Educate, Excite and Engage: Keeping Your SCE Program Effective and Relevant

2015 ACET Fall Conference
Houston, Texas
October 19, 2015
Intent and Purpose of the SCE Program

Programs and/or services designed to supplement the regular education program for identified at-risk students

- The goal for SCE is to increase achievement and to reduce the disparity in
  (a) performance on the state assessment and
  (b) rates of high school completion
between students at-risk of dropping out of school and all other district students.

- Expenses must directly impact students
Key Players in the State Compensatory Education Program

School Districts
Administrators
Business Personnel
Program Coordinator
PEIMS Clerk
Counselors
Classroom Teachers
Parents

Education Service Centers
SCE Consultants
PEIMS
Curriculum Specialists
Counselors Contact

Legislators
Texas Education Agency
Any program activity, program personnel, or program materials required by federal law, state law, or State Board of Education rule may not be funded with SCE funds.

SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.
At-Risk Student Eligibility Criteria
Includes each student under the age of 26 who:

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year

**Note:** Do not use previous year’s score for classification

* Once a student takes the state assessment, the campus will begin to use Criteria #4 to determine at-risk status of the student.
At-Risk Student Eligibility Criteria
Includes each student under the age of 26 who:

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

http://tea.texas.gov/curriculum/teks/
At-Risk Student Eligibility Criteria
Includes each student under the age of 26 who:

3. Was not advanced from one grade level to the next for one or more years.

**Note:** Student remains at risk of dropping out of school for the remainder of his/her public school education.

**Excludes:** a student not advancing from PK or K into the next grade level only as a result of the request of the student’s parents.
At-Risk Student Eligibility Criteria
Includes each student under the age of 26 who:

4. Did not perform satisfactorily on an instrument administered to the student under Subchapter B, Chapter 39, and who has not in a previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.

(See STAAR Math 3-8 on next slide)
While results of the STAAR Math 3-8 assessments for school year 2014-2015 will not be used for state accountability purposes, TEA has issued passing scores that districts can use to determine whether a student meets the criteria for being at risk under TEC 29.081.

If a student did not perform satisfactorily on the STAAR Math 3-8 assessment instrument during 2014-2015 and has not retaken that or another appropriate instrument and passed at 110% of satisfactory performance on that instrument, then the student should be coded at risk under this statutory criteria.
At-Risk Student Eligibility Criteria
Includes each student under the age of 26 who:

5. Is pregnant or is a parent

http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Pregnancy_Related_Services/
At-Risk Student Eligibility Criteria
Includes each student under the age of 26 who:

6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year

**Note:** Section 37.006 describes a disciplinary education program NOT an in-school suspension (ISS) program

7. Has been expelled in accordance with Section 37.007, TEC during the preceding or current school year
At-Risk Student Eligibility Criteria
Includes each student under the age of 26 who:

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

9. Was previously reported through PEIMS to have dropped out of school

Note: Student remains at risk of dropping out of school for the remainder of his/her public school education

http://www.texasstudentdatasystem.org/TSDS/Education_Data_Warehouse/PEIMS_Data_Mart/
At-Risk Student Eligibility Criteria
Includes each student under the age of 26 who:

10. Is a student of limited English proficiency, as defined by Section 29.052;
    Note: The student no longer meets this criteria once the student has been exited from the program.

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

http://tea.texas.gov/TitleIII/PartA/
At-Risk Student Eligibility Criteria

Includes each student under the age of 26 who:

12. Is homeless, as defined by 42 U.S.C. Section 11302, and subsequent amendments. (Refer to McKinney-Vento Homeless Assistance Act of 2001, Section 725.)

