



# **State Compensatory Education (SCE)**

## **Policies and Procedures Manual**

## TABLE OF CONTENTS

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SECTION		PAGE
I.	PROGRAM OVERVIEW .....	1
II.	STUDENT ELIGIBILITY CRITERIA .....	2
III.	STUDENT IDENTIFICATION PROCEDURES .....	3
IV.	PROGRAM PLANNING .....	5
V.	USE OF FUNDS .....	6
VI.	PROGRAM EVALUATION .....	8
VII.	AT-RISK STUDENT PROFILE .....	10
VIII.	REQUIRED PROGRAM COMPONENTS OF A SCHOOLWIDE CAMPUS .....	13
IX.	HELPFUL DOCUMENTS FOR CODEING.....	15

## Section I: Program Overview

### Program Description

Compensatory education is defined in law (Section 29.081 of the Texas Education Code) as compensatory, intensive, and accelerated instructional programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school.

### Program Goals

The goals of all Mullin 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).

### Program Purpose

Mullin 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. This includes:

- Supplemental programs for students identified as at risk using the 13 state criteria as well locally established criteria adopted by the Board of Education on non-Title I Schoolwide campuses: Mullin OAKS, Pecan Ridge High School, Cedar Mountain High School, Parkview Lubbock, & Parkview Levelland.
- Support one or more of the required ten components (see Section VIII) of Title I Schoolwide campuses (those above 40% educationally disadvantaged): Mullin Elementary & Mullin High School.
- Support the district's Disciplinary Alternative Educational Program as per Section 37.008, TEC

### General Use of Funds

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 schoolwide campuses, so long as the campuses continue 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

Mullin ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702, to identify students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 26 years of age and who...

1. Is in 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.

## Section III: Identification Procedures (Entry and Exit)

### Procedures for Identifying Eligible Students

Campuses will follow district established procedures for identifying students who are eligible for SCE services. Procedures are as follows:

- Campuses will receive forms from the PEIMS Clerks in early fall.
- The principal, in consultation with the appropriate staff, will review relevant data and determine student eligibility using the state established criteria along with local criteria.
- Campus principal will provide updated information to the PEIMS Clerk by mid October.
- PEIMS clerks will enter data by the end of October.
- Individual student at-risk data profile records (see Section XI) will be maintained at the campus level for all MISD students. This data will be reviewed and updated in January and again at the end of the school year. The form will be kept in the student cumulative folders.
- If a student fails a STAAR assessment, he/she will be coded as at-risk during the school year the assessment is failed and remain at-risk until he/she successfully completes a like/same assessment at 110% of the minimum passing score. If a student fails a STAAR assessment for a subject that is not tested in the subsequent school year, he/she will remain at risk for the one additional school year. For example, if a student fails his/her 4th grade writing assessment, he/she will be coded at-risk for the remainder of fourth grade plus his/her entire fifth grade year. The district will provide a conversion chart for calculating the 110% satisfactory performance on all state assessment instruments as soon as the data is available.
- Once a student is not advanced from one grade level to the next, i.e., retained, the student remains at risk of dropping out of school for the remainder of his/her public school education. For all other state eligibility criteria, students must be evaluated on an *ongoing basis* to determine if they continue to meet the criteria for being at risk of dropping out of school. Under certain criteria, students will be reported for one or more school years until the student performs at a level sufficient to exit the at-risk special population category.

### Periodic Updates and Eligibility Review

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

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

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

- ♦ To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- ♦ Previous dropout information
- ♦ LEP status
- ♦ Department of Protective and Regulatory Services(DPRS) referrals (current school year)
- ♦ Homeless status
- ♦ Residential facility placement data (preceding or current school)

### **Monitoring**

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

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

### **Exit Review**

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State Assessments, expulsion timeframe, LEP status, residential placement timeframes), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

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

### **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 IV: Program Planning

The district and campuses will design and implement appropriate compensatory, intensive, or accelerated instructional services for students at risk of dropping out of school used on performance data. Program planning and decision-making must include the principal, superintendent or designee, and site-based decision-making committee.

Law requires the district/campus improvement plan as the primary record supporting expenditures attributed to the SCE program. The plans will include a description of the programs/services provided, total number of full-time equivalent staff (FTEs) supporting the identified programs, and the summary of SCE funding by object code.

