

DUMAS INDEPENDENT SCHOOL DISTRICT

State Compensatory Education Program Description and Procedures Manual

The guidelines within this document have been developed for use at the campus level in the determination and instruction of students who are identified as being at risk of dropping out of school.

Section I: Program Overview

Program Description

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Dumas ISD provides compensatory education services (SCE) which are supplemental to the regular education program for students identified as at risk of dropping out of school at every campus. All campuses are at least over 40% poverty and the district serves 6 of those campuses through schoolwide programs. SCE funds are used to support the schoolwide program for upgrading the entire educational program. For Dumas High School, Dumas Junior High, and North Plains Opportunity Center 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 the academic achievement and reduce the dropout rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all Dumas ISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students. It is Dumas ISD's goal to maintain a dropout rate below 1%. Goals for students at risk of dropping out of school are contained in Dumas ISD's district and campus improvement plans.

General Use of Funds

Dumas ISD uses all SCE funds to supplement services beyond those offered through the regular education program. The only exception to this ruling is where SCE funds are used to support one or more of the ten schoolwide components at Green Acres Elementary, Morningside Elementary, Sunset Elementary, Cactus Elementary, Hillcrest Elementary and Dumas Intermediate School, our Title I Part A schoolwide campuses, which exceed 40% low income students. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required and enrichment curriculum for each school district that serves grades K-12.

Use of Funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the ten Title I, Part A Schoolwide Program Components at Green Acres Elementary, Morningside Elementary, Sunset Elementary, Cactus Elementary, Hillcrest Elementary and Dumas Intermediate School, so long as the campus continues to meet, at minimum, the 40% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of the state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

Section II: Student Eligibility

Dumas ISD has adopted the thirteen criteria delineated in TEC §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who as per Section 29.081 of TEC:

- A. is in prekindergarten, kindergarten or grade 1,2 or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- B. is in grade 7,8,9,10,11 or 12, and 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.
- C. 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 only as a result of the request of the student's parents;
- D. 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 (refer to appendix 1 for 110% chart);
- E. is pregnant or is a parent;
- F. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.
- G. has been expelled in accordance with Section 37.007 during the preceding or current school year;
- H. is currently on parole, probation, deferred prosecution or other conditional release;
- I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- J. is a student of limited English proficiency, as defined by Section 29.052;
- K. 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;
- L. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- M. 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.

Section III: Identification Procedures

Responsibilities – At-Risk Coordinator

- Collection/dissemination of data regarding dropouts
- Coordination of the program for students in at-risk situations

Responsibilities – Campus At-Risk Coordinator

- 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 state of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at minimum, a semi-annual review of student data to determine the student's continued eligibility
- Collaborate with campus administration and staff 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 campus administration and staff to provide appropriate staff development sessions

Procedures for Identification

The district has established the following 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 Appendix 3). Each Campus At-Risk Coordinator shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

- A. Elementary/Pre-K – 4
 1. Students shall be identified as being at risk of dropping out of school according to state criteria outlined in this document (see form in Appendix 3).
 2. The campus principal shall establish a comprehensive team for each grade level. The team may consist of the principal, counselor and at least one teacher.
 3. Team members will:
 - A. identify students in their grade level who are at-risk of dropping out of school;
 - B. monitor identified students' progress;
 - C. evaluate identified students' progress at the end of each school year; and
 - D. exit students who no longer meet the criteria of being at risk of dropping out of school.
- B. Intermediate School/ Grades 5-6
 1. Students will be identified as being at risk of dropping out of school according to state criteria outlined in this document (See form in Appendix 3).

2. Academic teams established by the campus principal will:
 - A. identify students on their team who are at-risk of dropping out of school;
 - B. monitor identified students' progress;
 - C. evaluate identified students' progress at the end of each school year; and
 - D. exit students that no longer meet the criteria of being at risk of dropping out of school.
- C. Junior High School/ Grades 7-8
 1. Students will be identified as being at risk of dropping out of school according to state criteria outlined in this document (See form in Appendix 3).
 2. Academic teams established by the campus principal will:
 - A. identify students on their team who are at-risk of dropping out of school;
 - B. monitor identified students' progress;
 - C. evaluate identified students' progress at the end of each school year; and
 - D. exit students that no longer meet the criteria of being at risk of dropping out of school.
- D. High School/NPOC Grades 9 – 12
 1. Students will be identified as being at risk of dropping out of school according to state criteria outlined in this document.
 2. The principal will establish a comprehensive team that will:
 - A. identify students on their campus who are at risk of dropping out of school;
 - B. monitor identified students' progress;
 - C. evaluate identified students' progress at the end of each school year; and
 - D. exit student that no longer meet the criteria of being at risk of dropping out of school.

