

Nederland ISD
Compensatory Education Manual
2026-2027

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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 Compensatory Education (Comp Ed) services, which are supplemental to the regular education program for students identified as at risk of dropping out of school. On a Title I, Part A schoolwide campus, Comp Ed funds may be used to supplement the schoolwide program as described in the Use of Funds on Title I, Part A Campus section below. Campuses primarily use their supplemental Comp Ed 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 Comp Ed program are met – to increase academic achievement and reduce the drop-out rate of students meeting the State-defined eligibility criteria.

Program Purpose and Funding Structure

State Compensatory Education (SCE) funds are allocated to the District under Texas Education Code (TEC) §48.104 based on the District's count of educationally disadvantaged students and the census block group tier in which each student resides. House Bill 2 (89th Legislature, 2025) repealed the statutory spending and reporting provisions formerly in TEC §48.104(j-1) and (k)–(o), including the requirement to spend at least 55% of the allotment on direct supplemental instruction and the submission of campus improvement plans to TEA for Comp Ed purposes (TEA To the Administrator Addressed letter, HB 2 Implementation: Repeal of 55% Spending Requirement for Compensatory Education Allotment, October 16, 2025). The funding formula under TEC §48.104 remains unchanged.

Local Policy and Administrative Expectations

Although the statutory spending floor has been removed, TEC §29.081 remains fully in effect. It is the policy of the District, in alignment with TEA's administrative expectations, that SCE funds be used for supplemental programs, services, and instructional strategies that reduce any disparity in performance on assessment instruments or in the rates of high school completion between students identified as at risk under TEC §29.081 and all other students. SCE resources are layered on top of the basic

educational services provided through the regular education program and do not replace them. All SCE expenditures must be:

- 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

On a campus operating a Title I, Part A schoolwide program, Comp Ed funds may support schoolwide program components. A campus is eligible to operate a schoolwide program if at least 40 percent of its students are from low-income families or if TEA grants a waiver (ESEA §1114(a)(1)). The campuses operating schoolwide programs are identified each year in the district's Title I, Part A campus selection (SC5000). Comp Ed has no poverty threshold of its own; on campuses that do not operate a schoolwide program, Comp Ed funds may serve only students identified as at risk. On a schoolwide campus, all students may receive allowable supplemental services funded by Comp Ed, regardless of whether they meet the state at-risk criteria; however, all such programs must originate from the campus comprehensive needs assessment, be included in the CIP, and comply with statutory requirements for evaluation and public reporting (FASRG, PIC 24 description; TEA Compensatory Education FAQ, 2025-2026). 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 Comp Ed program will be met. The DIP and CIP serve as the District's **primary local documentation** of Comp Ed services. Districts and campuses must continue to develop, review, and revise improvement plans annually under TEC §§11.251–11.253. The former requirement to submit campus improvement plans to TEA for Comp Ed monitoring (TEC §48.104(m)) was repealed by HB 2, effective September 1, 2025 (TEA To the Administrator Addressed letter, October 16, 2025). The Comp Ed program description and related expenditures must be fully integrated into these plans.

Federal Supplement, Not Supplant (Title I, Part A and Other Federal Programs)

Federal supplement, not supplant (SNS) requirements are separate from the state expectations described above. Under ESEA §1118(b), the District demonstrates that Title I, Part A funds supplement, and do not supplant, state and local funds through its written Title I, Part A SNS Methodology. The methodology allocates state and local funds (Fund 199, Program Intent Code 11) to campuses by campus category without regard to Title I status, so that each Title I campus receives all of the state and local funds it would receive in the absence of Title I, Part A funds. State and local funds

retained at the District level, including SCE funds used for districtwide summer school accelerated instruction, are used in a Title I-neutral manner (ESEA §1118(b)(1)). The District reviews the methodology annually before campus allocations are made, including how SCE allocations to campuses (tracked locally as Program Intent Code 24) are addressed, consistent with TEA's recommendation that SCE be included as a separate component of the methodology unless its exclusion under 34 CFR §200.79 is documented. The methodology is maintained by the State and Federal Programs office; this manual summarizes it and does not replace it (U.S. Department of Education, non-regulatory informational document on supplement not supplant under Title I, Part A, June 2019; TEA Supplement, Not Supplant Handbook, Version 7.0, July 2026).

Other federal programs, including Title II, Part A; Title III, Part A; and Title IV, Part A, follow the traditional supplement, not supplant presumptions. Services required by state law, State Board of Education rule, commissioner's rule, or local policy generally may not be paid with federal funds, and Title III, Part A funds must also supplement other federal funds, including Title I, Part A (TEA Supplement, Not Supplant Handbook, Section A).