For more information: THEO offers free technical assistance service to any district that needs help developing and or implementing its Homeless Education Plan. 512-475-9702 or 1-800-446-3142 or go to http://www.utdanacenter.org/theo/
At-Risk Student Eligibility Criteria
Includes each student under the age of 26 who:

PEIMS Guidance on Homelessness and Unaccompanied Youth
http://www.utdanacenter.org/theo/resources/factsheets.php

- Students that are considered unaccompanied are not automatically considered homeless.
- Unaccompanied youth will only be reported to PEIMS if they are also identified as homeless.
At-Risk Student Eligibility Criteria
Includes each student under the age of 26 who:

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

Note: Student cannot be counted by two districts during the same time period.
Local Student Eligibility

Must be adopted by the local Board of Trustees

- Adopted criteria must be clearly defined in the DIP for districts or the instructional plan for charter schools
- Number may not exceed 10% of the number of students who received services during the preceding school year

- Students identified using local criteria are not reported through PEIMS
Local Student Eligibility (continued)

- MUST document the need for the specific supplemental services or supplemental instruction in its comprehensive needs assessment and the D/CIP

  Need must be identified prior to providing the specified supplemental services or supplemental instruction to locally identified at-risk students.

**Note:** The SCE allotment may not be used to provide services on a campus that does not have any state identified at-risk students.
Locating SCE Allocation: Summary of Finances

http://tea.texas.gov/Finance_and_Grants/State_Funding/Foundation_School_Program/Summary_of_Finances/

The Summary of Finances (SOF) is a state aid report produced by the Texas Education Agency for each school district and charter school. It describes the district’s or school’s funding elements and Foundation School Program (FSP) state aid.

The report includes information on:

- the number of students in average daily attendance (ADA) and weighted average daily attendance (WADA),
- the number of students making up special student populations,
- property values,
- tax rates, and
- tax collections.

The SOF also shows the Tier I entitlement (basic entitlement), the Tier II allotment (supplemental funding), and a variety of other FSP allotments, including facilities allotments, if any.

For each district, the TEA produces several SOF reports throughout the school year, updating the information in the report as new data become available. To find out more, see School Finance 101: Funding of Texas Public Schools (Revised January 2013) (PDF, 609 KB).
Direct Link to School District State Aid Reports


Located in the Summary of Finances
Instructions for Accessing Summary of Finances

- Click on the dropdown for Select Report and click on “Summary of Finances”
- Click “Select”
- Click on the dropdown for Select School Year and select the “year” and enter the “County District Number” or “District Name” in the box
- Click “Submit”
- From the reports listed for Summary of Finances, find the most recent date and click on the type of report you would like to have (HTML, PDF, EXCEL)
- In the report, scroll down to Tier I Allotments (Program Intent codes – Allotments) to 24-Compensatory Education Allotment to find your district’s allotment
- Print report
### State Compensatory Ed. Allotment

#### Tier I Allotments

<table>
<thead>
<tr>
<th>Program Intent Codes - Allotments</th>
<th>LPE</th>
<th>DPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. 11-Regular Program Allotment</td>
<td>$5,160,945</td>
<td>$5,407,497</td>
</tr>
<tr>
<td>29. 23-Special Education Adjusted Allotment (Spend 52% of Amount)</td>
<td>$990,932</td>
<td>$931,687</td>
</tr>
<tr>
<td>30. 22-Career and Technology Allotment (Spend 58% of Amount)</td>
<td>$814,707</td>
<td>$677,726</td>
</tr>
<tr>
<td>31. 21-Gifted &amp; Talented Adjusted Allotment (Spend 55% of Amount)</td>
<td>$38,707</td>
<td>$39,654</td>
</tr>
<tr>
<td>32. 24-Compensatory Education Allotment (Spend 52% of Amount)</td>
<td>$817,209</td>
<td>$801,277</td>
</tr>
<tr>
<td>33. 25-Bilingual Education Allotment (Spend 52% of Amount)</td>
<td>$20,704</td>
<td>$15,596</td>
</tr>
</tbody>
</table>
Changes in the law made by HB 1305 now permit districts and open-enrollment charter schools to generate SCE funding for students who participate in the National School Lunch Program (NSLP) or School Breakfast Program (SBP) at one or more campuses in the district and for students who participate in a locally-funded program at one or more campuses in the district.
Community Eligibility Provision (CEP)

TEA Correspondence - April 4, 2014
http://www.tea.state.tx.us/taa_letters.aspx

2015–2016 State Compensatory Education Funding and Implementation of the Community Eligibility

Date: Friday, April 04, 2014
TO THE ADMINISTRATOR ADDRESSED:
Subject: 2015–2016 State Compensatory Education Funding and Implementation of the Community Eligibility Provision

