

School Year 2018-2019

**DALHART ISD
State Compensatory
Education
Policy and
Procedures Manual**

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Section I: Program Overview

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, DALHART ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are **supplemental** to the regular education program for students identified as at risk of dropping out of school. The Primary has chosen to use its supplemental SCE funds to support the schoolwide program for upgrading the entire educational program. On all other campuses, 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 goals of all DALHART 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 (§29.081, Texas Education Code and 77(R) SB 702 Enrolled – Bill Text).

General Use of Fund

DALHART ISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds are used to support one or more of the **ten** components at our Title I, Part A schoolwide campus, which exceeds 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 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, health, 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 one or more of the **ten** Title I, Part A Schoolwide Program Components at DALHART ISD Campuses so long as the campus continues to meet, at a minimum, the **40%** poverty threshold. 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.

Section II: Student Eligibility

DALHART ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 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 21 years of age and who...

1. Is in pre-kindergarten, 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;
2. 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;
3. 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.
4. 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;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §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; or
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. LOCAL- Student whose attendance has been reviewed by the District Attendance Officer
15. LOCAL- Dyslexic as diagnosed by qualified personnel.

Section III: Identification Procedures

Responsibilities – Campus Contact

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

- ♦ Oversee processes for identification of students
- ♦ Maintain a list of identified students with the qualifying criterion/criteria listed
- ♦ Advise campus staff, as appropriate, of the status of identified students
- ♦ Oversee processes for timely review of student progress to determine the need for continued services &/or continued eligibility
- ♦ Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- ♦ Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- ♦ Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- ♦ Collaborate with the principal and SBDM or campus staff to provide appropriate staff development sessions

Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State (see Section XI of this document). Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- ♦ For primary students only – students' performance on a readiness test or assessment instrument administered during the current school year (e.g., TPRI);
- ♦ For students in grades 7-12 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-risk)
- ♦ Retention rates
- ♦ Performance on State assessments, inclusive of STAAR, EOCs, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- ♦ Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- ♦ Alternative education program placement (current or preceding year school year)
- ♦ Expulsion records (current or preceding school year)
- ♦ To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- ♦ Previous dropout information
- ♦ LEP status
- ♦ DPRS referrals (current school year)
- ♦ Homeless status
- ♦ Residential facility placement data (preceding or current school)

Section IV: Provision of Services

Services

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

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

Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- ♦ Periodic interviews with service providers
- ♦ Written progress reports
- ♦ Review of subject area performance
- ♦ Periodic benchmark assessments
- ♦ Review of six-week failure lists
- ♦ To the extent possible, quarterly &/or other timely consultations with law enforcement agents and representatives from DPRS
- ♦ As appropriate, review impact of counseling services offered to identified students

Section V: 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 contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- ♦ 110% level of satisfactory performance on state assessments
- ♦ Promotion records
- ♦ Maintenance of passing grades with a score of 70 or greater
- ♦ Residential placement status
- ♦ Condition of pregnancy or parent status
- ♦ Alternative education program placement timeframe
- ♦ LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section VI: Program Evaluation

Required Overall Program Evaluation

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

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

Additional Evaluation Measures

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

Specific Program Evaluation

Specifics of the SCE Program evaluation are outlined on the table provided on the next page. 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.

Annual SCE Evaluation – School Year 2016-2017 DALHART ISD

SCE Program Evaluation for School Year				
Service & Evaluation Strategy	Person(s) Responsible	Final Evaluation Conducted By	Findings	Program Modification
Determine total amount of SCE funds for all DISD campuses. Utilize funds to reduce the retention rate and improve student performance for at-risk students	Supt. Joe Alcorta Business Manager	Business Manager	Formative and summative testing, progress monitoring, and report cards will indicate at-risk students. Analysis of test results will form RTI groups.	Teachers will continue to meet in grade level/dept. meetings to analyze testing data, plan effective targeted instruction and share effective teaching strategies.
Determine total FTE for all campuses	Supt. Business Manager	Business Manager	Job responsibilities of teacher and aides working with at-risk students on campus staff rosters and campus building schedule	Annual needs assessment will determine staffing needs.
DISD has adopted thirteen criteria that will be used to identify students who are eligible to receive intensive, supplemental services.	Supt.	Campus Principal	The following data will be analyzed to determine atrisk students: Benchmark testing Progress Monitoring Summative testing ESL logs Discipline logs CPS reports Homeless reports Retention reports Attendance rosters	DISD campuses will annually update and revise at-risk criteria to make sure it is current with state mandates.
Identify students at risk of retention using state criteria and provide interventions to accelerate learning	Principal Classroom Teachers	Principal Ass't Principal	At-Risk students received RTI and Interventions to	
Teachers have access in TxEIS to program information about each student including at-risk eligibility.	Principal Teachers	Principal Assistant Principal	Eligibility is reviewed and teachers are knowledgeable about student.	Continue to have conversations in PLC and Grade Level meeting about individual student progress.
DISD conducts a Comprehensive Needs Assessment annually.	Principal Leadership Teams	Principal Leadership Team	Campuses identify trends and patterns of student growth.	Bring more data into the CNA including attendance and student growth.

