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Burkburnett ISD- State and Federal Programs

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Acronyms
CEP - Community Eligibility Provision
CIP/DIP - Campus/District Improvement Plan
CNA - Comprehensive Needs Assessment
DDM - District Decision Making Committee
EOC - STAAR End of Course Exam
FASRG - Financial Accountability System Resource Guide
FTE - Full-Time Equivalent
LEA - Local Education Agency (i.e., School District or Charter School)
PEIMS - Public Education Information Management System
PIC - Program Intent Code
PK - Pre-kindergarten
SCE - State Compensatory Education (State Comp Ed)
STAAR - State of Texas Assessments of Academic Readiness
SW - Title I Schoolwide Program (all of Burkburnett ISD’s Title I programs are SW)
TA - Title I Targeted Assistance Program (Have <40% econ. disadv. students, or 40%+ and elect not be SW)
TEA - Texas Education Agency
TEAL - Texas Education Agency Login
TEC - Texas Education Code
TSDS - Texas Student Data System
State Compensatory Education (SCE) Overview

The **GOAL** of the State Compensatory Education Program (SCE) is to provide funding to **reduce disparity** in:

- **performance on assessment instruments** administered under Subchapter B, Chapter 39 (State Assessments - STAAR/EOC), and
- **the rates of high school completion** between students who are:
  - **educationally disadvantaged** (TEC §5.001(4) Educationally = Economically) and not educ. disadv.,
  - **at risk of dropping out of school**, as defined by TEC, Section 29.081 (State At-Risk or Local At-Risk), and
  - all other students.

The **PURPOSE** of the SCE program is to **increase academic achievement** and **reduce the dropout rate** for eligible students by providing **supplemental** programs and services.

- SCE funds may only be used for costs of programs and/or services that are:
  - **supplemental** to (i.e., in addition to, expands) the regular education programs AND
  - designed for students meeting SCE eligibility criteria

Texas Education Code 29.081

**Sec. 29.081. COMPENSATORY, INTENSIVE, AND ACCELERATED INSTRUCTION.**

(a) Each school district shall use the student performance data resulting from the basic skills assessment instruments and achievement tests administered under Subchapter B, Chapter 39 [state assessment], to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district’s schools that enable the students to be performing at grade level at the conclusion of the next regular school term.

(b) Each district shall provide accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment instrument administered under Section 39.023(c) [EOC exams] and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school.

(b-1) Each school district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation.

(b-2) A district that is required to provide accelerated instruction under Subsection (b-1) shall separately budget sufficient funds, including funds under Section 48.104 [SCE allotment], for that purpose

(b-3) A district shall evaluate the effectiveness of accelerated instruction programs under Subsection (b-1) and annually hold a public hearing to consider the results.

(c) Each school district shall evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.
SCE: State Special Allotment Funding (TEC, Section 48.104)

SCE Allotments are state funds, for supplemental programs and services, allocated to LEAs based on:

(a) For each FTE student who is in a remedial/support program under TEC, Section 29.081 because the student is pregnant, an LEA is entitled to an annual allotment equal to the Basic Allotment x 2.41.

(b) For each student who is educationally disadvantaged (economically disadvantaged) [not all students] and resides in an economically disadvantaged census block group as determined by the commissioner is entitled to an annual allotment equal to the Basic Allotment x the weighted tier assigned to the individual student's census block group.

Census block tiers are based on the severity of poverty using the following factors:

(1) poverty measured by median household income,
(2) average educational attainment of population,
(3) percentage of single parent households, and
(4) the rate of home-ownership
(5) Other criteria determined to likely disadvantage students’ success (e.g., automatic Tier 5 for homeless, foster, students in residential facility)

TIER VALUES are weighted:

Tier 1 = 0.225  Tier 2 = 0.2375  Tier 3 = 0.25  Tier 4 = 0.2625  Tier 5 = 0.275

- Economically disadvantaged students’ census block groups are determined from their home address.
- If participating in a Community Eligibility Provision (CEP) we must use an alternative method to collect educationally disadvantaged data, because the Tier Level calculations are only done for students who meet the educational disadvantaged criteria. [Humble ISD does not currently participate in CEP.]

- If a census block group is not identified for an address (sometimes occurs for new addresses/developments), eligible student(s) will be calculated using the lowest funded tier weight (0.225).

