Donna Independent School District

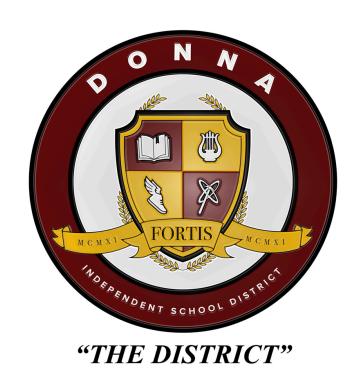"THE DISTRICT"

Federal Programs & SCE

SCE Policy and Procedures Manual

2024-2025

"Our Legacy, Our Story, Somos de Aqui"

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Donna ISD – Federal Programs & SCE
SCE Policies and Procedures Manual

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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 Donna ISD's Title I programs are SW)

TA - Title I Targeted Assistance Program (Have <40% econ. disadvantaged 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 REFERENCE DOCUMENTS

Texas Education Agency - State Compensatory Education Website

FASRG Module 6: SCE Guidelines, Financial Treatment and an Auditing and Reporting System (2024)

TEA - State Compensatory Education: Frequently Asked Questions (Version 10/26/2021)

TEA - 87th Legislature Impact of SCE: Frequently Asked Questions (Version 10/15/2021)

Electronic Report Submission Standards (Version 12.6 - October 2022)

STATE COMPENSATORY EDUCATION (SCE) OVERVIEW

State Compensatory Education (SCE) programs and services are designed to supplement the regular education program to directly increase the academic achievement of students identified as at-risk of dropping out of school.

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: Sec. 29.081. COMPENSATORY, INTENSIVE, AND ACCELERATED INSTRUCTION.
SUBCHAPTER C. COMPENSATORY EDUCATION PROGRAMS

(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, 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) 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-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, 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)

Prior to HB 3, data from the Texas Department of Agriculture (TDA) regarding the economically disadvantaged was used to determine funding estimates based on the average number of students eligible for enrollment in the national school lunch program of free or reduced-price lunches for the best six months during the preceding federal fiscal year.

Under HB 3, TEA now calculates the SCE weight based on the student's designation as educationally disadvantaged and the census block group where the individual student's home or residence address is located. Individual identification practices under Community Eligibility Provision (CEP) remain unchanged, and school districts and charter schools must comply with 19 TAC §61.1027 for an alternative reporting method. Because the funding is based on information collected by the school district or charter school, the identified and reported information must be accurate so that the district or charter school receives the correct amount of funding.

For initial SCE funding, TEA uses the address of each campus to determine the weight to apply for each student who is educationally disadvantaged at that campus. Initial funding for the 2019–2020 school year was based on 2018 fall enrollment estimates. However, actual funding is based on each student census block group submitted in the PEIMS fall submission. Starting in the spring of 2020, the monthly Foundation School Program (FSP) payments began being based on the actual student census block group submitted in the 2019 PEIMS fall data.

The purpose of the allotment is to provide funding to districts and charter schools for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of

high school completion between educationally disadvantaged students and all other students as well as between at-risk students and all other students. 22.

SPENDING REQUIREMENTS

At least 55% of our annual SCE allotment must be spent on SCE eligible expenses. 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.

The 55% of the SCE funds allocated to the district must be used to:

Fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments as indicated above, or disparity in the rates of high school completion between:

- o Students who are educationally disadvantaged and students who are not educationally disadvantaged; and - Students at risk of dropping out of school, as defined by TEC, §29.081, and all other students, or
- o Support a program eligible under Title I of ESEA

SCE ELIGIBILITY

For SCE funds to be allocated to a campus, the campus must have students who meet the state criteria for students at risk of dropping out of school. Services provided to these students must be described in the district and/or campus improvement plan, as appropriate.

SUPPLEMENTAL

SCE expenses must supplement the regular education program, regardless if you are a Title I school or not (except for as covered by TEC 48.104(l)(1-2). This means the use of SCE funds must provide programs or services that are in addition to the regular education program. [A regular education program applies to basic instructional services to which all eligible students are entitled.]

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.

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.

Donna 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 evidence based research will be kept on file.

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

- o Reasonable and necessary
- o Address the purpose and intent of SCE

- o Address needs identified in the CNA and the DIP/CIP
- o Able to be evaluated
- o Are supplemental

EXAMPLES OF POSSIBLE USES OF FUNDS:

- Programs that meet the needs of educationally disadvantaged students – as permitted before and after the passage of HB3 such as

  - o Tutoring
  - o Class size reduction
  - o State assessment remediation
  - o Accelerated instruction
  - o Individualized instruction
  - o Specialized reading and mathematics programs
  - o Computer assisted instruction
  - o Extension of the instructional school day, week or year
  - o Small group instruction
  - o Teacher assistants

- Childcare services or assistance with childcare expenses for students at-risk of dropping out of school, as described by the TEC, §29.081(d)(5)
- Pay the costs associated with services provided through a life skills program in accordance with the TEC, §29.085(b)(1) and (3-7)
- Additional rules that the State will adopt to permit a school district to use funds for programs and services that reflect the needs of the students at each campus

UNALLOWABLE EXAMPLES

● Not supplemental (i.e., any expense that would be incurred already if SCE funds were not available)

● Expenses which are not designed to help SCE eligible students in completing school, being promoted to the next grade level and graduating.