Section VII: Campus-Level Services

Dalhart Elementary School

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Criteria 1 Did not perform satisfactory on readiness test or assessment instrument	ESL small group instruction in the classroom. Resource and speech small group targeted instruction for all students with IEP's and help during inclusion Tier 2 and Tier 3 Instruction- small group intervention for students not meeting grade level expectations on benchmark testing Tier 1 small group targeted instruction in regular classroom	M	iStation monthly progress monitoring Beginning of year BAS Kindergarten through second grade 6 Week Unit Assessments- 5 times a year per core subject in Second Grade. 2 times per year in per core subject in First grade during the second semester. Region 16 Benchmark in reading and Math Kindergarten-2 nd Grade 2 times a year	Progress Reports every 3 weeks Parent Portal- weekly core instruction grades Report Cards every 6 weeks DMAC student profiles and testing reports on 6 week Unit Assessments P Proficiency indicator assessments after each learning unit	iStation Individual Student Running Records Region 16 Benchmark in reading and Math Kindergarten-2 nd Grade 2 times a year TELPAS ESL testing (Feb-March)	FTE's and salaries for this campus on separate attachment 25
Criteria 3 Student has been retained	ESL small group instruction in the classroom. Resource and speech small group targeted instruction for all students with IEP's and help during inclusion Tier 2 and Tier 3 Instruction- small group intervention for students not meeting grade level expectations on benchmark testing Tier 1 small group targeted instruction in regular classroom Individualized instruction if needed in classroom.	M	iStation monthly progress monitoring Beginning of year BAS Kindergarten through second grade 6 Week Unit Assessments- 5 times a year per core subject in Second Grade. 2 times per year in per core subject in First grade during the second semester. Region 16 Benchmark in reading and Math Kindergarten-2 nd Grade 2 times a year	Progress Reports every 3 weeks Parent Portal- weekly core instruction grades Report Cards every 6 weeks DMAC student profiles and testing reports on 6 week Unit Assessments Proficiency indicator assessments after each learning unit	iStation. Individual Student Running Records Region 16 Benchmark in reading and Math Kindergarten-2 nd Grade 2 times a year TELPAS ESL testing (Feb-March)	
Criteria 4 Did not perform satisfactorily on assessment instrument (TEC subchapter B, Chapter 39	ESL summer school for Head Start, Pre-K and Kindergarten ESL students. Migrant summer school for K-3 Students	M	All Migrant students invited to summer school. iStation Beginning of year BAS Kindergarten through second grade 6 Week Unit Assessments- 5 times a year per core subject in Second Grade. 2 times per year in per core subject in First grade during the second semester.	Progress Reports every 3 weeks Parent Portal- weekly core instruction grades Report Cards every 6 weeks DMAC student profiles and testing reports on 6 week Unit Assessments	iStation. Individual Student Running Records Region 16 Benchmark in reading and Math Kindergarten-2 nd Grade 2 times a year TELPAS ESL testing (Feb-March)	