The SCE program must be described in the campus improvement plan if the program is implemented at the campus level or the district improvement plan if the SCE program is implemented district wide. Improvement plans must be developed, evaluated, and revised at least once each school year.

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

- Total amount of SCE funds allocated to the campus for resources and FTEs or to the district if operating a district-wide SCE program
- Comprehensive Needs Assessment
- Identified strategies implemented to reduce the dropout rate and improve student performance for students at risk of dropping of school
- Supplemental financial resources for SCE
- Supplemental FTEs for SCE
- Measurable performance objectives
- Timelines for monitoring strategies
- Formative and summative evaluation criteria

In addition, personnel paid with SCE funds must have payroll documentation such as schedule, description, or time and effort to support changes.

Mullin ISD will demonstrate that school personnel have received staff development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school.

## Section V: Use of Funds

### Supplemental

SCE funds may only be used for costs of programs and/or services that are supplemental to the regular education program and are designed for students at risk of dropping out school. The term regular education program applies to the basic instructional services to which all students are entitled.

Supplemental costs should address the student's qualifying criteria and include such costs as:

- Classroom teachers for individualized instruction
- Educational enrichment activities
- Response to Intervention Model (RtI) interventions
- Extended day, week, year, including extended early childhood programs
- Individualized computer-assisted instruction
- Mentorship programs targeting students at risk of dropping out of school
- Parenting program
- Specialized reading and math program
- Specialized staff development to train personnel who are working with at risk students
- Teacher assistants
- 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
- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Goal-setting sessions
- Class-size reduction measures



## **Title I Schoolwide Program**

State law provides flexibility with the use of SCE funds on Title I, Part A schoolwide campuses (where at least 40 percent of the students are educationally disadvantaged). SCE funds used to support a Title I, Part A educational program must be part of the campus budget and all SCE expenditures must be tracked back to the SCE fund code, and all generally, accepted accounting principles must be followed. As with Title I funds, SCE funds used to upgrade the educational program must also meet the same guidelines required of the No Child Left Behind Act of 2001 (Public Law 107-110), (abbreviated in print as NCLB) in that SCE funds may only be used to incorporate instructional strategies that scientifically-based research has shown are effective with teaching low-achieving students. While state law does not recognize a schoolwide SCE program, in TEC 42.152(c), districts are allowed to use SCE funds “to support a [schoolwide] program eligible under Title I of the Elementary and Secondary Education Act of 1965.” This means that the district may use SCE funds to act with/coordinate Title I, Part A to implement the schoolwide program. However, the district will still need to adhere to the fiscal requirements stipulated in TEC 42.152 and the program requirements mandated in TEC 29, Subchapter C.

## Section VI: Program Evaluation

### Required Overall Program Evaluation

School districts are required to evaluate the effectiveness of their designated state compensatory education program and include the results of this evaluation in the district improvement plan or the charter school instructional plan. The analysis allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. The SCE program must be evaluated and documented by showing the effectiveness in reducing any disparity in:

- (1) Performance on assessment instruments between “students at risk of dropping out of school” and all other district students; and
- (2) Rates of high school completion between “students at risk of dropping out of school” and all other district students.

The data source shall be the fall Texas Academic Performance Report (TAPR).

### Additional Evaluation Measures

In addition, districts and campuses shall use dropout data and performance data to design and make changes to their SCE program(s) and/or services in order to meet the needs of students served. Other measures for evaluation may include the following:

- Periodic reviews with service providers
- Written progress reports
- Review of subject area performance
- Periodic benchmark-type assessments
- Review of six-week failure lists
- As appropriate, review impact of counseling services offered to identified students

**SCE Program Evaluation for School Year \_\_\_\_\_**

Service & Evaluation Strategy	Person(s) Responsible	Final Evaluation Conducted By	Findings	Program Modification
<p><b>Sample:</b>                      Extended Day Services (e.g., after-school tutoring, Saturday classes, etc.) – Semi-annual review of benchmark assessment results for identified students served and State Assessment results</p>	Campus Contacts			
Special Classes (e.g., reading and math labs)-- Review 6 week failure lists for identified students served in special programs and course completions/promotion rates	Campus principals			