Periodic Updates and Eligibility Review

The Campus At-Risk Coordinator, in consultation with the campus principal, 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)

Section III: Provision of Services

Services

Upon identification of students, the Campus At-Risk Coordinator, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. See Appendix 2 for programs and services available for students identified as at risk of dropping out of school.

Monitoring

In addition to provision of services, the Campus At-Risk Coordinator, 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 and/or other timely consultations with law enforcement agents and representatives from DPRS
- ◆ As appropriate, review impact of counseling services offered to identified students

Section IV: 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, pregnancy or parent status, expulsion timeframe, LEP status, residential placement timeframes), the Campus At-Risk Coordinator, in consultation with the principal and/or 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 (See Appendix 1)
- 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.

Section V: 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:

- The disparity in performance on Chapter 39 Assessments; and
- 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 Campus Improvement Plans for each campus.

Specific Program Evaluation

Specifics of the SCE Program evaluation are outlined in each Campus Improvement Plan. Each year as evaluation results are reviewed, evaluation measures will be modified/enhanced to ensure that the district receives information that accurately assesses the effectiveness of the services provided to identified students and to assess professional development provided to teachers and principals, ensuring that they have the capacities to address the students' needs effectively and in a timely manner.

Appendix 1

Grade

3

4

5

6

7

8

Test

Algebra I

Reading

Grade		Standard	Total Test Items	2016 Raw Score Cut	% of Total Test Items	110% average	110% Raw Score	School Year	110% Scale Score
3	Spring 2017	Approaches	34	18	52.94%	58.24%	20	2016-2017	1372
4	Spring 2017	Approaches	36	20	55.56%	61.11%	22	2016-2017	1463
5	March-17	Approaches	38	22	57.89%	63.68%	25	2016-2017	1513
	May-17	Approaches	38	22	57.89%	63.68%	25	2016-2017	1516
6	Spring 2017	Approaches	40	23	57.50%	63.25%	26	2016-2017	1557
7	Spring 2017	Approaches	42	23	54.76%	60.24%	26	2016-2017	1599
8	March-17	Approaches	44	25	56.82%	62.50%	28	2016-2017	1627
	May-17	Approaches	44	24	54.55%	60.00%	27	2016-2017	1622

Writing

Grade		Standard	Total Test Items	2016 Raw Score Cut	% of Total Test Items	110% average	110% Raw Score	School Year	110% Scale Score
4	Spring 2017	Approaches	32	18	56.25%	61.88%	20	2016-2017	3718
7	Spring 2017	Approaches	46	25	54.35%	59.78%	28	2016-2017	3719

English

Test	Administration	Standard	Total Test Items	2016 Raw Score Cut	% of Total Test Items	110% average	110% Raw Score	School Year	110% Scale Score	
English I	Fall 2016	Level II	92	50	54.35%	59.78%	55	2016-2017	3922	online
	Fall 2016	Level II	92	49	53.26%	58.59%	54	2016-2017	3913	paper
	Spring 2017	Approaches	68	40	58.82%	64.71%	44	2016-2017	3893	online
	Spring 2017	Approaches	68	40	58.82%	64.71%	44	2016-2017	3932	paper
English II	Fall 2016	Level II	92	51	55.43%	60.98%	57	2016-2017	3942	online
	Fall 2016	Level II	92	50	54.35%	59.78%	55	2016-2017	3910	paper
	Spring 2017	Approaches	68	42	61.76%	67.94%	47	2016-2017	3939	online
	Spring 2017	Approaches	68	41	60.29%	66.32%	46	2016-2017	3961	paper