			Region 16 Benchmark in reading and Math Kindergarten-2 nd Grade 2 times a year	Proficiency indicator assessments after each learning unit		
Criteria 10 is a student of limited English proficiency	ESL small group instruction to target specific needs of each student according to testing data, core instruction grades, in the regular classroom. Extended learning opportunities (Tutorial sessions, summer school)	M	iStation Beginning of year BAS Kindergarten through second grade 6 Week Unit Assessments- 5 times a year per core subject in Second Grade. 2 times per year in per core subject in First grade during the second semester. Region 16 Benchmark in reading and Math Kindergarten-2 nd Grade 2 times a year .	Progress Reports every 3 weeks Parent Portal- weekly core instruction grades Report Cards every 6 weeks DMAC student profiles and testing reports on 6 week Unit Assessments Proficiency indicator assessments after each learning unit	iStation. Region 16 Benchmark Assessment twice a year. TELPAS ESL testing (Feb-March)	
Criteria 11: In the custody or care of the Dept. of Protective Services	Tier 2 and Tier 3 Instruction- small group intervention for students not meeting grade level expectations on benchmark testing Tier 1 small group targeted instruction in regular classroom Third Grade extended Day Tutorial –Second semester Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed.	M	6 Week Unit Assessments- 5 times a year per core subject in Second Grade. 2 times per year in per core subject in First grade during the second semester. iStation	Progress Reports every 3 weeks Parent Portal- weekly core instruction grades Report Cards every 6 weeks DMAC student profiles and testing reports on 6 week Unit Assessments Proficiency indicator assessments after each learning unit	iStation Region 16 Benchmark Assessment twice a year. TELPAS ESL testing (Feb-March)	
Criteria 12: Homeless	Students identified as Homeless will receive District services that include: transportation, educational services for which the student meets eligibility (ESL, Migrant, Title I, Special Education, Gifted and talented), school nutrition programs and any tutorial programs Extended learning opportunities (Tutorial sessions, summer school)	M	iStation 6 Week Unit Assessments- 5 times a year per core subject in Second Grade. 2 times per year in per core subject in First grade during the second semester.	Progress Reports every 3 weeks Parent Portal- weekly core instruction grades Report Cards every 6 weeks DMAC student profiles and testing reports on Six Week Unit Assessments Proficiency indicator assessments after each learning unit	iStation Region 16 Benchmark Assessment twice a year. TELPAS ESL testing (Feb-March)	

Criteria 13: Foster Home	Tier 2 and Tier 3 Instruction- small group intervention for students not meeting grade level expectations on benchmark testing Tier 1 small group targeted instruction in regular classroom Extended learning opportunities (Tutorial sessions, summer school)	M	iStation Region 16 Benchmark Assessment twice a year. 6 Week Unit Assessments- 5 times a year per core subject in Second Grade. 2 times per year in per core subject in First grade during the second semester.	Progress Reports every 3 weeks Parent Portal- weekly core instruction grades Report Cards every 6 weeks DMAC student profiles and testing reports on 6 week Unit Assessments Proficiency indicator assessments after each learning unit	iStation. Region 16 Benchmark Assessment twice a year. TELPAS ESL testing (Feb-March)	
Local Criteria 1 Attendance problems	Attendance will be checked daily by classroom teacher Attendance warning letters sent every 6 weeks. Severe attendance problems reported to district truancy officer and court officers	PI M	Progress Reports- every 3 weeks Report Cards every 6 weeks	If students miss more than 5 days each report card period- attendance letters sent home Truancy reported to court officers	If students miss more than 20 days- annual attendance meeting to decide grade placement	
Local Criteria 2 Dyslexia	Dyslexia reading remediation Program: Students given small group targeted instruction by campus reading specialist trained in dyslexia teaching strategies.	M	iStation Region 16 Benchmark Assessment twice a year. 6 Week Unit Assessments- 5 times a year per core subject in Second Grade. 2 times per year in per core subject in First grade during the second semester.	Progress Reports every 3 weeks Parent Portal- weekly core instruction grades Report Cards every 6 weeks DMAC student profiles and testing reports on 6 Week Unit Assessments Proficiency indicator assessments after each learning unit	iStation Region 16 Benchmark Assessment twice a year. TELPAS ESL testing (Feb-March)	

Dalhart Intermediate School Services Funded by SCE

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Criteria 1 Did not perform satisfactory on readiness test or assessment instrument	Resource and speech small group targeted instruction for all students with IEP's and help during inclusion Tier 2 and Tier 3 Instruction- small group intervention for students not meeting grade level expectations on benchmark testing Tier 1 small group targeted instruction in regular classroom Third Grade extended Day Tutorials Counseling sessions Individualized instruction as needed. Mentor Program for students	M	iStation monthly progress monitoring STAAR math and reading benchmark Feb. Curriculum Based Assessments- 5 times a year per core subject DMAC student profiles and testing reports on CBA Assessments IEP performance progress reviews BOY and MOY math and reading Screeners	Progress Reports every 3 weeks Parent Portal- weekly core instruction grades Report Cards every 6 weeks Screeners – Aug. and Dec.	iStation STAAR Third Grade math and reading tests TELPAS ESL testing (Feb-March) EOY math and reading Screeners - May	FTE's and salaries for this campus on separate attachment 25
Criteria 2 Non-mastery of content Not maintaining a grade of 70	NA	M	NA	NA	NA	NA
Criteria 3 Student has been retained.	Extended learning opportunities through intervention and after school tutorials Counseling as needed. Peer, teacher and aide mentoring Individualized instruction as needed Resource/Speech – inclusion help or small group pull out instruction. Resource for IEP's Mentor Program for students	M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks BOY and MOY math and reading Screeners	Report Cards every 6 weeks Review of disaggregated CBA's 5 times a year per core subj Screeners – Aug. and Dec	Review of disaggregated State Assessment STAAR, TELPAS, EOY math and reading Screeners - May	
Criteria 4 Student did not perform satisfactory on state assessment.	Extended learning opportunities through intervention and after school tutorials Counseling as needed. Peer, teacher and aide mentoring Individualized instruction if needed Resource/Speech – inclusion help or small group pull out instruction.	M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks BOY and MOY math and reading Screeners	Report Cards every 6 weeks Review of disaggregated CBA's 5 times per year per core subj. Screeners – Aug. and Dec	Review of disaggregated State Assessment STAAR, TELPAS, EOY math and reading Screeners - May	