● Staff, supplies, materials, furniture, equipment, uniforms, professional learning, food, etc. related to:

- o Administration; clerical
- o Advanced Academics, dual credit, gifted & talented
- o Amusement, entertainment, reward trips, social events
- o Athletics, cheerleading, UIL, Fine Arts
- o Awards/celebrations (e.g., ceremonies, door prizes, pep rallies, gifts, promotional items)
- o Building, custodial/maintenance, doormats, construction, display case, marquees, PA system
- o Campus publications: school newspaper, student handbooks, yearbooks; mass communication
- o Clinic, nurse, psychologists
- o Drug dogs, drug testing, drug treatment, red ribbon activities
- o GED/adult basic instruction, adult literacy programs
- o In School Suspension (ISS)
- o Library books, library equipment, library supplies, or library yearly budget
- o Office supplies, ID badges, laminating machine

- o Parent and family involvement, community involvement
- o Security, cameras, drug/gang/bullying prevention, health fairs, defibrillators, crossing guards
- o Stipends (e.g., department head, LEP, sports, subject area, UIL); teacher certification
- o Study hall or study period
- o Testing for unrelated programs (e.g., gifted/talented, special education)
- o Transportation
- o Food and refreshments for staff and parent activities, including working lunches
- o Promotional items, such as t-shirts, caps, tote bags, imprinted pens, and key chains
- o Professional development provided through stand-alone, one-day, or short-term workshops not aligned to the SCE program
- o Field trips for entertainment or recreational purpose only
- o Costs that do not meet supplement, not supplant guidelines

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.

- ● Allotments of SCE funds/staff must be based on identified needs (i.e., campuses with greater #s of SCE eligible students will be allotted greater amounts of SCE funds/FTEs to address their identified needs.

- ● 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.

COMPREHENSIVE NEEDS ASSESSMENT (CNA)

Needs of SCE eligible students must be documented in the Comprehensive Needs Assessment, so that corresponding actions/strategies can be addressed in the C/DIPs.

CAMPUS/DISTRICT IMPROVEMENT PLAN (C/DIP)

Each DIP, CIP, and open-enrollment charter school's instructional plan developed should contain objectives that are:

- • specific,
- • measurable,
- • attainable,
- • relevant (oriented toward achieving the stated goals of the program), and
- • time-bound

Plans must present a true reflection of the district, campus, teacher, parent, and community needs and expectations. Specific requirements for the plans, including who should be included in the planning process, are found in TEC, §11.252 for district-level planning and in TEC, §11.253 for campus-level planning.

In addition to the requirements outlined under TEC, §§11.251−11.253, each plan must also include the following:

• A description of the process and results for the comprehensive needs assessment related to compensatory education programs - conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective

• Total amount of state compensatory education funds allocated

• Actual dollar amounts for activities and SCE funds that show 55% of allotment

• Identified compensatory education strategies – specific program strategies that align with the findings of the comprehensive needs assessment

• Supplemental financial resources for compensatory education - indication of the approximate dollar amounts for activities and or strategies

• Supplemental FTEs for state compensatory education - shown for SCE activities involving personnel at both the district and campus level

• Measurable performance objectives - based on needs assessment data and stated in terms of what the student is expected to do, and stated in terms of measurable and or observable behavior to ensure that the plan is resulting in academic improvement (indicators of expected and actual)

• Timelines for monitoring strategies and reaching goals – specific schedule for data collection during the school year. This should be written in incremental units such as every three weeks, every month, (not August through May or "ongoing"), each semester, etc.

• Formative and summative evaluation criteria - Formative evaluation includes periodic measures that are utilized during the actual implementation of the interventions or strategies. The summative evaluation occurs at the end of the implementation period, to provide the overall project and process evaluation.

    o A formative evaluation validates or ensures that the goals of instruction are being achieved.

    o A Summative evaluation is quantitative, using numeric scores or letter grades to assess learner achievement. It measures the worth of a program at the end of the program activities. The focus is on outcome.

EVALUATION

According to TEA, annually within 150 days after the last day permissible to send data for the PEIMS data FINAL Midyear resubmission 2 (typically late July), the District shall electronically submit a PDF version of the DIP and at least two (2) CIPs through the TEASE system. The determination regarding which CIPs to submit to TEA shall be based on the TEA guidelines in the FASRG, Module 9.1.2 Summary of Filing Requirements. District PEIMS Manager shall submit the DIP and CIPs through TEASE within the 150- day deadline.

HUMAN RESOURCES

Human Resources (HR) guidelines seek to ensure that all decisions affecting employees are consistent across the district and implemented with fidelity by each administrator or supervisor. All questions regarding employment, employment conditions, or other employee related matters should be directed to the Human Resources Department. All HR procedures must be followed.