Section II: Student Eligibility Criteria

Nederland ISD has adopted the seventeen criteria delineated in Texas Education Code §29.081, as most recently amended by Senate Bill 991 (89th Legislature, 2025, effective September 1, 2025), as the criteria used to identify students eligible to receive intensive, supplemental services.

Nederland ISD has not adopted local eligibility criteria under TEC §29.081(g); students are identified solely under the state criteria. The state 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 TEA rule 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, unless the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parent;

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 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 1.07, Penal Code;

15. Is 39.0548;

16. Is a chronically absent student as defined by §48.009 (see Section III for how absences are calculated) [added by SB 991]; or

17. Is required to attend school, is not exempt from compulsory attendance, and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year (truancy) [added by SB 991].

In addition, regardless of age, a student who participates in an adult education program provided under the adult high school charter school program under Subchapter G, Chapter 12, is considered at risk of dropping out of school (TEC §29.081(d)(2)).

Students receiving special education services: A student with a disability may be identified as at risk only if the student meets one or more of the criteria above for a reason not directly related to the disability; a student may not be identified as at risk solely because of a disability. Performance on STAAR Alternate 2 does not meet criterion 3. Students with disabilities who are identified as at risk are eligible for the same Comp Ed services as all other identified students, coordinated with the student's IEP through the ARD committee (TEA Compensatory Education FAQ, 2025-2026). If a student receiving special education services does not perform satisfactorily on a state assessment, the student's ARD committee designs the intensive program of instruction to enable the student to attain a standard of annual growth based on the student's IEP (Education Code 28.0213).

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 will:

- 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, campus staff, and the campus-level planning and decision-making committee (TEC §11.253) to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district coordinator, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal, campus staff, and the campus-level planning and decision-making committee 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 state criteria, ensuring they are accurately 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

II 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 students in prekindergarten through grade 3 only – students' performance on a readiness test or assessment instrument administered during the current school year (CLI Engage Circle for prekindergarten; mCLASS and NWEA MAP for kindergarten; NWEA MAP for grades 1–3) — administered as early in the school year as possible, and within 30 days of enrollment for students who enroll after the start of the year; middle-of-year and end-of-year administrations are also reviewed, and a student who does not perform satisfactorily on any administration during the current school year is identified at that time;

For students in grades 7-12 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 an average of at least 70 in two or more foundation curriculum 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 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 year)
- Incarceration history of the student, or of a parent or guardian, within the student's lifetime (documented from the date of disclosure to campus staff; a memo-to-file is acceptable)
- Chronic absenteeism data (current school year): absences exceeding 10 percent of required operational and instructional time, calculated by class period and from the student's first day of enrollment at the campus, for enrollment periods over 30 instructional days. Absences that are eligible for state funding under the Student Attendance Accounting Handbook are not counted (TEA To the Administrator Addressed letter, November 6, 2025)
- Truancy data (current school year): 10 or more unexcused absences (full or partial days) within a six-month period
- Identification is ongoing throughout the school year, not only at the fall PEIMS snapshot; students who meet a criterion after the snapshot must still be identified and served

Section IV: Provision of Services

Services

Upon identifying students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students receive appropriate services that address the students' 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
- Attendance and engagement interventions for chronically absent and truant students, including accelerated instruction to address academic gaps (SB 991); note that disciplinary measures such as Saturday detention are not accelerated instruction
- 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

Note: Monitoring alone does not constitute accelerated instruction. Under Board Policy EHBCA(LOCAL), each student identified as at risk shall be provided with accelerated and/or compensatory educational services. Monitoring may supplement, but may not replace, documented services for any identified student, including a student who is performing at or above grade level.

Accelerated Instruction

In accordance with Board Policy EHBCA(LOCAL), each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services. The district provides accelerated instruction in accordance with Education Code 28.0211 when a student does not perform satisfactorily on a state-mandated assessment.

Summer school: All students in grades 3–12 who do not perform satisfactorily on a STAAR or end-of-course (EOC) assessment are offered the district's full-day summer school program, which is the district's primary model for delivering accelerated instruction. Summer school accelerated instruction is funded through the General Fund (Fund 199) with Comp Ed funds, consistent with TEC §29.081(b-2), which requires the district to separately budget sufficient funds, including Comp Ed funds, for accelerated instruction for students who do not perform satisfactorily on an EOC assessment required for graduation. Summer credit recovery for students who failed a course but passed the related state assessment is a separate track and does not count toward accelerated instruction requirements.