- Homeless students and students residing in residential placement facilities originally were going to be calculated based on the Tier value for the location of their school, but as recommended to the Commissioner by the SCE Advisory Committee (TEC 48.1041), now automatically receive Tier 5 funding.

SPENDING REQUIREMENTS

At least 55% of our annual SCE allotment (over a 3-year average period), as listed under Program Intent Code (PIC) 24 in the Summary of Finances must be spent on SCE eligible expenses coded to PICs 24, 26, 28, 29, 30, and 34. The remaining funds may become part of the Local Education Agency (LEA’s) general fund.

- The Summary of Finance report is updated throughout the year, so the allotment is periodically monitored for increases/decreases to make necessary adjustments.
SCE Program Intent Codes (PIC)

24 - Supplemental expenses at the District level, or at a campus that is a:
● Schoolwide Title I Program with <39% economically disadvantaged students
● Targeted Assistance Title I Program
● Non-Title I Program

26 - Basic expenses at the Non-Disciplinary Alternative Education Center (Burkburnett ISD - Gateway)

28 - Basic expenses at the Disciplinary Alternative Education Center Burkburnett ISD - DAEP)

29 - Supplemental expenses at the Disciplinary Alternative Education Center (Burkburnett ISD - DAEP)

30 - Supplemental expenses at a campus that is a:
● Schoolwide Title I Program with <40% economically disadvantaged students

PIC(non-PK) Corresponding PK PIC
11- Basic Educational Services 36- Early Education Allotment (PK-3)
23- Special Education 33- Sped PK (e.g. PPCS teachers, PPCD paras)
24/30 – SCE
25- Bilingual

SCE Eligibility

SCE funding may only be used for students who meet one or more of the following eligibility criteria:
● State At-Risk criteria
● Educationally Disadvantaged students
● Enrolled at a Title I, Part A campus (based on Title I SW/TA eligibility)
● Local At-Risk criteria (approved by School Board)

STATE AT-RISK CRITERIA

(d) For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:
(1) was not advanced from one grade level to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level as a result of the request of the student’s parent; please see d-1 below.

(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;

[NEW: Per HB 4545, if a student did not take 1 or more of the STAAR or EOC assessments in the prior year, they did not demonstrate satisfactory performance on the assessment and are at-risk. A student performs satisfactorily when they earn the designation of “Approaches Grade Level” or higher on STAAR or EOC, or achieves mastery of the district BOY Assessment(s) in the current year.]

(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 Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 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 a student of limited English proficiency, as defined by Section 29.052;

(11) 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;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;

(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.

(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.

(NEW – 87th Legislative Session- HB 572)

(d-1) Notwithstanding Subsection (d)(1), a student is not considered a student at risk of dropping out of school if the student did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the student's parent.

(e) A school district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program may be offered:

(1) at a campus; or

(2) through the use of an Internet online program that leads to a high
school diploma and prepares the student to enter the workforce.

(e-1) A campus-based dropout recovery education program must:

1. provide not less than four hours of instructional time per day;
2. employ as faculty and administrator’s persons with baccalaureate or advanced degrees;
3. provide at least one instructor for each 28 students;
4. perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and
5. comply with this title and rules adopted under this title except as otherwise provided by this subsection.

(e-2) An Internet online dropout recovery education program must:

1. include as a part of its curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state;
2. employ as faculty and administrator’s persons with baccalaureate or advanced degrees;
3. provide an academic coach and local advocate for each student;
4. use an individual learning plan to monitor each student’s progress;
5. establish satisfactory requirements for the monthly progress of students according to standards set by the commissioner;
6. provide a monthly report to the student’s school district regarding the student’s progress;
7. perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and
8. comply with this title and rules adopted under this title except as otherwise provided by this subsection.
(f) The commissioner shall include students in attendance in a program under Subsection (e) in the computation of the district's average daily attendance for funding purposes.

(g) In addition to students described by Subsection (d), a student who satisfies local eligibility criteria adopted by the board of trustees of a school district may receive instructional services under this section. The number of students receiving services under this subsection during a school year may not exceed 10 percent of the number of students described by Subsection (d) who received services from the district during the preceding school year.

EDUCATIONALLY DISADVANTAGED

Educationally Disadvantaged (economically disadvantaged) students [i.e., eligible for free meals, eligible for reduced price meals, or qualified as other economic disadvantaged - TANF, SNAP, locally developed income survey form (e.g., for PK enrollment, CEP Economic Disadvantaged Status, migrant students, homeless students)] are eligible for SCE services.