POSITIONS FUNDED WITH SCE FUNDS MUST

- provide direct instruction/services to at-risk students that are supplemental to the regular education program (foundation curriculum),
- be supplemental to the basic instructional program and not included in the basic fund allotment,
- meet a need identified in the comprehensive needs assessment, and
- be identified in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP) as personnel listings/strategies.

JOB DESCRIPTIONS OF SCE FUNDED POSITIONS

· Must be updated when applicable
· Must be signed by the employee
· Must clearly identify the activities performed by the employee
· Must be maintained in the employee's personnel file

DISTRICT LEVEL RESPONSIBILITIES

- Train central administration and campus level staff in collaboration with in identifying and coding at-risk students
- Monitoring SCE expenditures and staffing
- Evaluating effectiveness of programs and services designed to support at-risk students
- Implementation of homeless procedures and processes to include monitoring of performance on state assessment, graduation rates, attendance, retention rates, and withdrawals
- Monitoring performance of English learners including performance on state assessment, graduation rates, attendance, retention rates, and withdrawals
- Professional development supporting the use of sheltered instructional strategies
- Professional development for interventions and Response to Intervention
- Implementation of a monitoring system for Tier III intervention students
- Collaboration in developing differentiated campus plans based on data-driven needs

CAMPUS RESPONSIBILITIES

The principal can appoint an assistant principal as the Campus At-Risk Administrator. Each At-Risk Administrator is responsible for the following:

- Overseeing the scheduled or ongoing processes for identification of students based on the 15 at-risk student eligibility criteria.
- Maintaining a list of identified at-risk students by qualifying criterion/criteria to determine the needed interventions/services.
- Advising PEIMS clerk and Campus Committee, as appropriate, of the status of identified students.
- Overseeing the Campus Committee's monitoring process at the end of each marking period for review of each identified student's data to determine the need for continued or new interventions/services and to verify the student's eligibility for at-risk status.
- Overseeing the periodic performance reviews for exited students to provide timely assistance as needed.
- Collaborating with campus administration and Campus Level Planning Advisory Committee (CLPAC) staff to ensure appropriate services are available to identified students.
- Planning and conducting, in coordination with the district contact, an annual evaluation of program

effectiveness at the campus level.
- Collaborating with the principal, counselor(s), teachers, and At-Risk campus committee to provide appropriate and timely staff development sessions for proper identification and provision of interventions/services.

COUNSELOR RESPONSIBILITIES – Campus Counselor of Record

Each Counselor of Record is responsible for the following:

- Identifying students based on the 15 at-risk eligibility criteria following the designated timeline.
- Maintaining a list of identified students by qualifying criterion/criteria to verify PEIMS coding.
- Reviewing, in collaboration with Campus Committee, at the end of each marking period, identified student's data to determine the need for changes in at-risk status.
- Overseeing the completion/updating of the At-Risk Student Profile (ASP) form upon identification of at-risk students and/or updates to student's status.
- *High School:* Campus staff responsible for coordinating emergent bilingual, homeless, foster, and/or pregnancy related services & identification are responsible for the at-risk criteria identification. Professional staff must collaborate with PEIMS clerks for coding purposes and counselor's clerks for completing/updating the At-Risk Student Profile (ASP) form and collection of the supportive documentation. Coordinators are responsible for documentation, entry and exit at-risk status, and ensuring students are accurately coded in the district's Student Information System (SIS).

PEIMS CLERK RESPONSIBILITIES

Each PEIMS Clerk is responsible for the following:
- Coding students in the district's Student Information System (SIS) accurately based on the documentation received from the Campus At-Risk Administrator.

- Maintaining, in collaboration with the counselor's clerk, at the end of each marking period, a list of identified students by qualifying criterion/criteria.

COUNSELOR'S CLERK RESPONSIBILITIES

Each Counselor's Clerk is responsible for the following:
- Maintaining, in collaboration with the PEIMS clerk, at the end of each marking period, a list of identified students by qualifying criterion/criteria.

- Completing/Updating, in collaboration with the counselor, the At-Risk Student Profile (ASP) form upon identification of at-risk students and/or updates to student's status, including collection of supportive documentation.

- Ensuring that the At-Risk Student Profile (ASP) form is filled out completely, including all dates and signatures (counselor/administrator signature), after student's at-risk status in the district SIS.

- Filing the At-Risk Student Profile (ASP) form in the student's permanent folder.

SERVICES

After identification of students, the Campus At-Risk Administrator, in collaboration with Campus

Committee, shall ensure that identified students are provided appropriate interventions and/or 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
- Prescriptive supplemental reading programs
- Counseling sessions
- Summer enhancement programs
- Computer assisted instruction
- Specialized reading and math programs
- Extended core content courses
- Extended day, week, year learning opportunities
- Study skills sessions
- Peer, teacher, community-member mentoring sessions
- Training sessions for parents of identified students
- Individualized or small group instruction
- Class-size reduction measures
- Test preparation tutorials
- Instructional interventions
- Math labs, extended reading or writing labs
- Student centered program created to help ensure all Donna ISD students have the opportunities and support needed to achieve academic success

The intervention process is an on-going problem-solving approach that requires systematic progress monitoring that will provide documentation and feedback for review by the Campus At-Risk Administrator and Campus Committee.

