

# **Wichita Falls Independent School District**



## **State Compensatory Education Program and Guidelines**

# Program and Guidelines for Identifying At-Risk Students

## Program Overview

State Compensatory Education (SCE) is a program designed to improve and enhance the regular education program for students in at-risk situations. The purpose is to increase the achievement and reduce the dropout rate of identified students in at-risk situations. In determining the appropriate accelerated or compensatory program, districts must use student performance data resulting from the state assessment instruments and any other achievement tests administered by the district. Based on this needs assessment, district and campus staff design the appropriate strategies and include them in the campus and/or district improvement plan. By law, the improvement plan must include the comprehensive needs assessment, measurable performance objectives, identified strategies for student improvement, identified resources and staff, specified timelines for monitoring each strategy and formative evaluation criteria. Each district is responsible for evaluating the effectiveness of the locally designed program. Compensatory Education is a broad category that encompasses all student acceleration programs.

## Program Purpose

The purpose of the Wichita Falls Independent School District (WFISD) State Compensatory Education services is to make available to students services and academic support systems that enhance opportunities to be successful in school and beyond. In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, WFISD provides compensatory education services; hereafter referred to as State Compensatory Education (SCE) services, which are educational services that are supplemental to the regular education program for students identified as at risk of dropping out of school. 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 drop-out rate of students meeting the state-defined eligibility criteria.

## Program Goals

The goal of all WFISD SCE services provided to identified students is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rate of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code). The following goals indicate the purpose of the at-risk program:

- Identify students with personal/social concerns that may be at-risk of academic failure;

- Provide support services for at-risk students within the school;
- Coordinate with outside agencies to provide necessary resources for at-risk students; and
- Develop a collaborative relationship with parents in support of students with at-risk needs.

The services provided for at-risk students must include the following:

- Should be comprehensive and targeted to meet the specific needs of the individual student in order for he/she to be successful
- Support personal/social development through counseling services and academic supports
- Supplement more time and/or resources for the purpose of enhancing each students' regular education program

### **General Use of Funds**

The WFISD uses SCE funds to supplement services beyond those offered through the regular education program, less the 18% allowable to provide baseline services at the District's AEP. SCE funds do not replace or supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, physical education, fine arts, economics, career and technology education and technology applications).

### **Use of Funds on Title I, Part A Campuses**

As appropriate and necessary, SCE funds will be used to support the 21 Title I, Part A School wide Programs. These campuses will receive funds, so long as the campuses continue to meet, at a minimum, the criteria of a Title 1 campus. 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.

### **Campus Coordinators and Contact**

The Director of Federal and State Programs, 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
- Enter required data into student data systems to reflect student eligibility
- Maintain accurate, current compliance documentation of eligibility
- Advise campus staff, as appropriate, of the status of identified students
- Oversee process for timely review of student progress to determine the need of continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review of student data to determine student continued eligibility
- Collaborate with campus administration and Student Support Team to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the Director of Federal and State Programs, an annual evaluation of program effectiveness at the campus level
- Update and oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly
- Collaborate with teachers regarding supplemental services to each at-risk student

### **Student Eligibility**

The WFISD has adopted the thirteen criteria in Texas Education Code §29.081 as the sole criteria 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. Is in prekindergarten, kindergarten or grade 1-3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grades 7–12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten or kindergarten to the next grade level as a result of a documented request by the student’s parent;
4. Did not perform satisfactorily on a state assessment instrument 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;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with Education Code 37.006 during the preceding or current school year;
7. Has been expelled in accordance with the Education Code 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. 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, or foster group home.

