



Nederland ISD
State Compensatory Education Manual
2025-2026

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Section I: Program Overview

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Nederland ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at risk of dropping out of school. Campuses may use supplemental SCE funds regardless of poverty threshold; however, for Title I, Part A schoolwide campuses, SCE funds may still be coordinated if the campus maintains a minimum 40% poverty rate. Campuses primarily use their supplemental SCE funds for supplemental instructional support staff. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – to increase academic achievement and reduce the drop-out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all NISD SCE services remain to reduce disparities in state assessments and high school completion. Under HB 2 (89th Legislature, 2025), districts are no longer bound by the prior requirement that **55% of SCE funds must be spent on direct supplemental instruction**. Districts now have flexibility in the use of SCE funds, but all expenditures must still be supplemental, documented in the District and Campus Improvement Plans (DIP/CIP), and evaluated for effectiveness.

General Use of Funds

Nederland ISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds must not supplant the Regular Education Program; however, under HB 2, districts may allocate funds with more flexibility, provided that all SCE expenditures are:

- Included in the DIP/CIP;
- Tied to the comprehensive needs assessment, and
- Evaluated annually for effectiveness.

Use of Funds on Title I, Part A Campus

As appropriate, SCE funds may support Title I, Part A Schoolwide Program Components if campuses maintain the 40% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met. The DIP and CIP now serve as the **primary documentation** of SCE services (per HB 3459). The SCE program description and related expenditures must be fully integrated into these plans.

Section II: Student Eligibility Criteria

Nederland ISD has adopted the fifteen criteria delineated in Texas Education Code §29.081, as amended by Senate Bill 1647, as the criteria used to identify students eligible to receive intensive, supplemental services.

Bill 1647 is the sole criterion used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 26 years of age and who...

1. Except as provided by Subsection (h) or if retained for prekindergarten under Section [28.02124](#), was not advanced from one grade level to the next for one or more school years;
2. If the student is in grade 7, 8, 9, 10, 11, or 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 or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter [B](#), Chapter [39](#), and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is an emergent bilingual student, as defined by §29.052;
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless;
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section [1.07](#), Penal Code; or
15. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section [39.0548](#); or (2) regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under Subchapter [G](#), Chapter [12](#).

Section III: Identification Procedures

Responsibilities -- Campus Contact

The Superintendent or designee in consultation with each campus principal shall appoint an At-Risk Contact at each campus. Each contact is responsible to:

- Oversee processes for the identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services &/or continued eligibility
- Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- Collaborate with campus administration and staff (DEIC) to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and DEIC or campus staff to provide appropriate staff development sessions.
- Ensure PEIMS coding is accurate and timely, consistent with the most recent TEA guidance updates.
- Document and update all local and state criteria, ensuring they are reflected in PEIMS.

Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State (see Section

XI of this document). Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews to identify additional eligible students and review the status of previously identified students, ensuring that all students receive services as needed.

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

For primary students only – students' performance on a readiness test or assessment instrument administered during the current school year (e.g., TPRI);

For students in grades 6-12 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualifies students to be identified as At-risk)

- Retention rates
- Performance on State assessments, inclusive of STAAR, EOCs, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified as at-risk if this criterion is the only qualifying criterion);
- Alternative education program placement (current or preceding year school year)
- Expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, probation, deferred prosecution, or other conditional release
- Previous dropout information
- Emergent bilingual status
- Department of Family and Protective Services (DFPS) referrals (current school year)
- Homeless status
- Residential facility placement data (preceding or current school)

Section IV: Provision of Services

Services

Note: Remember that the Superintendent/designee and the principals are to be involved in planning the State Compensatory program.

Upon identifying students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students receive appropriate services that address the student's qualifying criteria. Expenditures must be supplemental, research-based, and documented in the DIP/CIP. These services may include, but are not limited to, the following:

- Intensive remediation services for state assessments
- Extended learning opportunities (e.g., before-, during-, and/or after-school tutoring sessions)
- Basic course extensions (e.g., Algebra labs, extended writing labs, pull-out targeted services)
- Peer, teacher, and community-member mentoring sessions
- ACT/SAT preparation sessions for identified students
- Intensive, supplemental reading programs
- Study skills sessions
- Summer enhanced programs
- Individualized instruction
- Goal-setting sessions
- Class-size reduction measures
- Credit recovery programs
- Dropout recovery initiatives
- Counseling/mental health supports tied to at-risk criteria
- All interventions must be evidence-based, as defined by ESSA tiers of evidence, and linked to the DIP/CIP..

Monitoring

In addition to providing services, the campus contact, in consultation with relevant staff and representatives from external agencies, as appropriate, will establish measures for the timely monitoring of the student's progress. Such measures may include the following:

- Periodic interviews with service providers

- Ongoing monitoring of changes in status or situations with students
- Review of subject area performance
- Review of six-week failure lists and/or three-week progress reports
- Periodic Curriculum-Based Assessments (CBA)
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from other agencies

Section V: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State Assessments, expulsion timeframe, emergent bilingual status, residential placement timeframes), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. Exit decisions must be documented in PEIMS and reflected in the student's academic record. Exit procedures should also be periodically audited for compliance. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- Emergent bilingual status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section VI: Program Evaluation

Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, with assistance from campus-level contacts, to assess the impact of SCE services and programs on reducing disparities between students identified as at risk and all other student populations. The evaluation will address:

- The disparity in performance on Chapter 39 Assessments; and
- The disparity in the rates of high school completion.

The annual evaluation must also explicitly document the impact of each SCE-funded strategy, including whether the strategy is **evidence-based**. Strategies that are determined to be ineffective must be revised or discontinued, and funds reallocated to address identified needs in alignment with TEA guidance. Evaluation results must be incorporated into the following year's District and Campus Improvement Plans (DIP/CIP).

Additional Evaluation Measures

Other evaluation measures may include reviewing data from specific services provided at each campus. This information will include the campuses' individual assessments of progress toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be documented in campus-level reports and evaluation tables.

Section VII: Documentation and Compliance

- The District and Campus Improvement Plans must now serve as the **primary documentation** of SCE expenditures and strategies.
- All SCE expenditures must be coded properly in accordance with the **FASRG (Module 6)** and PEIMS reporting.
- Districts must be able to produce documentation demonstrating that expenditures are supplemental, tied to needs assessments, and evidence-based.
- Reports and supporting documentation must be maintained for audit purposes for at least five years.
- All documentation should clearly cross-reference the DIP/CIP strategy, budget code, and program evaluation results for each SCE-funded activity.