MONITORING

Prior to the district's PEIMS October submission, each campus is required to establish a Campus Committee of certified staff members that will collaborate to identify and properly code at-risk students. The Campus Committee will make recommendations on appropriate interventions for such students and monitor their progress periodically. The committee members must include, but are not limited to, the Campus At-Risk Administrator, Homeroom Teacher, and the student's Counselor of Record.

The Campus Committee will consistently evaluate student progress at the end of every marking period and upon availability of documentation for those students receiving compensatory education services in the areas of academics, attendance, and discipline. Progress monitoring data will be recorded in each student's At-Risk Profile (ASP) form.

Monitoring measures may include, but are not limited to, the following:
- Weekly grades
- Written progress reports
- Review of subject area performance
- Benchmark assessments

- Review of six-weeks failure reports
- Periodic interviews with service providers
- Review the impact of counseling and/or other services offered to identified students
- Quarterly and/or timely consultations with law enforcement agencies and/or representatives of the Department of Family and Protective Services, as required

AT-RISK PERIODIC REVIEW/MONITORING TIMELINE

Timeline	Activity	Staff Responsible
Ongoing Throughout School Year	If there are changes in a student's data with respect to **any of the 15 criteria**, campuses should make the necessary **updates** to the student's at-risk status in the district's **Student Information System (SIS)** and record these updates on the **At-Risk Student Profile (ASP) form**.	Campus At-Risk Admin., Counselor, Counselor's Clerk, & PEIMS Clerk
Ongoing Throughout School Year	Students who were previously coded as a dropout by PEIMS with codes 88, 89 or 98, who return to re-enroll in school, should be coded at-risk with **Criterion #9**. *[Note: At-Risk status under Criteria #9 will never change.]*	Campus At-Risk Admin., Counselor, & PEIMS Clerk
Ongoing Throughout School Year	Foster Care students who are identified under **Criteria #11** and **#13** must have a copy of DFPS Form 2085 on file. The document is confidential and must be kept in a secured file.	Campus At-Risk Admin., Counselor, & PEIMS Clerk
Ongoing Throughout School Year	Homeless students who are identified under **Criteria #12** must have a copy of the Student Residency Questionnaire (SRQ) on file. The document is confidential and must be kept in a secured file.	Campus At-Risk Admin., Counselor, & PEIMS Clerk
Ongoing Throughout School Year	Students placed in an alternative education program or sent to JJAEP will be coded at-risk under **Criteria #6** or **#7** by the At-Risk Administrator and Campus PEIMS Clerk.	Campus At-Risk Admin., Counselor, & PEIMS Clerk
Ongoing Throughout School Year	**Criteria #4**, every grading period/six weeks	Teacher
Ongoing Throughout School Year	Students in grades PK-3 that did not perform satisfactorily on **MOY** Readiness Assessment must be coded at-risk under Criterion #4	Campus At-Risk Admin., Counselor, & PEIMS Clerk
Ongoing Throughout School Year	Students in grades PK-3 that did not perform satisfactorily on **MOY** Readiness Assessment coded at-risk under **Criterion #4** should be **prescribed** interventions/services.	Campus Committee & Teacher

Timeline	Activity	Staff Responsible
August	Print a campus list of at-risk students from the District's Student Management System. *Verify students' status for **Criteria #8, #11, #12, and #13** and **if needed, update** their at-risk status for the new school year.	Campus At-Risk Admin., Counselor, & PEIMS Clerk
August	Print a campus list of at-risk students from the District's Student Information System. *Verify students' status for **Criteria #1**, **#5, #10, #14,** and **#15 if needed**, **update** their at-risk status for the new school year.	Campus At-Risk Admin., Counselor, & PEIMS Clerk
August	Students who did not meet the state standards on the STAAR/EOC Assessments must be coded at-risk under **Criterion #3**.	Campus At-Risk Admin., Counselor, & PEIMS Clerk
August	Previously identified at-risk students under **Criterion #3** who passed the April STAAR/EOC Assessment with 110% level of satisfactory should have the criteria removed.	Campus Committee & PEIMS Clerk
August	Remove **criteria #4** and **#12** from all students' records in the Student Management System. *(August of new school year)*	Campus At-Risk Admin., Counselor, & PEIMS Clerk
September	Students in grades PK-3 that did not perform satisfactorily on **BOY** Readiness Assessment must be coded at-risk under **Criterion #4** .	Campus At-Risk Admin., Counselor, & PEIMS Clerk
September	Students in grades PK-3 that did not perform satisfactorily on **BOY** Readiness Assessment coded at-risk under **Criterion #4** should be **prescribed** interventions/services.	Campus Committee & Teachers
October (Secondary)	7th – 12th graders who did not pass 2 or more core subjects upon completion of the **1st Marking Period** must be coded at-risk under **Criterion #2**.	Campus At-Risk Admin., Counselor, & PEIMS Clerk
October (Secondary)	7th – 12th graders who did not pass 2 or more core subjects upon completion of the **1st Marking Period** coded at-risk under **Criterion #2** should be **prescribed** interventions/services.	Campus Committee & Teachers
October (Secondary)	**Review** report card failure report and any other specified data to monitor the effectiveness of interventions/services of **previously identified students** and record progress, recommendations, and/or changes on the At-Risk Student Profile (ASP) form.	Campus Committee, Teachers, & Counselor's Clerks
October	**All students MUST be properly identified using all applicable At-Risk Identification criteria and entered into the district's Student Information System by PEIMS snapshot.**	Campus At-Risk Admin., Counselor, & PEIMS Clerk
November	After PEIMS snapshot, generate a list of all At-Risk students and ensure that all At-Risk criteria entered is correct for every identified student. If errors are found, make the necessary corrections in the district's Student Information System. The corrections will be reflected in the PEIMS final submission.	Campus At-Risk Admin., Counselor, & PEIMS Clerk