• Texas will implement CEP in 2015-2016.
• CEP is related to child nutrition programs and was created to:
  • Improve access to free meals in eligible high poverty local education agencies and schools and
  • Eliminate the administrative burden of collecting household applications for free and reduced-price meals (these apps are not collected for participating campuses)
Community Eligibility Provision (CEP)

- If a district chose to use CEP for the 2014-15 school year, the CEP data the district reports to the Texas Dept. of Agriculture (TDA) impacted SCE funding for the 2015-16 school year.
- TEA will use the count of students eligible for meals fully reimbursed by the TDA in the calculation of students eligible for SCE funding.
- For campuses not using the CEP, TEA will continue to determine the SCE funding using the TDA-provided prior-year counts of students eligible for free or reduced price lunches.
- For more information about CEP on the TDA website:
Community Eligibility Provision (CEP)

Question: How will CEP impact State Compensatory Education (SCE) funding?

Answer: The Texas Education Agency will use the count of students eligible for meals reimbursed by the TDA at the free rate in the calculation of students eligible for SCE funding.

As an example, if schools participating in CEP have an identified student percentage of 40%, the number of students that count towards SCE funding would be 64% of total enrollment (.40*1.6).
Student Success Initiative and Accelerated Instruction

TEA Correspondence – April 4, 2014
http://www.tea.state.tx.us/index4.aspx?id=25769810624

House Bill 5, 83rd Legislative Session, added new TEC §28.0217 to require each school district to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an end-of-course (EOC) assessment instrument.
House Bill 5 also amended TEC §29.081 to require school districts to offer, without cost to a student, additional accelerated instruction in any subject if the student failed to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation.

Your district or charter school is required to *separately* budget and prioritize state compensatory education funding and any other funding necessary to sufficiently support the cost of additional accelerated instruction for students who fail to perform satisfactorily on an EOC assessment instrument.
Student Success Initiative and Accelerated Instruction

- State compensatory education funds cannot be used for any other purpose until your district or charter school has sufficiently funded additional accelerated instruction. Your school district or charter school must use *program intent code 24 when coding additional accelerated instruction expenditures.

- *If the campus is a T-I SW above 40%, PIC 30 will still be used.

- TEC §29.081 as amended by HB 5 also requires each school district to evaluate the effectiveness of accelerated instruction programs for high school students and to hold an annual public hearing to consider the results of the evaluation.
Budgeting for State Comp Ed

Fund 199
PIC 24 or PIC 30 (*See next slide*)

- SCE funds are part of the local budget that must be used for supplemental expenses to address the needs of identified at-risk students

- The Direct Cost requirement changed from 55% to 52% in the 2011-2012 school year

(19 TAC §105.11)
Understanding Program Intent (PIC) Codes

**PIC 24 – Accelerated Instruction**
- SCE on non-T-I campus *(only identified at-risk served)*
- SCE on a T-I campus *below 40% poverty (only at-risk)*
- Title I, Part C Migrant Services

**PIC 26 – SCE: Non-Disciplinary Alt. Ed. (Basic)**
- PIC 28 – SCE: Disciplinary Alt. Ed. (Basic)
- PIC 29 – SCE: Disciplinary Alt. Ed. (Supplemental)

**PIC 30 – Title I Schoolwide Activities**
- Title I *(SW campus)*
- SCE on T-I SW campus *40% poverty or above*
Date: Monday, March 11, 2013

TO THE ADMINISTRATOR ADDRESSED:


Three new program intent codes related to prekindergarten programs will be added to the PEIMS effective with the 2013–2014 PEIMS budget financial data submission and the 2014–2015 PEIMS actual financial data submission. The three new codes are as follows:

- PROGRAM_INTENT_CODE 33 Prekindergarten – Special Education
- PROGRAM_INTENT_CODE 34 Prekindergarten – Compensatory Education
- PROGRAM_INTENT_CODE 35 Prekindergarten – Bilingual Education

The Texas Education Agency (TEA) is adding these codes to comply with statutory data collection requirements in the Texas Education Code, §29.1532(c), and to enable the agency to determine compliance with the maximum allowable indirect cost rates for indirect expenditures supporting specific programs (19 Texas Administrative Code §105.11) and compliance with maintenance of effort (MOE) requirements to demonstrate local effort to support educational programs through the expenditure of local operating funds.