Criteria 6 Student has been placed in an Alternative Education Program	Counseling Accelerated Instruction Mentor Program for Students Referral to At-Risk Coordinator	M	Formative Benchmark & CBA's assessments; Progress reports every 3 weeks BOY and MOY math and reading Screeners	Report Cards every 6 weeks Review of disaggregated CBA's 5 times a year per core subj. Screeners – Aug. and Dec	Review of disaggregated State Assessment STAAR, TELPAS, EOY math and reading Screeners - May	
Criteria 7 Student has been expelled.	Counseling Accelerated Instruction Referral to At-Risk Coordinator	M	Formative Benchmark & CBA's assessments; Progress reports every 3 weeks BOY and MOY math and reading Screeners	Report Cards every 6 weeks Review of disaggregated CBA's 5 times a year per core Screeners – Aug. and Dec	Review of disaggregated State Assessment STAAR, TELPAS, EOY math and reading Screeners - May	
Criteria 10 is a student of limited English proficiency	ESL pull out program or inclusion- small group instruction to target specific needs of each student according to testing data, core instruction grades, teacher input. Extended learning opportunities (Tutorial sessions, summer school for migrant) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction as needed. Mentor program for at-risk students PLC's to discuss LEP data	M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks BOY and MOY math and reading Screeners	Report Cards every 6 weeks Review of disaggregated CBA's 5 times a year Screeners – Aug. and Dec	Review of disaggregated State Assessment STAAR, TELPAS, EOY math and reading Screeners - May	
Criteria 11: In the custody or care of the Dept. of Protective Services	Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed. Accelerated Instruction Mentor program for at-risk students	M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks BOY and MOY math and reading Screeners	Report Cards every 6 weeks Review of disaggregated CBA's 5 times a year Screeners – Aug. and Dec	Review of disaggregated State Assessment STAAR, TELPAS, EOY math and reading Screeners - May	

Criteria 12: Homeless	Students identified as Homeless will receive District services that include: transportation, educational services for which the student meets eligibility (ESL, Migrant, Title I, Special Education, Gifted and talented), school nutrition programs and any tutorial programs Extended learning opportunities (Tutorial sessions, summer school for migrant) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction as needed. Mentor program for at-risk students Referral to At-Risk Coordinator	M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks BOY and MOY math and reading Screeners	Report Cards every 6 weeks Review of disaggregated CBA's 5 times a year Screeners – Aug. and Dec	Review of disaggregated State Assessment STAAR, TELPAS, EOY math and reading Screeners - May	
Criteria 13: Foster Home	Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed.	M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks BOY and MOY math and reading Screeners	Report Cards every 6 weeks Review of disaggregated CBA's 5 times a year Screeners – Aug. and Dec	Review of disaggregated State Assessment STAAR, TELPAS, EOY math and reading Screeners - May	
Local Criteria 1 Attendance problems	Attendance will be checked daily by classroom teacher Attendance warning letters sent every 6 weeks. Severe attendance problems reported to district truancy officer and court officers	PI M	Progress Reports- every 3 weeks Report Cards every 6 weeks Attendance reports	If students miss more than 5 days each report card period- attendance letters sent home Truancy reported to court officers	If students miss more than 20 days- annual attendance meeting to decide grade placement	
Local Criteria 2 Dyslexia	Dyslexia reading remediation Program: Students given small group targeted instruction with campus reading teacher trained in a dyslexia reading program.	M	STAAR math and reading benchmark testing - Feb. Progress Reports every 3 weeks BOY and MOY reading Screeners	Progress Reports every 3 weeks Parent Portal- weekly core instruction grades Report Cards every 6 weeks Screeners – Aug. and Dec	STAAR Third Grade math and reading tests TELPAS ESL testing (Feb-March) EOY Screeners - May	