Mullin ISD At Risk Student Profile - Elementary & Middle

Campus: \_\_\_\_\_

Student ID

Last Name

First Name

MI

DOB

School Year 20__-20__	School Year 20__-20__	School Year 20__-20__	School Year 20__-20__	School Year 20__-20__	School Year 20__-20__	School Year 20__-20__	School Year 20__-20__
Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No

Principal initials

Principal initials

Principal initials

Principal initials

Principal initials

Principal initials

Principal initials

Principal initials

**At Risk Criteria**

**Documentation**

<b>CODE</b>	Place the appropriate code # in the above current year box A 'Yes' response to any question qualifies the student as 'At Risk'.	Check all that apply. Documentation for each applicable item must be kept in students At Risk Folder.
1.	Did not perform satisfactorily on Readiness Test? (PK-3rd Grade)	<input type="checkbox"/> Copy of Readiness (PK-3rd Grade) -TPRI Results
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)	<input type="checkbox"/> Grade Record of failure list
3.	Was not advanced from one grade to the next for one or more school years?	<input type="checkbox"/> Grade Record
4.	Did not perform satisfactorily on state assessment? Or has failed STAAR/TAKS in prior year and currently has passed; however, has not passed by the 110% Rule? (please specify)	<input type="checkbox"/> Copy of STAAR/TAKS or EOC reports
5.	Is pregnant or is a parent?	<input type="checkbox"/> Copy of Doctor's report confirming pregnancy or records providing parenthood
6.	Is/Was in AEP (preceding or current year)? Section 37.006	<input type="checkbox"/> Copy of hearing records indicating placement in AEP due to appropriate cause
7.	Is/Was expelled in preceding or current school year? Section 37.007	<input type="checkbox"/> Copy of expulsion records indicating cause of expulsion
8.	Is currently on parole, probation, deferred prosecution, or other conditional release?	<input type="checkbox"/> Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9.	Was previously reported to PEIMS as a dropout?	<input type="checkbox"/> Copy of PEIMS report classifying student as a dropout
10.	Is an LEP student?	<input type="checkbox"/> Copy of LPAC profile indicating LEP status
11.	Is in the custody or care of the Department of Family and Protective Services or has,	<input type="checkbox"/> Copy of DFPS placement authorization form or court order
12.	Is homeless, as defined NCLB, Title X, Part C, Section 725(2)?	<input type="checkbox"/> Copy of records indicating homeless status
13.	Resided in preceding or current 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?	<input type="checkbox"/> Copy of documentation indicating residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

Mullin ISD At Risk Student Profile - Secondary

Campus: \_\_\_\_\_

Student ID

Last Name

First Name

MI

DOB

School Year 20__-20__	School Year 20__-20__	School Year 20__-20__	School Year 20__-20__	School Year 20__-20__	School Year 20__-20__	School Year 20__-20__	School Year 20__-20__
Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No	Grade _____ Code # _____ October: Yes No January: Yes No June: Yes No

Principal initials

Principal initials

Principal initials

Principal initials

Principal initials

Principal initials

Principal initials

Principal initials

**At Risk Criteria**

**Documentation**

Place the appropriate code # in the above current year box A 'Yes' response to any question qualifies the student as 'At Risk'.		Check all that apply. Documentation for each applicable item must be kept in students At Risk Folder.	
CODE			
1.	Did not perform satisfactorily on Readiness Test? (PK-3rd Grade)	<input type="checkbox"/>	Copy of Readiness (PK-3rd Grade) -TPRI Results
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)	<input type="checkbox"/>	Grade Record of failure list
3.	Was not advanced from one grade to the next for one or more school years?	<input type="checkbox"/>	Grade Record
4.	Did not perform satisfactorily on state assessment? Or has failed STAAR/TAKS in prior year and currently has passed; however, has not passed by the 110% Rule? (please specify)	<input type="checkbox"/>	Copy of STAAR/TAKS or EOC reports
5.	Is pregnant or is a parent?	<input type="checkbox"/>	Copy of Doctor's report confirming pregnancy or records providing parenthood
6.	Is/Was in AEP (preceding or current year)? Section 37.006	<input type="checkbox"/>	Copy of hearing records indicating placement in AEP due to appropriate cause
7.	Is/Was expelled in preceding or current school year? Section 37.007	<input type="checkbox"/>	Copy of expulsion records indicating cause of expulsion
8.	Is currently on parole, probation, deferred prosecution, or other conditional release?	<input type="checkbox"/>	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9.	Was previously reported to PEIMS as a dropout?	<input type="checkbox"/>	Copy of PEIMS report classifying student as a dropout
10.	Is an LEP student?	<input type="checkbox"/>	Copy of LPAC profile indicating LEP status
11.	Is in the custody or care of the Department of Family and Protective Services or has,	<input type="checkbox"/>	Copy of DFPS placement authorization form or court order
12.	Is homeless, as defined NCLB, Title X, Part C, Section 725(2)?	<input type="checkbox"/>	Copy of records indicating homeless status
13.	Resided in preceding or current 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?	<input type="checkbox"/>	Copy of documentation indicating residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