The affected records are the 030 District Finance Data – Budget record, which is included in PEIMS Submission 1, and the 032 District Finance Data – Actual record, which is included in PEIMS Submission 2.

Example records showing the new program intent codes are included in the attachment to this letter. If you have any questions or need additional assistance, please contact either your regional education service center representative or the TEA Financial Accountability Division at financialaccountability@tea.state.tx.us or (512) 475-3451.
Financial Accountability System Resource Guide


Announcements

These announcements may also include information relating to recent Governmental Accounting Standards Board (GASB) statements.

Revising Modules 1 and 10 of the FASRG
Financial Accountability System Resource Guide (FASRG)

- Module 1  Financial Accounting and Reporting (FAR)
- Module 1  FAR Appendices
- Module 2  Budgeting
- Module 3  Purchasing
- Module 4  Auditing
- Module 5  Site Based Decision Making
- Module 6  Accountability
- Module 7  Data Collection and Reporting
- Module 8  Management
- Module 9  State Compensatory Education
Maintenance of Effort

- State Comp Ed Maintenance of Effort is found in Module 9, Update 14

- **Guidelines include:**
  - District and Campus Plan documentation
  - Teacher duty schedules
  - Signed job descriptions
  - Time and effort certifications (for split between state and federal funds)
  - Student schedules
Disciplinary Alternative Placement

According to Texas Education Code 42.152:

- SCE funds may be used for a disciplinary alternative education program established under Section 37.008, to pay the costs associated with placing students in a juvenile justice alternative program established under 37.011, or to support a Title I, Part A program…

- These funds must still fund supplemental programs and services…for at-risk students
Evaluating Effectiveness of SCE Program

- LEAs are required to evaluate the effectiveness of their SCE program and include the results of this evaluation in the district improvement plan or the charter school instructional plan. They must determine which funded strategies are successful at raising academic standards.

- SCE resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

- All costs must be reasonable and necessary.
Program Evaluation is Required

- How do we know if the SCE program is:
  - Making progress?
  - Achieving results?

- Keep in mind that resources for educational programs are limited

- Programs that can document their success in having an impact on their students and in using resources efficiently and effectively will be at an advantage for ongoing funding.
Evaluation Should Help Determine the Following:

- Changes made to the program
- Tools used to evaluate program
- Effectiveness of program
- Major successes
- Will this program be implemented on the campus next year?
NCLB Program Series: NCLB Program Evaluation

SCE Evaluation ~ Page 5

NCLB Program Evaluation

This NCLB Program Evaluation tool assists Local Education Agencies (LEA) with a systematic process for evaluating the effectiveness and impact of NCLB programs and funded strategies on the LEA, campuses, and student outcomes. LEAs use a data-driven process to review the priorities outlined in the comprehensive needs assessment, district and campus improvement plan funded strategies, and the impact on results. The process is intended to serve as part of the comprehensive needs assessment to guide decisions regarding whether to continue funding strategies and/or identify other options for use of these funds in order to maximize results.
New Location to Access NCLB Publications

Primary Source of Documentation for SCE Program

- The D/CIP is **auditable documentation** and is the primary record supporting expenditures attributed to SCE and Title I Programs.

- The D/CIP must be developed, evaluated and revised **annually**.
Requirements for C/DIPs

- **Comprehensive Needs Assessment** - conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; ensures the use of resources is carefully planned, supplemental and cost effective.

NCLB Program Series: Improvement Plans
NCLB Program Series:
Comprehensive Needs Assessment

NCLB Comprehensive Needs Assessment (CNA)

The CNA tool assists schools with the comprehensive needs assessment process and provides probing questions to facilitate dialogue about the data. The tool also assists in determining strengths and needs and develops priority and summary statements for eight focus areas. If conducted thoroughly, the tool provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. Sample templates are provided below assist in documentation.
NCLB Program Series: Improvement Plans

SCE Planning Requirements:
Linking SCE to Title I, Part A ~ Pages 12 & 13

Improvement Plans

This school planning tool was developed to guide Texas public school districts, charter schools, and campuses in developing, reviewing, and revising improvement plans which address required federal and state components and provide focus for each level of the organization.