Timeline	Activity	Staff Responsible
January (Secondary)	7th – 12th graders who did not pass 2 or more core subjects upon completion of the **1st Semester** should be coded at-risk under **Criterion #2**	Campus At-Risk Admin., Counselor, PEIMS Clerk, & Teachers
January (Secondary)	7th – 12th graders who did not pass 2 or more core subjects upon completion of the **1st Semester** coded at-risk under **Criterion #2** should be **prescribed interventions/services**.	Campus Committee & Teachers
January (Secondary)	**Review** report card failure report and any other specified data to monitor the effectiveness of interventions/services of **previously identified students** and record progress, recommendations, and/or changes on the At-Risk Student Profile (ASP) form.	Campus Committee, Teachers, & Counselor's Clerks
January (Secondary)	Students who did not pass the EOC exam during the Fall semester should be coded At-Risk with **Criterion #3**	Campus At-Risk Admin., Counselor, & PEIMS Clerk
January (Secondary)	Students who did not pass the EOC exam during the Fall semester coded at-risk under **Criterion #3** should be **prescribed interventions/services**.	Campus Committee & Teacher
May (Secondary)	7th – 12th graders who did not pass 2 or more core subjects upon completion of the **2nd semester** should be coded at-risk under **Criterion #2**	Campus At-Risk Admin., Counselor, & PEIMS Clerk
May (Secondary)	7th – 12th graders who did not pass 2 or more core subjects upon completion of the **2nd semester** coded at-risk under **Criterion #2** should be **prescribed interventions/services**.	Campus Committee & Teachers
May (Secondary)	**Review** report card failure report and any other specified data to monitor the effectiveness of interventions/services of **previously identified students** and record progress, recommendations, and/or changes on the At-Risk Student Profile (ASP) form	Campus Committee, Teachers, & Counselor's Clerks
May-July	**Review STAAR/EOC** Assessment scores to identify students who did not meet the state standards.	Campus At-Risk Admin., Counselor, & PEIMS Clerk

Identification and exit criteria must be documented on each student's At-Risk Student Profile (ASP) form as appropriate to maintain compliance.

IDENTIFICATION OF AT-RISK STUDENTS

Early identification of students who are at-risk or potentially at-risk is critical in designing programs and implementing strategies to increase the academic achievement and reduce the dropout rate of students meeting the eligibility requirements.

STATE AT-RISK CRITERIA

Per the Texas Education Code 29.081(d) - (d-1)

"Students 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, unless the student did not advance from pre-kindergarten or kindergarten to the next grade level only as a result of the request of the student's parent; [**Students remain "at-risk" until they graduate**.]

2. If the student is in grades 7–12 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; [TEC 28.002 - English Language Arts, Math, Science , Social Studies]

3. 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;

[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 pre, kindergarten, or grades 1– 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year**; (BOY and MOY administration for existing students; New students should be assessed within 30 days of enrollment.)**

5. Is pregnant or is a parent; **(*Students who give up their child for adoption or have a miscarriage shall not be identified under this criterion.*)**

6. Has been placed in a disciplinary alternative program DAEP in accordance with Education Code 37.006 (mandatory placement) during the preceding or current school year; *(Section 37.006 describes a disciplinary education program and **NOT** In School Suspension (ISS) program or Juvenile Justice Alternative Education Program (JJAEP).)*.

7. Has been expelled 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; *(Student remains at risk of dropping out of school for the remainder of his/her public school education.)*

10. Is emergent bilingual, as defined by Section 29.052;

11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless, 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. A foster home, which is covered under criterion 11, is not the same as a foster group home; **(*Even one night is sufficient criteria to list the student as at-risk.*)**

14. The student 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 the Texas Penal Code, §1.07;

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) *[Does not apply to Donna ISD]*

👉Please note: Students are not considered at-risk based on any other factors like qualifying as economically disadvantaged, disability, dyslexia, homebound, 504, special education, etc.