**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.)*

## Section VIII: Required Program Components of a Schoolwide Campus

Title I Schoolwide Campuses' Campus Improvement Plan (CIP) must address the following ten program components, as required by the Elementary and Secondary Education Act (ESEA):

1. **The summary of the outcome of the CNA.** The summary is a report or other document that describes the data your campus gathered and used during the CNA, the conclusions you drew from the analysis, and the needs you identified. It should be created by the schoolwide planning team.
2. **Schoolwide reform strategies.** Your CIP must include specific instructional strategies and initiatives, which must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on your the campus.
3. **Instruction by highly qualified teachers.** Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it. High-poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, federal statute requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program campus meet [certain qualifications](#) (given in Section 1119 of ESEA). Your CIP must describe the specific plans and activities that you will implement to meet this requirement.
4. **High-quality and ongoing professional development.** Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the state's academic achievement standards. To do this, they must be familiar with the goals and objectives of the CIP, and receive the sustained, high-quality professional development required to implement them. Federal statute requires that professional development be extended, as appropriate, to those who work with teachers to support student achievement, such as principals, paraprofessionals, and parents. Your CIP must describe the specific plans and activities that you will implement to meet this requirement.
5. **Strategies to attract highly qualified teachers to high-need schools.** Although recruiting and retaining highly qualified teachers is an ongoing challenge in high-poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, your CIP must describe the strategies you will use to attract and retain highly qualified teachers.
6. **Strategies to increase parental involvement.** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, your CIP must contain strategies to involve parents, especially in helping their children do well in school. Your CIP must also demonstrate how parents will be involved in planning, implementing, and evaluating your schoolwide program.
7. **Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.** This component emphasizes the value of creating a coherent and seamless educational program for students at risk of dropping out of school. Early childhood programs provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start. Your CIP must include your plans for assisting preschool students.

8. **Measures to include teachers in decisions regarding the use of academic assessments.** In addition to state assessment results, teachers need current and ongoing assessment data that describe student achievement. This data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. Your schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. Your CIP must describe the specific plans and activities that you will implement to meet this requirement.
9. **Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.** The schoolwide program campus must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the campus who need it. Your CIP must describe the specific plans and activities that you will implement to meet this requirement.
10. **Coordination and integration of federal, state, and local services and programs.** Schoolwide program campuses are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program campuses may combine most federal, state, and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out your schoolwide program. Your CIP must demonstrate how your campus will coordinate and integrate federal, state, and local services and programs



## 2016 Raw Score-Scale Score Conversion Chart for 110%

		2016 Spring English			2016 Spring Accommodated			2016 Spring Braille			2016 May Administration		
		2016 Raw Met Standard	110% Raw*	Scale Score needed to meet 110%	2016 Raw Met Standard	110% Raw*	Scale Score needed to meet 110%	2016 Raw Met Standard	110% Raw*	Scale Score needed to meet 110%	2016 Raw Met Standard	110% Raw*	Scale Score needed to meet 110%
Grade 3	Reading	21	24	1386	21	24	1386	21	24	1386			
	Math	24	27	1393	24	27	1393	24	27	1393			
Grade 4	Reading	24	27	1464	24	27	1473	24	27	1466			
	Math	24	27	1497	24	27	1497	24	27	1497			
	Writing	14	16	3775	14	16	3775	14	16	3775			
Grade 5	Reading	26	29	1501	27	30	1508	26	29	1508	26	29	1498
	Math	24	27	1531	24	27	1531	24	27	1531	26	29	3673
	Science	26	29	3673	30	33	3700	30	33	3700			
Grade 6	Reading	27	30	1547	28	31	1554	28	31	1554			
	Math	19	21	1556	19	21	1556	19	21	1556			
Grade 7	Reading	29	32	1603	28	31	1603	28	31	1603			
	Math	22	25	1600	22	25	1600	22	25	1600			
	Writing	27	30	3775	26	29	3700	26	29	3700			
Grade 8	Reading	28	31	1612	28	31	1615	29	32	1625	28	31	1613
	Math	26	29	1630	26	29	1630	26	29	1630	26	29	1623
	Science	29	32	3665	29	32	3662	29	32	3700			
	Social St.	27	30	3664	27	30	3679	27	30	3679			