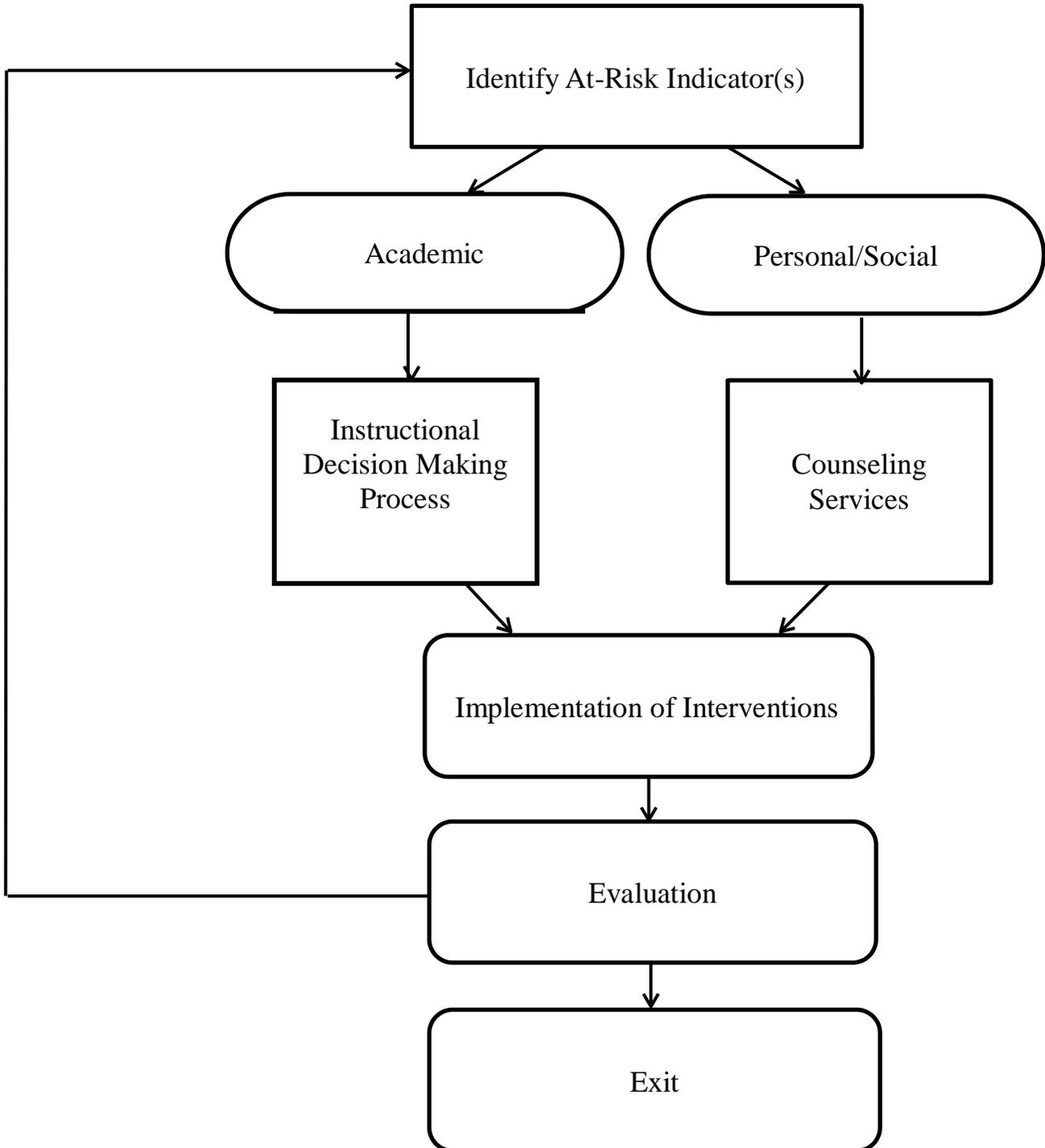
### **Periodic Updates and Eligibility Review**

The campus contact, in consultation with the Director of Federal and State Programs or 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) and district’s Math Readiness test;
- 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 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;
- DPRS referrals (current school year);

- Homeless status;
- Residential facility placement data (preceding or current school)



## **Services and Intervention Programs**

Upon identification of students, the campus contact in collaboration with appropriate campus staff (teachers) shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. The campus contact will place a copy of the intervention form in the student's at risk folder. This form must include the specific interventions put in place for the individual student's interventions. 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)
- Counseling sessions
- Behavior Interventions
- Peer, teacher, community-member mentoring sessions
- ACT/SAT preparation sessions for identified students
- Teen parenting sessions
- Study skills sessions
- Intensive, supplemental reading programs
- Bilingual/ESL
- Migrant education
- Special education services (content mastery / resource)
- 504 services
- Self-esteem enhancement sessions
- Drug education programs
- Dyslexia program
- Home visits
- Career and technology classes
- Computer labs/programs
- Credit Recovery options
- Individualized instruction
- Extended early childhood programs
- Goal-setting sessions
- Gifted and Talented program
- Parent/Teacher conferences