REVIEW TO EXIT PROCEDURES

Since some criteria may only temporarily qualify students as at-risk and eligible for SCE services, the At-Risk Campus Administrator must verify students' continuation in or exit from the SCE program. All decisions must be based upon the review of student data, recorded on the At-Risk Student Profile (ASP) form, and updated in TEAMS.

Before exiting a student from the SCE program and terminating interventions/services, it should be verified that the student no longer meets any of the 15 eligibility criteria. *[NOTE: Any changes to a student's at-risk status in the Student Information System (SIS) requires a new or updated ASP form.]*

If it is determined that a student will continue in the program, effectiveness of the current interventions/services should be discussed and changes made as appropriate to the student's needs and qualifying criteria.

In view of the fact that eligibility is based on qualifying criteria, all decisions for exiting a student from the SCE program will be based on the review of data that is relative to the student's qualifying criteria.

The following conditions, by criterion, provide the basis by which a student's at-risk status may change, thus exiting the student from the SCE program:
- **Criterion # 1** – There is **NO EXIT** from the SCE program when a student has previously failed a grade level. Student remains at-risk for the remainder of his or her public school education.
- **Criterion #2** – Students fail no more than one of the subjects in the foundation curriculum for the entire previous school year.
- **Criterion #3** – Students perform at a level equal to at least 110% of the level of satisfactory performance on the same or other appropriate instrument in the same or comparable subject area.
- **Criterion #4** – At-risk status for this criterion expires at the end of the current school year.
- **Criterion #5** – Student is no longer a parent because the parent-child relationship has been terminated, for example, by miscarriage or the child was put up for adoption.

- **Criterion #6** – Student is not currently in an alternative education program and was not in one for the entire previous school year.
- **Criterion #7** – Student has returned to school, and has not been expelled for the entire previous school year.
- **Criterion #8** – Students are no longer on parole, probation, deferred prosecution, or other conditional release.
- **Criterion #9** – There is **NO EXIT** from the SCE program when a student has previously dropped out of school. Student remains at-risk for the remainder of his or her public school education.
- **Criterion #10** – Student no longer meets the definition and has been exited from the LEP program.
- **Criterion #11** – Student is no longer in the custody or care of the Department of Family and Protective Services or, it is the end of the school year in which the student was referred.
- **Criterion #12** – At-risk status for this criterion expires at the end of the current school year.
- **Criterion #13** – Students are **not** currently residing in a residential placement facility and did not reside in one for the entire previous school year.
- **Criterion #14 –** There is **NO EXIT** from the SCE program when a student or parent/guardian has been incarcerated. Student remains at-risk for the remainder of his or her public school education.
- **Criterion #15 –** Students are not currently enrolled in a school district or a campus of a school district that is designated as a dropout recovery school.

The applicable Campus Committee must convene and review student data to exit a student on the basis of **criteria #10**.

- The **Campus Committee** must convene and review student data to exit a student on the basis of **criteria #2, #3, #5, and #10**.
- The **At-Risk Administrator**, without the need of a Campus Committee meeting, will confirm the conditions to exit a student on the basis of **criteria #6, #7, #8, #11, #13, and #15**.
- **Criteria #4 and #12** _expire_ at the _end of the current school year_.
- A student that has been identified at-risk under **criteria #1 or #9** will **NEVER** be _exited_.

POST-EXIT MONITORING

To ensure continual progress and success of previously identified students that have been exited from the SCE program, the Campus At-Risk Administrator will establish periodic performance reviews for such students and provide timely assistance as needed.

AT-RISK AUDITS

Donna ISD annually conducts audits of at-risk data at its campuses. It is required that all at-risk students be monitored and tracked until they exit the program. Student tracking is accomplished through the use of the district's Student Management System database that lists the entry and exit to the program, along with the identifying criteria and interventions.

ENTRY/EXIT & SUPPORTIVE DOCUMENTATION SUMMARY CHART

Supportive documentation and At-Risk Student Profile (ASP) form are auditable for 5 years. *Students at risk of dropping out of school includes each student who is under 26 years of age and who:*