Dalhart Jr. High School Services Funded by SCE

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
<p>Criteria 2 Non-mastery of content Not maintaining a grade of 70</p>	<p>Remediation services for STAAR Extended learning opportunities Counseling if needed. Peer, teacher and aide mentoring Individualized instruction if needed Resource/Speech – inclusion help or small group pull out instruction. ESL- inclusion help or small group pull out instruction using Read180 & System 44 Accelerated instruction by at-risk specialists</p>	<p style="text-align: center;">M</p>	<p>Formative Benchmark & CBA's assessments; Progress reports every 3 weeks, 6 week tests</p>	<p>Report Cards every 6 weeks Parent Portal- weekly grades available online for parent view DMAC testing profile reports on CBA's every 5 weeks</p>	<p>Review of disaggregated State Assessment STAAR, TELPAS,</p>	<p>FTE's and salaries for this campus using SCE funds on p. 12. SCE funding for programs for this campus.\$142.744 FTE 6.0</p>
<p>Criteria 3 Student has been retained.</p>	<p>Remediation services for STAAR Extended learning opportunities Counseling if needed. Peer, teacher and aide mentoring Individualized instruction if needed Resource/Speech – inclusion help or small group pull out instruction. ESL- inclusion help or small group pull out instruction using Read 180 or System 44 Accelerated instruction by at-risk specialists</p>	<p style="text-align: center;">M</p>	<p>Formative Benchmark & CBA's assessments; Progress reports every 3 weeks</p>	<p>Report Cards every 6 weeks Parent Portal- weekly grades available online for parent view DMAC testing profile reports on CBA's every 5 weeks</p>	<p>Review of disaggregated State Assessment STAAR, TELPAS,</p>	<p>\$25,000</p>
<p>Criteria 4 Student did not perform satisfactory on state assessment.</p>	<p>Remediation services for STAAR Extended learning opportunities Counseling if needed. Peer, teacher and aide mentoring Individualized instruction if needed Resource/Speech – inclusion help or small group pull out instruction. ESL- inclusion help or small group pull out instruction Accelerated instruction by at-risk specialists</p>	<p style="text-align: center;">M</p>	<p>Formative Benchmark & CBA's assessments; Progress reports every 3 weeks</p>	<p>Report Cards every 6 weeks Parent Portal- weekly grades available online for parent view DMAC testing profile reports on CBA's every 5 weeks</p>	<p>Review of disaggregated State Assessment STAAR, TELPAS,</p>	
<p>Criteria 5 Is pregnant or is a parent</p>	<p>Remediation services for STAAR Extended learning opportunities Counseling if needed. Peer, teacher and aide mentoring Individualized instruction if needed</p>	<p style="text-align: center;">M</p>	<p>Formative Benchmark & CBA's assessments; Progress reports every 3 weeks</p>	<p>Report Cards every 6 weeks Parent Portal- weekly grades available online for parent view DMAC testing profile reports on CBA's every 5 weeks</p>	<p>Review of disaggregated State Assessment STAAR, TELPAS,</p>	
<p>Criteria 6 Student has been placed in an Alternative Education Program</p>		<p style="text-align: center;">M</p>	<p>Formative Benchmark assessments & CBA's; Progress reports every 3 weeks</p>	<p>Report Cards every 6 weeks DMAC testing profile reports on CBA's every 5 weeks</p>	<p>Review of disaggregated State Assessment STAAR, TELPAS,</p>	