		2016 Spring Online Administration				
	# of items	Raw Met Standard	Scale Score	Percent Met Standard	110% Raw Met Standard	Scale Score for 110%
English I	92	49	3775	53%	54	3925
English II	92	52	3775	57%	58	3963
Algebra I	54	21	3550	39%	24	3657
Biology	54	21	3550	39%	24	3655
US History	68	30	3550	44%	33	3660

		2016 Spring Braille Administration				
	# of items	Raw Met Standard	Scale Score	Percent Met Standard	110% Raw Met Standard	Scale Score for 110%
English I	92	47	3775	51%	52	3925
English II	92	49	3775	53%	54	3904
Algebra I	54	21	3550	39%	24	3657
Biology	54	21	3550	39%	24	3660
US History	68	30	3550	44%	33	3660

		2016 Spring Paper Administration				
	# of items	Raw Met Standard	Scale Score	Percent Met Standard	110% Raw Met Standard	Scale Score for 110%
English I	92	48	3775	52%	53	3925
English II	92	51	3775	55%	57	3963
Algebra I	54	21	3550	39%	24	3657
Biology	54	21	3550	39%	24	3655
US History	68	30	3550	44%	33	3660

# State Compensatory Education Procedures for Entering and Exiting Students in At-Risk Situations

Criteria to Enter a Student as "At-Risk":	Procedures to Exit the Student:															
1. Fails to meet the following cut off scores for the assessment instrument listed. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade</th> <th>Assessment</th> <th>Cutoff</th> </tr> </thead> <tbody> <tr> <td>PK</td> <td>Determined</td> <td>Determined</td> </tr> <tr> <td>1</td> <td>by</td> <td>by</td> </tr> <tr> <td>2</td> <td>the</td> <td>the</td> </tr> <tr> <td>3</td> <td>District</td> <td>District</td> </tr> </tbody> </table>	Grade	Assessment	Cutoff	PK	Determined	Determined	1	by	by	2	the	the	3	District	District	End of the current school year.
Grade	Assessment	Cutoff														
PK	Determined	Determined														
1	by	by														
2	the	the														
3	District	District														
2. A student in grades 7-12 is not passing 2 or more core subjects at any time during a semester.	The student is failing not more than one core subject in the year the student was identified and in the following year.															
3. Student was retained in grade during a previous year. (Including holding back by parent request)	The student graduates from high school.															
4. Failed a state assessment given during the current or preceding school year.	Scored at least a 110% of the state's passing standard for the subtest previously failed. (Ex.: Failed 3 <sup>rd</sup> grade Reading, must pass 4 <sup>th</sup> grade Reading at 110% of passing score. )															
5. As soon as the school learns of a student's status as being pregnant or a parent.	Individual case when the student no longer is pregnant or a parent.															
6. Mandatory placement in a DAEP program during the current or preceding school year.	End of the school year after placement.															
7. Student is expelled.	Same as #6															
8. The student is placed on probation, etc.	End of the school year that the parole, probation, etc. ends.															
9. Previously reported as a dropout on PEIMS.	Upon graduation from High School.															
10. Limited English Proficient student.	Exited from the program by the LPAC (Language Proficiency Assessment Committee)															
11. In the custody, care or has been referred to the Department of Protective and Regulatory Services	At the end of the current school year.															
12. Homeless according to 42 USC 11302.	At the end of the current school year.															
13. Resides in a residential placement facility and the school learns of that placement.	At the end of the current school year after the placement has ended.															



In & out



Forever



Annual



Completed by outside agent