 percent, so that all identified needs necessarily included At-Risk students, even when not so specified.

Key Actions specified in the CIPs directly addressed *STAAR 3-8* or *STAAR EOC* performance in all plans, with a focus on the content areas in greatest need of improvement. Less reliance was placed on after-school and Saturday tutoring and other remediation as a primary means of assisting struggling students. Greater emphasis was placed on good first instruction and strategies such as small-group, tiered instruction and blended learning, along with increased use of data for progress monitoring and identification of students' strengths and weaknesses. Greater emphasis was also placed on social-emotional supports for At-Risk students.

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). 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. Improvement was made in directing funds towards Compensatory Prekindergarten programs, and towards the Reconnection Centers program in high schools. Most SCE funds expended at the campus level, continued to be 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 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 3-8* and *STAAR EOC* achievement of At-Risk students was lower than that of Not-At-Risk students across all subjects and grades in both 2016 and 2017. Performance gaps between At-Risk and Not-At-Risk students were calculated for both years. From 2016 to 2017, the gap decreased on the majority of *STAAR* tests in grades 3-8. For *STAAR EOC* tested courses,

the gap in English I and English II performance increased, while the gap in Algebra 1, Biology, and U.S History performance decreased.

The 2017 longitudinal graduation rate for At-Risk students was lower than for Not-At-Risk students, but showed a slight decrease from the 2015 rate. The dropout rate for At-Risk students increased from the 2015 cohort rate. Overall trends were encouraging, as the dropout rate of At-Risk students in the Class of 2017 was less than half of that reported for the Class of 2009, and the graduation rate improved from slightly over half of At-Risk students to more than 80 percent across the same period. However, because no tracking system exists to link student performance to program services, no specific SCE programs or services could be directly associated with the changes. A further challenge continues in disentangling the effects of changes in state testing requirements from the effects of district programs and services.

Recommendations

Recommendations have not changed from those recommended in the 2015-16 report, as no major changes in program direction took place between the 2015-16 and 2016-17 school years.

- **Available SCE funds should be focused on providing more direct services to At-Risk students.**¹² Beginning in 2014-15, new legislation passed in House Bill 5 mandated 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.¹³ The bill also prohibits use of the funds for any other purpose until the district adopts a budget to support AI. Consequently, AI has become a primary service in grades 9-12. For 2015-16, SCE funds were directed to support more specific use of the Reconnection Centers program for AI, replacing its prior function as a general credit recovery program. At the other end of the grade sequence, district and state emphasis on Early Childhood education, particularly Prekindergarten programs, has increased. Thus, it is recommended that the district pay closer attention to the effective use of more limited SCE funds for grades 1-8.
- **Campus Improvement Plans should be more specific concerning strategies and activities delivering direct services to At-Risk students.** Most SCE funds were budgeted and spent at the campus level. Specific strategies listed in the CIPs should be aligned to the 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, including those currently used schoolwide at campuses with large At-Risk populations, 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.

¹² "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)

¹³ House Bill 5, 83rd Legislative Session, added new TEC §28.0217 and amended TEC §29.081.

- **The Workscope submission requirement should be reinstated to provide improved documentation of the use of SCE funds by central organizations.** In 2011-12 and 2012-13, central organizations that received SCE funds were required to submit Project Workscopes to the district's Budget Services department. That requirement was discontinued in 2014-15. Reinstatement would facilitate evaluation of services and activities supported by central SCE expenditures.
- **The district should designate a full-time SCE program administrator.** At its current level of funding, with an overall budget of approximately \$166 million, oversight would help to ensure that funds are used efficiently and effectively. With more than \$79 million available in 2016-17 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. 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)*.¹⁴
 - 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 student records system be updated 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.

¹⁴ 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, Financial Accounting Treatments, and an Auditing and Reporting System (FASRG)</i> .

table continues

Table (continued)

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.

Source: Texas Education Agency Financial Accountability System Resource Guide

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
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
EHBAA(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

Source: Dallas ISD Board Policy Manual

Appendix C

Appendix C: At-Risk Criteria for 2016 -17

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 & K-3 Current school year <i>ISIP</i> 1-2 nd Previous school year Spring <i>ITBS</i> Reading Total LE 40 th %ile <u>or</u> Mathematics Total LE 40 th %ile <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 not advanced from one or more grade level to the next for one or more school years. From 2010-2011 forward, TEC 29.081 (d-1) excludes prekindergarten and kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.	Maintained same grade level status in any two consecutive school years. Pre-K and Kindergarten students who were retained by documented parent request from the 2010-11 school year forward are excluded.
4	3-12	Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.	This criterion identifies 4 population groups: (1) Students who fail to meet the passing standard 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.

table continues

Table (continued)

1 Row	2 Grades	3 State Criteria	4 District Interpretation
6	All	Has been placed in an alternative education program in accordance with TEC 37.006 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 in accordance with TEC 37.007 during the preceding or current school year.	Has been expelled during the preceding or current school year.
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	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 a student of limited English proficiency, as defined by TEC 29.052.	Is LEP on latest database snapshot.
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, as defined by NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments.	Has been identified as homeless based on the 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, including 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.

Source: Dallas ISD District Improvement Plan, 2016-17

Note: An At-Risk student, for the 2016-17 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.

Source: Texas Education Agency Financial Accountability System Resource Guide