Criteria 7 Student has been expelled.		M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks	Report Cards every 6 weeks DMAC testing profile reports on CBA's every 5 weeks	Review of disaggregated State Assessment STAAR, TELPAS,	
Criteria 10 Student with Limited English proficiency	ESL pull out or inclusion program- small group instruction to target specific needs of each student according to testing data, core instruction grades, teacher input. Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed.	M	Formative Benchmark assessments & CBA; Progress reports every 3 weeks	Report Cards every 6 weeks DMAC testing profile reports on CBA's every 5 weeks	Review of disaggregated State Assessment STAAR, TELPAS,	
Criteria 11: In the custody or care of the Dept. of Protective Services	Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed.	M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks	Report Cards every 6 weeks DMAC testing profile reports on CBA's every 5 weeks	Review of disaggregated State Assessment STAAR, TELPAS,	
Criteria 12: Homeless	Students identified as Homeless will receive District services that include: transportation, educational services for which the student meets eligibility (ESL, Migrant, Title I, Special Education, Gifted and talented), school nutrition programs and any tutorial programs Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed. Accelerated instruction by at-risk specialists	M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks	Report Cards every 6 weeks DMAC testing profile reports on CBA's every 5 weeks	Review of disaggregated State Assessment STAAR, TELPAS,	
Criteria 13: Foster Home	Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed. Accelerated instruction by at-risk specialists	M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks	Report Cards every 6 weeks DMAC testing profile reports on CBA's every 5 weeks	Review of disaggregated State Assessment STAAR, TELPAS,	
Local Criteria 1 Attendance problems	Attendance will be checked daily by classroom teacher Calls home by teachers, administrators and at-risk coordinator Attendance warning letters sent home. Parent Meetings to discuss attendance	PI M	Progress Reports- every 3 weeks Report Cards every 6 weeks	If students miss more than 5 days each report card period- attendance letters sent home Truancy reported to court officers	If students miss more than 20 days- annual attendance meeting to decide grade placement	

	issues Home visits by truancy officers					
Local Criteria 2 Dyslexia	Dyslexia reading remediation Program: Students given small group targeted instruction by campus trained dyslexia reading teacher.	M	Formative Benchmark & CBA assessments; Progress reports every 3 weeks	Report Cards every 6 weeks DMAC testing profile reports on CBA's every 5 weeks	Review of disaggregated State Assessment STAAR, TELPAS. Progress reviews of Dyslexia Instruction	

Dalhart High School Services Funded by SCE

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Criteria 2 Non-mastery of content Not maintaining a grade of 70	Remediation services for weak areas on.EOC testing Extended learning opportunities Counseling if needed. Peer, teacher and aide mentoring Individualized instruction if needed Resource/Speech – inclusion help or small group pull out instruction. ESL- inclusion help or small group pull out instruction Summer School tutorial Program Credit Recovery classes Accelerated Instruction by at-risk specialists	M	Benchmarks and 6 week tests	Report cards,progress reports DMAC analysis	Review of Data	DMAC FTE's and Salaries
Criteria 3 Student has been retained.	Remediation services for weak areas on.EOC testing Extended learning opportunities Counseling if needed. Peer, teacher and aide mentoring Individualized instruction if needed Resource/Speech – inclusion help or small group pull out instruction. ESL- inclusion help or small group pull out instruction Summer School tutorial Program Credit Recovery classes Accelerated Instruction by at-risk specialists	M	Benchmarks and 6 week tests	Report cards,progress reports DMAC analysis	Review of disaggregated State Assessment TELPAS, EOC	DMAC FTE's and Salaries
Criteria 4 Student did not perform satisfactory on state assessment.	Remediation services for weak areas on.EOC testing Extended learning opportunities Counseling if needed. Peer, teacher and aide mentoring Individualized instruction if needed Resource/Speech – inclusion help or small group pull out instruction. ESL- inclusion help or small group pull out instruction Summer School tutorial Program Credit Recovery classes Accelerated Instruction by at-risk specialists	M	Benchmarks and 6 week tests	Report cards,progress reports DMAC analysis	Review of disaggregated State Assessment TELPAS, EOC	DMAC FTE's and Salaries