PEIMS Code	Entry Criteria	Supportive Documentation	Entry Procedures	Exiting Criteria
v001	**Was Retained** Did not advance from one grade level to the next for one or more school years	**Final Report Card** (indicate retention status) *Supportive Documentation is needed in the at-risk divider tab **only** if the information is not available in the CRF, PEIMS Frontline, or if the report card or final report card label on CRF is missing or missing the retention indication*	Code date of enrollment if not advanced from one grade level to the next *Excludes pre-kindergarten or kindergarten who were not advanced as a result of the request of the student's parents*	**No Exit** - Remains at-risk for the remainder of his or her public school education
002	**Failed 2+ Core Courses (Grades 7-12)** Did not maintain an average ranging from 70 to 100 in two or more subjects during the *preceding* or *current* semester	**Report Card** *Supportive Documentation is needed in the at-risk divider tab **only** if the information is not available in the CRF or PEIMS Frontline*	Code at the end of the designated grading period *(end of 1st six week, 1st semester, & 2nd semester)*, if identified as having failed two or more courses during the current school year **NEW students** - Code date of enrollment if identified as having failed two or more courses during the current or preceding school year *If not identified previously - examples* **Scenario 1:** Passed during the previous year but failed during the current year, **Code** **Scenario 2:** Failed during the previous year but passed during the current year, **Code**	**Exit**, if not failing more than one core subject during the year the student was identified and in the following year *If identified previously - examples* **Scenario 1:** Failed 2 or more core courses during the 3rd gr year, passed during the previous year (4th gr) but failed 2 or more core courses during the current year (5th gr), **Remain** **Scenario 2:** Failed 2 or more core courses during during the 3rd gr year & during the previous year (4th gr) & during the current year (5th gr), **Remain** **Scenario 3:** Failed 2 or more core courses during the previous year (4th gr) but passed during the current year (5th gr), **Remain** **Scenario 4:** Failed 2 or more core courses during the 3rd gr year but passed during the previous year (4th gr) & during the current year (5th gr), **Exit**
v003 RD4 MA4 SC4 SS4	**STAAR Performance** Did not perform satisfactorily on an assessment and has not in the *previous* or *current* school year performed at least 110% of the states satisfactory performance level	**State Assessment Individual Student Report** *Supportive Documentation is needed in the at-risk divider tab **only** if the information is not available in the CRF, PEIMS Frontline, Eduphoria, or if label on CRF is missing*	Code date of enrollment if identified as not performing satisfactorily in the previous or current school year *If not identified previously - examples* **Scenario 1:** Failed 4th gr Reading STAAR, **Code** **Scenario 1:** Failed 3rd & 4th grade Reading STAAR but performed satisfactorily on 5th gr Reading STAAR, **Do not code** *"Performing Satisfactorily"* - approaches or better on STAAR or EOC	**Exit**, if scored at least 110% of the states passing standard for the subtest previously failed *Calculating the 100% Passing Standard threshold* 1. Access the Raw Conversion Table for the STAAR assessment the student just took. 2. Locate the minimum Raw Score. 3. Multiply by 110% and this is the threshold a student must reach. *If identified previously - examples* **Scenario 1:** Failed 3rd gr Reading STAAR but passes 4th gr Reading STAAR at 110% of passing score, **Exit** **Scenario 2:** Failed 3rd gr Reading STAAR & passed 4th gr Reading STAAR but the passing score is below 110% of the satisfactory performance score, **Remain**
v004	**PK-3 Readiness** If currently enrolled in PK-3 and did not perform satisfactorily on a readiness test or assessment administered during the *current* school year.	**Readiness Assessment** *Supportive Documentation **is needed** in the at-risk divider tab*	Code date of readiness assessment if identified as not performing satisfactorily **NEW students** - tested outside the BOY window, code date of readiness assessment if identified as not performing satisfactorily (assessed within 30 days of enrollment) | Grade	Instrument	Identification Criteria | |---|---|---| | PK | CLI Engage | Needs Support or Out of Range | | K-2nd | mCLASS Amplify | Below or Well Below Benchmark | | 3rd | Istation | Level 1 or 2 |	**Exit**, expires at the end of the *current* school year
005	**Parent** Is pregnant or is a parent, including the father (excludes students who give up their child for adoption or have a miscarriage)	**Doctor's report confirming pregnancy or records proving parenthood** *Supportive Documentation **is needed** in the at-risk divider tab*	Code date of verification	**Exit**, if no longer a parent because the parent-child relationship has been terminated, for example, by miscarriage or adoption