Campus intervention periods: Each campus includes a scheduled intervention period in its master schedule (the name of the period varies by campus). During this period, students who require accelerated instruction receive targeted instruction in the subject in which they did not perform satisfactorily, while other students participate in enrichment, gifted and talented services, or other activities. Consistent with TEC §28.0211, a student may not be removed from instruction in the foundation curriculum or enrichment curriculum for the student's grade level, or from recess or other physical activity available to other students, to receive accelerated instruction.

Accelerated instruction requirements (HB 1416): Accelerated instruction must provide at least 15 hours of instruction in the applicable subject, or at least 30 hours where required by TEC §28.0211; be delivered during the summer or at least once per week during the school year; be aligned with the TEKS; and be limited to no more than two subjects per school year. When a student is required to receive accelerated instruction in more than two subjects, the district prioritizes mathematics and reading language arts. Instruction is provided in groups of no more than four students per instructor unless (1) the parent of each student in the group authorizes a larger group in writing, or (2) the instruction is delivered through a product on TEA's HB 1416 Ratio Waiver List for the current school year (the district uses IXL and HMH; the campus contact verifies each year that the products remain on the list). The district obtains parent authorization through a consent letter that covers both summer school and school-year accelerated instruction. The school counselor follows up with parents who do not return or sign the letter, and a student whose parent does not consent is served in a group of no more than four students unless an approved product is used. Signed consent letters are kept in the student's cumulative folder.

School-year accelerated instruction: A student who does not attend or complete summer accelerated instruction, including a student removed from summer school under attendance or discipline rules, must still receive the required hours during the following school year, delivered through the campus intervention period.

EOC retest review: Before each June EOC retest administration, Nederland High School offers a voluntary EOC review (for example, four two-hour sessions) at no cost to students who did not perform satisfactorily. Before the December administration, students receive EOC review through the campus intervention period. These offerings meet the district's obligation under TEC §29.081(b-1) to offer accelerated instruction before the next administration of an EOC assessment required for graduation. Because retest administrations do not trigger additional HB 1416 hours, EOC review hours are tracked separately and do not replace the HB 1416 hours owed for the original assessment.

Parent opt-out: Under TEC §28.0211(a-9), a parent or guardian may elect in writing to modify (reduce the hours of) or remove the supplemental accelerated instruction requirement. The district provides written notice of the benefits of accelerated instruction, and a counselor is available to discuss them, but the district may not encourage or direct a parent to opt out. The parent's signed election (the NISD HB 1416 Accelerated Instruction Parent/Guardian Opt-Out Agreement or any other written request) is kept in the student's cumulative folder, and the student is reported in PEIMS

with the applicable parent opt-out code. When a parent modifies rather than removes the requirement, the number of hours the parent requests becomes the student's new hour requirement. The statute sets no deadline, so the district accepts an opt-out at any time, including after accelerated instruction has begun; a return date on the form is used for planning only.

Students receiving special education services: For a student receiving special education services, the ARD committee determines how accelerated instruction is provided (TEC §28.0213). Summer school attendance and discipline rules are applied consistently with the student's IEP, including any behavior intervention plan.

Documentation: For each student receiving accelerated instruction, the campus contact maintains records of the subject, dates and minutes of instruction, group size, and cumulative hours, and, where applicable, the student's accelerated education plan. These records support the annual evaluation and public hearing described in Section VI.

Accelerated education plan: Appropriate district staff shall develop an accelerated education plan for a student who fails to perform satisfactorily on the same state-mandated assessment for two or more consecutive years.

Parent request for teacher assignment: If a student fails to perform satisfactorily on a state-mandated assessment, a parent's request that the student be assigned to a particular teacher the following school year shall be addressed as follows. Under TEC §28.0211(a-5), the parent may request that the district consider assigning the student to a particular teacher in the applicable subject area for the following school year if more than one teacher is available. The parent submits the request in writing to the campus principal. Decisions are made at the campus level; the principal considers factors including whether more than one teacher is available for the subject and grade level, whether the student was retained or must retake the course, whether the student has an established rapport with a teacher and is showing progress, and whether a teacher designated under the Teacher Incentive Allotment is available. When a student who was retained or must retake a course is assigned, the campus generally recommends a different teacher unless the student has an established rapport with the prior teacher and is showing progress. The principal responds to the parent in writing before the student's schedule for the following school year is finalized. The request and the principal's decision are maintained in the campus at-risk identification records.

Parent complaints: A parent complaint about the content or implementation of an accelerated education plan shall be filed in accordance with Board Policy FNG.