Criteria 5 Is pregnant or is a parent	Remediation services for TAKS,EOC Extended learning opportunities Counseling if needed. Peer, teacher and aide mentoring Individualized instruction, Pregnant Services Credit recovery classes	M	Benchmarks and 6 week tests	Report cards,progress reports DMAC analysis	Review of disaggregated State Assessment TELPAS, EOC	DMAC FTE's and Salaries
Criteria 6 Student has been placed in an Alternative Education Program	Special Education – BAC Unit or Life Skills Credit Recovery Classes	M	Benchmarks and 6 week tests	Report cards,progress reports DMAC analysis	Review of disaggregated State Assessment TELPAS, EOC	DMAC FTE's and Salaries
Criteria 7 Student has been expelled.	Credit Recovery Classes	M	Benchmarks and 6 week tests	Report cards,progress reports DMAC analysis	Review of disaggregated State Assessment TELPAS, EOC	DMAC FTE's and Salaries
Criteria 10 is a student of limited English proficiency	ESL pull out or inclusion program- small group instruction to target specific needs of each student according to testing data, core instruction grades, teacher input. Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed. Credit Recovery Classes if needed Accelerated Instruction by at-risk specialists	M	Benchmarks and 6 week tests	Report cards,progress reports DMAC analysis	Review of disaggregated State Assessment TELPAS, EOC	DMAC FTE's and Salaries
Criteria 11: In the custody or care of the Dept. of Protective Services	Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed	M	Benchmarks and 6 week tests	Report cards,progress reports DMAC analysis	Review of disaggregated State Assessment TELPAS, EOC	DMAC FTE's and Salaries
Criteria 12: Homeless	Students identified as Homeless will receive District services that include: transportation,educational services for which the student meets eligibility (ESL, Migrant, Title I, Special Education, Gifted and talented), school nutrition programs and any tutorial programs Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed.	M	Benchmarks and 6 week tests	Report cards,progress reports DMAC analysis	Review of disaggregated State Assessment TELPAS, EOC	DMAC FTE's and Salaries
Criteria 13: Foster Home	Extended learning opportunities (Tutorial sessions, summer school) Peer – Teacher aide mentoring sessions Counseling sessions Individualized instruction if needed. Accelerated Instruction by at-risk specialists	PI M	Benchmarks and 6 week tests	Report cards,progress reports DMAC analysis	Review of disaggregated State Assessment TELPAS, EOC	DMAC FTE's and Salaries
Local Criteria 1 Attendance problems	Attendance will be checked daily by classroom teacher Attendance reports given to parents on progress reports and report cards. Severe attendance problems reported to district truancy officer		Benchmarks and 6 week tests	Excessive Absence report sent home	Attendance Review Review of disaggregated State Assessment TELPAS, EOC	
Local Criteria 2 Dyslexia	Dyslexia reading remediation Program: Students given small group targeted instruction by campus teacher trained in		Benchmarks and 6 week tests	Report cards,progress reports	Review of disaggregated State Assessment TELPAS, EOC	DMAC FTE's and Salaries

	dyslexia reading programs.			DMAC analysis		
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<u>CNA</u>	Comp. Needs Assessment	<u>RS</u>	Reform Strategy	<u>HQ</u>	Highly Qualified Staff	<u>PD</u>	Professional Development	<u>R/R</u>	Recruitment & Retention of Cert. Staff
<u>PI</u>	Parental Involvement	<u>I</u>	Transition	<u>A</u>	Teacher Inv. in Assessment Decisions	<u>M</u>	Timely assistance for Student Mastery	<u>Coord</u>	Coordination & Integration of federal, local, & state Programs

Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*

DALHART ISD AND ALL CAMPUSES USE SCE FUNDS FOR TIMELY ASSISTANCE FOR STUDENT MASTERY (M)

State Compensatory

Budget for District Improvement Plan

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
199 11 6119	6119 Salaries or Wages – Teachers and Other Professional Personnel	\$176,343.00
199 11 6129	6129 Salaries or Wages for Support Personnel	\$112,988.00
199 11 6141	6141 Social Security/Medicare	\$3,192.00
199 11 6142	6142 Group Health and Life Insurance	\$24,321.00
199 11 6143	6143 Workers' Compensation	\$1,657.00
199 11 6146	6146 Teacher Retirement/TRS Care	\$5,947.00
199 11 6149	6149 Employee Benefits	\$581.00
	6100 Subtotal:	\$325,029.00
6200 Professional and Contracted Services		
199 11 6239	6239 ESC Services	\$8,900.00
	6200 Subtotal:	\$8,900.00
6300 Supplies and Services		
199 11 6399	6399 General Supplies	\$8,150.00
	6300 Subtotal	\$8,150.00
6400 Other Operating Costs		
199 11 6499	6499 Miscellaneous Operating Costs	\$3,400.00
	6400 Subtotal	\$3,400.00

Section VIII: Other Services/Funds Utilized

In addition to the strategies listed within the campus tables included, DALHART ISD draws on other fund sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. Please refer to the staff development plan located within the District Improvement Plan. As well, other special state and federal funds support additional initiatives designed to support all students, especially those in greatest need.

- *Title I, Part A, Part C*
- *Title II, Part A*
- *Title III*
- *Title IV Safe and drug Free Schools*
- *Local Funds*