- H.B. 3 (86th Legislature) permits us to serve students who are “economically disadvantaged” as designated by their Meal Status (free/reduced) in Burkburnett ISDs eSchool system with SCE, regardless of whether the student meets any at-risk criteria.

- A student’s meal status does not designate a student as being “at-risk”.

LOCAL AT-RISK CRITERIA

Burkburnett ISD has elected not to identify or serve students under locally defined criteria.

ALLOWABLE/UNALLOWABLE USES OF FUNDS

Per TEC 48.104(l)(1-2) programs and services that were allowable under former Section 42.152 as that section existed on Sept. 1, 2018 (before HB3 was implemented) are still allowable.

- It was allowable to pay 1/2 of a PK teacher’s salary with SCE funds prior to HB3, because only half-day PK was required, and the extra 1/2 day was supplemental.
Although HB3 mandated full-day PK, it is still allowable to use SCE funds for 1/2 of the PK teacher’s salary [not supplemental].

SCE is a state mandated program and SCE funds may only supplement the regular education program for students identified as at risk of dropping out of school. SCE funds cannot be used to pay for services and materials that students must have as a part of their basic educational program.

Burkburnett ISD complies with all regulations and guidelines as required by the Texas Education Agency concerning the proper expenditure of SCE funds.

Documentation that all funded programs and strategies are supported by scientifically based research will be kept on file.

Before expending SCE funds, ensure the use of the funds are:

- Reasonable and necessary
- Address the purpose and intent of SCE
- Address needs identified in the CNA and the DIP/CIP
- Able to be evaluated
- Are supplemental

Reasonable and Necessary

Reasonable costs are consistent with prudent business practice and comparable to current market value.

- The use of SCE funds must be reasonable to address the identified needs.
- Costs are recognized as ordinary and necessary for proper and efficient program performance.
- It would not be reasonable to provide more SCE funds and staff to higher performing campuses, and campuses with fewer SCE eligible students than a higher need campus. Necessary costs are those costs that are essential to accomplish the objectives of the grant project.
- If student performance in a particular subject area is high at a campus, it would not be necessary for that campus to pay a supplemental staff member to address the subject.

**SCE Budgets/Staffing Allotments**
Allocations of SCE funds are calculated based on the number of at-risk students enrolled at each campus, and other related data to addressing the needs of eligible students (e.g., the number of high school students who failed 1 or more core academic courses in the prior year and need support in recovering credits in order to meet graduation requirements.

We must first budget funds to provide accelerated instruction to each student who failed to perform satisfactorily on the EOC, before the next administration of the EOC, before expensing SCE funds for another purpose.

The count of FTEs and estimated expenses are recorded in the DIP and CIPs.

Funds are allocated at the district level to support professional learning to address the needs of SCE eligible students, and for Compensatory Educators Home Instruction (CEHI) for pregnant/parenting students qualifying for home instruction.

Identification Procedures

Responsibilities – Campus Contact

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

- Oversee processes for 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 (SBDM) 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 SBDM or campus staff to provide appropriate staff development sessions

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 semiannually, at a minimum, to identify additional eligible students, as well as to 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 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 less than 70 in two or more subjects qualify 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 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;
- LEP status;
- Department of Protective and Regulatory Services (DPRS) referrals (current school year);
- Homeless status;
- Residential facility placement data (preceding or current school);

Provision of Services

Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are
provided appropriate services that address the student’s qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for State Assessments
- Extended learning opportunities (e.g., before-, during- &/or after-school tutoring sessions
- Basic course extensions (e.g., Algebra labs, extended writing labs, content mastery –like services)
- Counseling sessions
- Peer, teacher, community-member mentoring sessions
- ACT/SAT preparation sessions for identified students
- Teen parenting sessions
- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting sessions
- Class-size reduction measures

Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for 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
- Periodic benchmark assessments
- Review of six-week failure lists and/or three-week progress reports
- To the extent possible, quarterly &/or other timely consultations with law enforcement agents and representatives from DPRS
- As appropriate, review impact of counseling services offered to identified students

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, LEP 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. 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
- LEP 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.

Program Evaluation

Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

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

Additional Evaluation Measures

Other evaluation measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus’ individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in the tables for each campus.