The purpose is to align goals, objectives, strategies, and actions which will ultimately reflect high levels of performance for all students and student groups, close achievement gaps, and support systematic change to sustain excellence over time. The planning process is directly linked to, and begins with, the Comprehensive Needs Assessment (CNA).

When conducted thoroughly, the CNA provides identified strengths, weaknesses, and specifies priorities for developing and revising plans which address student achievement outcomes through challenging academic standards and performance expectations.
District and Campus Improvement Plan Requirements

- **Total amount of SCE funds** allocated for resources and staff
- **Actual dollar amounts** for activities and SCE funds that show 52% of allotment (Direct costs)
- **Cumulative summary of program and entire budget** in the District Improvement Plan (DIP)
- **Specific campus activities** and campus **budget** in the Campus Improvement Plan (CIP)
District and Campus Improvement Plan Requirements

- **Supplemental FTEs (Full Time Equivalents)** for State Comp Ed - shown for SCE activities involving personnel at both the district and campus level

- **Total amount** of State Comp Ed funds allocated for resources and staff

- **Supplemental financial resources for State Comp Ed** - indication of the approximate dollar amounts for activities and/or strategies
District and Campus Improvement Plan Requirements

- **Identified strategies** – specific strategies aligned with the comprehensive needs assessment

- **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

- **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 though May or “ongoing”), each semester, etc.
District and Campus Improvement Plan Requirements

- **Formative evaluation criteria** – the assessment of progress during instruction - for purposes of determining whether students are learning or whether the instruction needs to be modified
  - Formative evaluation answers the question, *Is the student learning, and if not, what needs to be changed?*
  - The purpose of formative evaluation is to inform instruction and enable intervention when a student is not progressing. This evaluation strategy is especially important for at-risk students.
District and Campus Improvement Plan Requirements

- **Summative evaluation** takes place after instruction.
  - Summative evaluation answers the question *Has the student learned?*
  - The purpose of summative evaluation is to judge or grade the success of the strategy.
SCE: Upgrading a Title I Schoolwide Program

- SCE funds must be part of the campus budget
- LEA maintains documentation that all funded programs and strategies are supported by scientifically-based research
- SW campus must be identified in the most current SAS (Schedule SC5000) of the Consolidated App. for Federal Funding at 40% low income or higher
- Flexibility – ONLY for T-I campuses at TRUE 40% low income

Does not apply to:
- SW campuses using Feeder Pattern
- SW Previous Year
- Ed-Flex waiver
- A district or an ESC
Discussion: Impact of CEP on T-I SW

http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Title_I_Part_A_-_Improving_Basic_Programs/Community_Eligibility_Provision/

Community Eligibility Provision

The Community Eligibility Provision (CEP) of the Healthy, Hunger-Free Kids Act of 2010 provides local educational agencies (LEAs) and schools in low-income areas with an alternative approach for operating school meal programs. Instead of collecting individual applications for free and reduced-price meals, the CEP allows LEAs and schools meeting the eligibility requirements to use information from other means-tested programs, including the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance Program for Needy Families (TANF). The level of participation in these programs determines the level of Federal funding for the school meal programs. Eligible schools must pay the difference between the level of financial resources allowed by law and the total cost of operating the programs. The CEP reduces the administrative burden for schools and allows them to offer free meals to all children.

The Community Eligibility Provision was piloted in select states beginning with the 2011–2012 school year and will be available nationwide for the 2014–2015 school year.
SCE: Upgrading a Title I Schoolwide Program

The campus improvement plan can demonstrate how SCE dollars are being used to upgrade the T-I, Part A program by:

- Indicating the amount of SCE dollars used on the campus to upgrade the T-I, Part A SW educational program
- Indicating “effective” strategies being implemented to meet the needs of at-risk students
- Indicating how the SCE program is implemented to benefit all students in need
- Describing how other local, state and federal resources will be used in conjunction with Title I funds.