Section V: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify students for Comp Ed services (e.g., performance in subject area curriculum, on readiness tests, on State Assessments, expulsion timeframe, emergent bilingual status, residential placement timeframes, chronic absenteeism, truancy), 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 in the campus at-risk identification records. At-risk identification is not a label; it does not appear on report cards, transcripts, or diplomas (TEA Compensatory Education FAQ, 2025-2026). Exit procedures should also be periodically audited for compliance. All decisions for exiting a student from the Comp Ed program will be based upon the review of student data and may include the following:

- State assessment: performance at 110 percent of the satisfactory level on the same or another appropriate instrument in the previous or current school year
- Readiness assessment (prekindergarten–grade 3): current school year only
- Grades (grades 7–12): two years from the semester in which the student failed to maintain a 70 average in two or more foundation curriculum subjects; passing grades alone do not exit the student
- Residential placement: two years (preceding or current school year)
- Pregnancy or parent status: upon the voluntary or involuntary loss of the child
- DAEP placement or expulsion: two years (preceding or current school year)
- Emergent bilingual status: when the student is reclassified and exits emergent bilingual status
- Chronic absenteeism and truancy status (current school year only; status resets each school year)

- Parole/probation, DFPS, homeless, and dropout recovery school status (reviewed at the end of the current school year)

Criteria that do not exit: Students identified because they were not advanced from one grade level to the next, were previously reported to PEIMS as a dropout, or have been incarcerated or have a parent or guardian who has been incarcerated remain identified throughout their public education (TEA Compensatory Education FAQ, 2025-2026).

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 Comp Ed 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 Comp Ed 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 Comp Ed-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).

Public hearing: In accordance with TEC §29.081(b-3), the district annually evaluates the effectiveness of its accelerated instruction programs and holds a public hearing to consider the results.

Evaluation and DEIC review: Each fall, the district coordinator compiles the prior year's results for inclusion in the District Improvement Plan (DIP). For each EOC assessment, the results include the number of students who did not perform satisfactorily, the number who received accelerated instruction before the next administration, and the number who subsequently performed satisfactorily. The results also compare the assessment performance and high school completion rates of students identified as at risk with those of all other students (TEC §29.081(c)). The District Educational Improvement Committee (DEIC) reviews these results with the DIP before the plan is finalized (TEC §§11.251–11.252).

Board hearing: The Board of Trustees holds the public hearing at the regular meeting at which it considers the DIP, in the fall, as a separately posted agenda item titled "Public Hearing on the Effectiveness of Accelerated Instruction Programs (TEC §29.081(b-3))." The item includes an overview of Comp Ed and accelerated instruction programs, presentation of the evaluation results, and an opportunity for public comment, and is placed before the agenda item approving the DIP. Notice of the hearing is posted

on the district website in advance of the meeting, in the same manner as the notice for the School FIRST public hearing. The posted agenda, notice, evaluation, and Board minutes are retained as documentation.

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 serve as the District's **primary local documentation** of Comp Ed expenditures and strategies. Supplemental direct costs and personnel attributed to Comp Ed and accelerated instruction must be identified in the DIP/CIP at the summary level, and the district must maintain documentation supporting the attribution of those costs and personnel and the identification of each student at risk. This practice continues the documentation standard formerly found in 19 TAC §109.25, which was repealed effective June 11, 2026, after HB 2 removed its statutory authority (see TEA To the Administrator Addressed letter, October 16, 2025).

- Beginning with the 2025-2026 fiscal year, Schedule J-4 of the Annual Financial and Compliance Report (AFR) and submission of campus improvement plans and local Comp Ed evaluations through TEAL are no longer required (HB 2). Plans and evaluations must still be maintained locally and made available upon request.

- All Comp Ed expenditures must be coded properly in accordance with the **FASRG (Module 1)** and PEIMS reporting.

- Beginning in fiscal year 2026-2027, Program Intent Codes (PIC) 26, 28, 29, and 30 are removed from the FASRG. NISD will continue to use PIC 24 locally to budget and track Comp Ed expenditures; TEA will consolidate PIC 24 expenditure into PIC 11 for state reporting and PEIMS financial reports (TEA To the Administrator Addressed letter, September 24, 2026).

- Per SB 991, the district must report the number of chronically absent and truant students at each campus, disaggregated by grade level and by whether the student is receiving services under TEC §29.081.

- Districts must be able to produce documentation demonstrating that expenditures are supplemental, tied to needs assessments, and evidence-based.

- Comp Ed records, including at-risk identification documentation, accelerated instruction records, and district and campus improvement plans that serve as Comp Ed documentation, will be retained for at least five years in accordance with TSLAC Local Schedules SD and GR, and longer if any audit, litigation, or claim involving the records is pending.

- All documentation should clearly cross-reference the DIP/CIP strategy, budget code, and program evaluation results for each Comp Ed-funded activity.