Social Studies

Grade	Administration	Standard	Total Test Items	2016 Raw Score Cut	% of Total Test Items	110% average	110% Raw Score	School Year	110% Scale Score
8	Spring 2017	Approaches	44	23	52.27%	57.50%	26	2016-2017	3691
Test	Administration	Standard	Total Test Items	2016 Raw Score Cut	% of Total Test Items	110% average	110% Raw Score	School Year	110% Scale Score
U.S. History	Fall 2016	Level II	68	29	42.65%	46.91%	32	2016-2017	3637
	Spring 2017	Approaches	68	29	42.65%	46.91%	32	2016-2017	3645

Science

Grade		Standard	Total Test Items	2016 Raw Score Cut	% of Total Test Items	110% average	110% Raw Score	School Year	110% Scale Score
5	Spring 2017	Approaches	36	21	58.33%	64.17%	24	2016-2017	3715
8	Spring 2017	Approaches	42	22	52.38%	57.62%	25	2016-2017	3731

Test	Administration	Standard	Total Test Items	2016 Raw Score Cut	% of Total Test Items	110% average	110% Raw Score	School Year	110% Scale Score
Biology	Fall 2016	Level II	54	22	40.74%	44.81%	25	2016-2017	3659
	Spring 2017	Approaches	54	21	38.89%	42.78%	24	2016-2017	3674

Appendix 2

SERVICE OPTIONS

for

STUDENTS AT RISK OF DROPPING OUT OF SCHOOL

DUMAS ISD REGULATIONS

9/06/2017

At-Risk Characteristics

In grades Pre-K – 3 unsatisfactory performance on readiness test or assessment instrument

In grades 7 – 12, did not maintain or is not maintaining an average of 70 in two or more subjects

Strategies/Courses/Programs/Activities

Reduced Class Size

Reading Recovery Program

Literacy Groups

Tutorials

STAAR remediation techniques/activities

Local summer school classes (9-12)

Math Improvement Classes

Writing Improvement Classes

Reading Improvement Classes

Recoupment of courses/credits through credit by exam

Modification of time, method of instruction, pacing or materials

At-Risk Characteristics

Was not advanced from one grade to the next

Didn't pass STAAR and hasn't subsequently passed with 110% level of satisfactory performance

Strategies/Courses/Programs/Activities

Local summer school classes (9-12)

Recoupment of courses/credits through credit by exam

Self-paced curriculum through NPOC (9-12)

Tutorials (during and after school day)

Computer assisted instruction

Special Services referral

STAAR remediation techniques/activities

Local summer school classes (9-12)

Computer assisted instruction

Tutorials

Training programs in effective intervention strategies for teachers

Individual/group counseling sessions during school hours

Training in working with children in poverty for teachers

At-Risk Characteristics

Is pregnant or a parent

Has been in AEP this or last year
Has been expelled this or last year

Strategies/Courses/Programs/Activities

Weekly class to address issues such as:

- *child development
- *higher education
- *job training
- *personal goals
- *social agencies

Group, Family, Couple and Individual counseling

Social services referral

Modification of time, method of instruction, pacing or materials

Self-paced curriculum through NPOC

Computer assisted instruction with teacher assistance

GED information and classes

Career Counseling

Recoupment of courses/credits through credit by exam

Individual/Group counseling during school day

At-Risk Characteristics

Is currently on parole, probation, deferred prosecution or other conditional release

Was previously reported as a dropout through PEIMS

Is LEP

Is in custody or care of the DPRS or has been referred to the DPRS during the current school year

Strategies/Courses/Programs/Activities

Individual/Group counseling during the school day

GED information and classes

Self-paced curriculum through NPOC

Vocational classes

GED information and classes

Self-paced curriculum through NPOC

Local summer school program (9-12)

Computer assisted instruction

ESL Classes (elementary – high school)

Summer program for LEP students

Pre-K for LEP students

Bright Beginnings classes for eligible Migrant children

Social services referral

Counseling during the school day

At-Risk Characteristics

Is homeless

Strategies/Courses/Programs/Activities

Social services referral

Counseling during the school day

Vocational classes

Training in working with children in poverty for teachers

Classes that assist with on-the-job training

Appendix 3