PEIMS Code	Entry Criteria	Supportive Documentation	Entry Procedures	Exiting Criteria
006	**DAEP Placement** Has been placed in a disciplinary alternative program during the _preceding_ or _current_ school year (excludes ISS program placement)	**PEIMS Discipline Incident Report** _(print out showing DAEP placement)_ _Supportive Documentation is needed in the at-risk divider tab_ **only** _if the information is not available in the CRF or PEIMS Frontline_	Code date of first day of DAEP placement **NEW students** - Code date of enrollment if placement was determined at a previous district the current or previous year _If not identified previously - examples_ **Scenario 1:** Not placed in DAEP during the previous year but was during the current year, **Code** **Scenario 2:** Placed in DAEP during the previous year but not during the current year, **Code**	**Exit**, at the end of the _second_ school year _after_ placement (was not in DAEP for the current and for the entire previous school year) _If identified previously - examples_ **Scenario 1:** Placed in DAEP during the 3rd gr year, no placement during the previous year (4th gr) but was during the current year (5th gr), **Remain** **Scenario 2:** Placed in DAEP during the 3rd gr year & during the previous year (4th gr) & during the current year (5th gr), **Remain** **Scenario 3:** Placed in DAEP during the previous year (4th gr) but not during the current year (5th gr), **Remain** **Scenario 4:** Placed in DAEP during the 3rd gr year but no placement during the previous year (4th gr) & during the current year (5th gr), **Exit**
007	**Expelled** Has been expelled during the _preceding_ or _current_ school year	**PEIMS Discipline Incident Report** _(print out showing expulsion)_ _Supportive Documentation is needed in the at-risk divider tab_ **only** _if the information is not available in the CRF or PEIMS Frontline_	Code date of the first day of expulsion **NEW students** - Code date of enrollment if expulsion was determined at a previous district the current or previous year _If not identified previously - examples_ **Scenario 1:** No expulsion during the previous year but was during the current year, **Code** **Scenario 2:** Expelled during the previous year but not during the current year, **Code**	**Exit**, at the end of the _second_ school year _after_ placement (returned to school and was not expelled for the entire previous school year) _If identified previously - examples_ **Scenario 1:** Expelled during the 3rd gr year, no expulsion during the previous year (4th gr) but was expelled during the current year (5th gr), **Remain** **Scenario 2:** Expelled during the 3rd gr year & during the previous year (4th gr) & during the current year (5th gr), **Remain** **Scenario 3:** Expelled during the previous year (4th gr) but not during the current year (5th gr), **Remain** **Scenario 4:** Expelled during the 3rd gr year but no expulsion during the previous year (4th gr) & during the current year (5th gr), **Exit**
008	**Conditional Release** Is _currently_ on parole, probation, deferred prosecution, or other conditional release	**Legal document confirming status** _For instance:_ ● Administrative Form & the juvenile probation officer's badge; ● a signed/dated verification letter from an administrator verifying parole or probation for the current school year would be sufficient; or ● other legal document confirming status _Supportive Documentation_ **is needed** _in the at-risk divider tab_	Code date of the start date of parole, probation, deferred prosecution or other conditional release	**Exit**, at the end of the school year that the parole, probation, etc. ends (no longer under any type conditional release)
009	**Dropout** Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school	**PEIMS report classifying student as a dropout** (print out of demographic profile indicating dropout classification) _Supportive Documentation is needed in the at-risk divider tab_ **only** _if the information is not available in the CRF or PEIMS Frontline_	Code the entry date after student is reported in PEIMS as a dropout	**No Exit** - Remains at-risk for the remainder of his or her public school education
010	**LPAC** Is emergent bilingual	**Parental Notification of Initial Identification & Approval of Placement** _Supportive Documentation will be kept in the_ **LPAC folder**	Code date of approval by parent	**Exit**, no longer meets the definition and has been exited from the program by the LPAC

PEIMS Code	Entry Criteria	Supportive Documentation	Entry Procedures	Exiting Criteria
011	**Custody or CPS** Is _in the custody or care_ of the Department of Family and Protective Services or has, during the _current_ school year, _been referred_ to the department by a school official, officer of the juvenile court, or law enforcement official	**DFPS documentation** _For instance:_ • Administrative from & the CPS investigator's badge; • DFPS Form 2085 – KF, FC, KO; • CPS Safety Plan(s) Form 2604 –B, 2298; • official DFPS letter verifying custodial care; or • other DFPS document confirming status _Supportive Documentation **is needed** in the at-risk divider tab_	Code date of placement with DFPS or date of referral	**Exit**, no longer in the custody/care of DFPS or at the end of the _current_ school year referred to DFPS
012	**Homeless** Is homeless - McKinney-Vento	**Student Residency Questionnaire (SRQ)** _Supportive Documentation **is needed** in the at-risk divider tab_	Code date on the Student Residency Questionnaire (SRQ)	**Exit**, expires at the end of the _current_ school year
013	**Residential Placement** Resided 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 (excludes a foster home) during the _preceding_ or _current_ school year	**Documentation from facility indicating admission/release dates** _Supportive Documentation **is needed** in the at-risk divider tab_	Code date of first day of residential placement **NEW students** - Code date of enrollment if placement was determined while enrolled at a previous district the current or previous year _If not identified previously - examples_ **Scenario 1:** Not resided in a residential placement facility during the previous year but was during the current year, **Code** **Scenario 2:** Resided in a residential placement facility during the previous year but not during the current year, **Code** _Note: even one night is sufficient to identify as at-risk status_	**Exit**, at the end of the _second_ school year _after_ placement (was not residing in a residential placement for the current and for the entire previous school year) _If identified previously - examples_ **Scenario 1:** Resided in a residential placement facility during the 3rd gr year, no placement during the previous year (4th gr) but was during the current year (5th gr), **Remain** **Scenario 2:** Resided in a residential placement facility during the 3rd gr year & during the previous year (4th gr) & during the current year (5th gr), **Remain** **Scenario 3:** Resided in a residential placement facility during the previous year (4th gr) but not during the current year (5th gr), **Remain** **Scenario 4:** Resided in a residential placement facility during the 3rd gr year but no placement during the previous year (4th gr) & during the current year (5th gr), **Exit**
014	**Incarcerated** Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution	**At-Risk Code 14 Form** _Supportive Documentation **is needed** in the at-risk divider tab_	Code date of disclosure or the date of incarceration (if within the current school year).	**No Exit** - Remains at-risk for the remainder of his or her public school education
015	**Recovery School** 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		**Does not apply to Donna ISD.**	