Section IX: Summary of FTEs

Campus	Personnel	Position	Salary/Benefits	FTE	SCE Funds
High School					
	Person A	U.S. History Teacher	\$57,793.14	.125	\$7,224.14
	Person B	Paraprofessional	22,429.94	.904	\$23,292.51
	Person C	Math Teacher	\$57,152.78	.125	\$7,143.64
	Person D	Paraprofessional	18,102.86	1.0	\$18,102.86
	Person E	English Teacher	38,953.89	.125	\$4,869.24
Middle School					
	Person F	Math Teacher	\$56,778.82	.250	\$14,194.71
	Person G	Math Teacher	\$42,646.66	.250	\$10,661.67
	Person H	Math Teacher	\$52,010.45	.375	\$19,503.92
Primary Elem					
	Person I	Paraprofessional	\$21,207.23	.250	\$5,301.81
	Person J	Paraprofessional	\$21,714.48	1.0	\$21,714.48
	Person K	Dyslexia Teacher	\$46,552.48	1.0	\$46,552.48
	Person L	Paraprofessional	\$17,088.36	1.	\$17,088.36
	Person M	Paraprofessional	\$22,475.36	.50	\$11,237.68
Upper Elem					
	Person N	Teacher	\$34,530.66	.074	\$2,544.90
	Person O	Paraprofessional	\$17,899.96	1.	\$17,899.96
	Person P	Teacher	\$38,679.96	.074	\$2,850.71
	Person Q	Paraprofessional	\$17,849.24	1.0	\$17,849.24
	Person R	Teacher	\$36,366.91	.074	\$2,682.06
	Person S	Teacher	\$34,530.66	.074	\$2,546.64
	Person T	Teacher	\$41,449.55	.074	\$3,054.83
	Person U		\$21,714.48	1.0	\$21,714.48

Section XI: At-Risk Student Profile
DALHART ISD AT-RISK STUDENT PROFILE

PEIMS ID #	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current Yr Enroll Date
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STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

PK-3 Criteria

Readiness on TPRI Score: _____
 (PK-3 only)

Readiness TPRI Test Date: _____
 (PK-3 only)

20 State Assessment Scores

State Assessment – Rdg. _____

State Assessment – Math _____

State Assessment – Write _____

State Assessment – Sci _____

State Assessment – SS _____

Core Subject Grades (7-12 only)
Previous Semester

MATH _____

SCIENCE _____

ELA _____

SOCIAL STUDIES _____

Core Subjects Grades (7-12 only)
Current Semester

MATH _____

SCIENCE _____

ELA _____

SOCIAL STUDIES _____

<u>AT RISK CRITERIA</u>	<u>DOCUMENTATION</u>
<i>Place a "Y" in the box for each questioned answered, "Yes". A "Yes" response to any question qualifies the student as "At-Risk."</i>	<i>Check all that apply. Documentation for each applicable item must be kept in student's At-Risk Folder.</i>
1. Did not perform satisfactorily on Readiness Test? (PK-3 only -- TPRI)	Copy of Readiness Test (PK-3)
2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)	Grade Record or failure list
3. Was not advanced from one grade to the next for one or more school yrs.?	Grade Record
4. Did not perform satisfactorily on state assessment? Or has failed State Assessment in prior year, and currently has passed; however, has not passed by the 110% rule? (Please circle)	Copy of State Assessment or EOC reports (2001, 2002 only)
5. Is pregnant or is a parent?	Copy of Doctor's report confirming pregnancy or records proving parenthood
6. Is/Was in AEP (preceding or current year)? Section 37.006	Copy of hearing record indicating placement in AEP due to appropriate cause
7. Is/Was expelled in preceding or current school year? Section 37.007	Copy of expulsion records indicating cause of expulsion
8. Is currently on parole, probation, deferred prosecution, or other conditional release?	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9. Was previously reported to PEIMS as a dropout?	Copy of PEIMS report classifying student as a dropout
10. Is a LEP student?	Copy of LPAC profile indicating LEP status
11. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?	Copy of DPRS documentation confirming custody or referral
12. Is homeless, as defined by 42 U.S.C. §11302, and its amendments?	Copy of records indicating homeless status
13. Resided in preceding or current year in a residential placement facility in the district, including a foster group home?	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

Student is At-Risk (Please Circle): **Yes** **NO** _____

Person Completing Form
Principal's Signature
Date

MONITORING RECORD

DATE	MONITORED BY	SERVICE PROVIDED	DATA REVIEWED	RECOMMENDATION TO EXIT		RECOMMENDATION TO MODIFY SERVICES (EXPLAIN)	PRINCIPAL'S INITIALS
				YES	NO		

EXIT RECORD

DATE EXITED FROM SCE SERVICES: _____

REASON FOR EXITING STUDENT: _____

EXIT REVIEW CONDUCTED BY: _____

Principal's signature: _____

Date: _____

(Note: This two-page form is intended to be duplicated front and back on cover stock and kept in the student's cumulative folder or in locked storage in the at-risk coordinator's files. Contact/At-risk committee/principal are to review the student's progress periodically)