## **Monitoring**

In addition to provision of services, the campus contact, in consultation with appropriate staff and other district personnel, will establish measures for timely monitoring of the student's progress. Each grading period, the campus contact will provide the information to the campus principal or designee. Such measures may include the following:

- Consultations with District Personnel

- Written progress reports
- Review of subject area performance
- Grading period checkpoints
- Review of six-week failure lists
- To the extent possible, quarterly and/or other timely consultation with law enforcement agents and representatives from **DPRS**
- As appropriate, review impact on counseling services offered to identified students

### **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 contact, in consultation with the principal and/or the appropriate campus (SST) and district 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 review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Retention status
- 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 student's performance for those students who have been exited from the SCE Program services.

### **Program Evaluation**

The campus and district are responsible for evaluating the effectiveness of the locally designed program. Section 42.152 (c), Compensatory Education, is a broad category that encompasses all student acceleration programs. The above information will need to be submitted annually for campus and district review and evaluation. It is the responsibility of the Director of Federal and State Programs to conduct an annual program evaluation, with assistance from the campus contacts, to assess the impact of the 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.

Other evaluation measures, both formative and summative, 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 the achieving of the goals of services provided.

## **Improvement Plans**

In determining the appropriate intensive, accelerated or compensatory program, districts must use student performance data resulting from the state assessment instrument in addition to other readiness and achievement tests administered locally by the district. Based on the needs assessment, district and campus staff design appropriate strategies and include them in both the campus and district improvement plans. By law, the improvement plans must include a comprehensive needs assessment, measurable performance objectives, identified strategies for student improvement, identified resources and staff, specified timelines for monitoring each strategy, and formative evaluation criteria.

In addressing the needs of students at-risk of dropping out of school, the district and/or the campus improvement plan, as appropriate, must include the following:

- Total amounts of SCE funds allocated for resources and staff
- Comprehensive needs assessment
- Identified strategies
- Supplemental financial resources for SCE
- Supplemental FTEs for SCE
- Measurable Performance Objectives
- Timelines for monitoring strategies and
- Formative and summative evaluation criteria/process

## **Important Dates**

### **Mid-Year and End of Year Review**

In September and February of each school year, the Director of Federal and State Programs will conduct a mini audit of the at-risk folders for selected students. The campus coordinator will be notified 1-2 days prior to the audit.

August 31<sup>st</sup>

No later than **August 31<sup>st</sup> of each year**, all at-risk information must be

submitted to the campus staff responsible (if not the at-risk contact) to begin the data entry process.

Counselors and campus contacts must inform classroom teachers, special program teachers and grade level or department chairpersons of identified at-risk students assigned to their classrooms no later than the second Friday of each semester. The campus coordinator will continue to inform teachers of new students who are enrolled throughout the school year.

A list of students identified as at-risk must be maintained in the office of the counselor or campus coordinator.

### **October 15**

The campus contact/coordinator must meet with the data entry designee to check that identified students are being entered into the PEIMS database (Skyward) to meet PEIMS snapshot date.

### **February 8<sup>th</sup>**

All data for students who have met 'at-risk' status in the first semester will be entered by February 8<sup>th</sup>. All student data is reviewed and evaluated for accuracy of at-risk compliance, errors corrected and compliance documentation complete. *A student meeting one or more of the State's at-risk criteria during the first semester must be identified as at-risk.*

**In addition, at-risk program related data and evaluations are to be sent to the District Contact. This will include an annual campus evaluation (survey) of the SCE Program. This evaluation/survey document will be provided by the Director of State and Federal Programs:**

The SCE evaluations should include, but not limited to the following information:

1. Student performance data (must be comparability studies), student and program gains or losses, demographic and gender comparisons.
2. Number of identified at-risk students.
3. Program needs assessment (strengths/weaknesses based upon above data).
4. District, campus and staff designed appropriate strategies (based upon above data).