(A requirement for Schoolwide plans)

Title I Schoolwide Program Info. on TEA website:
http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Title_I_Part_A_-_Improving_Basic_Programs/Title_I_Part_A_-_Improving_Basic_Programs/
Required Policies and Procedures

Districts, including charter schools, receiving SCE funding are required to have written policies and procedures to identify:

- Students at-risk of dropping out of school
- Students at risk of dropping out of school under local criteria and documentation of compliance with 10% cap
- How students are entered into the SCE program
Required Policies and Procedures (continued)

- How students are exited from the SCE program
- The methodologies involving the calculation of 110% satisfactory performance on all assessment instruments
- The cost of the regular education program in relation to the budget allocations per student and/or instructional staff ratio of the SCE program
Documentation of Professional Development

- How the professional development was aligned with the needs of at-risk students
- A list of participants (participating staff that provide support to at-risk students)
- Verification that the staff development did not duplicate that which the district/campus provided for non-SCE program purposes
- Cost of professional development must be reasonable and necessary
- Explanation of the specific professional development in the district and campus plans
Are records documenting the duties and responsibilities and employee’s acknowledgement of their understanding of their duties and responsibilities

Accordingly, the following is being acknowledged:

1. That the duties contained on the job description are the responsibility of the employee.
2. That the information contained on the job description is accurate.
3. That the signer (the employee) has full knowledge of and can support listed activities, if requested.
Documentation of the SCE Program

Considerations/Discussion Points

Timeline for monitoring and updating documentation for at-risk students
Notification of teachers and other stakeholders
Timeline for identification process
Existing district policies and procedures
Retention of records
Storage of records
Access to records
SCE Reporting: Plan Submissions

- ONLY IF district receives $500,000 or more SCE funds for PREVIOUS year (2014-15)
  - Upload the 2014-2015 District Improvement Plan (DIP)
  - Upload two 2014-2015 Campus Improvement Plans (CIP)s
    - 1 – T-I Campus
    - 1 – Non-T-I Campus (if applicable)
- Due approximately 150 days after PEIMS Midyear

Submission date July 10, 2016
Required File Names for Submission

http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Electronic_Submissions/

District Improvement Plan

- The file name should be: 999999tx.PDF
- 999999 = the school district’s (or charter’s) county-district number;
- t = the alpha designation given this report;
- x = the last digit of the fiscal year being submitted (for example, 5 for fiscal year 2015, school year 2014-15).
- Example: The District Improvement Plan for Adrian ISD #180903 for fiscal year 2015, (school year 2014-15) would be named, 180903t5.pdf
**Required File Names for Submission**

**Campus Improvement Plan**

- The file name should be: 999999999px.PDF

- 999999 = the school district’s (or charter’s) county-district number;

- 999 = the school three digit campus number;

- p = the alpha designation given this report;

- x = the last digit of the fiscal year being submitted (for example, 5 for fiscal 2015, school year 2014-15).

**Example:** The Campus Improvement Plan for Adrian ISD #180903 for campus 001, for fiscal year 2015, (school year 2014-15) would be named, 180903001p5.pdf
SCE Reporting: Special Submissions

- Evaluation of the SCE Program
  - ONLY IF district At-Risk % is 59% or and/or
  - One or more campuses Improvement Required

- Agreed Upon Procedures for SCE
  - ONLY by special notification from TEA
Required File Names for Submission of Evaluation

SCE Evaluation
(Submit ONLY if meet special circumstances)

- The file name should be: 999999ex.PDF
- 999999 = the school district’s (or charter’s) county-district number;
- e = the alpha designation given this report;
- x = the last digit of the fiscal year being submitted (for example, 0 for fiscal year 2015, school year 2014-15).
- Example: The SCE Evaluation for Adrian ISD #180903 for fiscal year 2015, (school year 2014-15) would be named, 180903e5.pdf
TEASE – Submission of Plans

http://tea.texas.gov/About_TEA/Other_Services/Secure_Applications/TEA__Secure_Applications_Information/
Submission Procedures

Electronic Submissions:
http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Electronic_Submissions/
Common Audit Findings for SCE

- Lack of documentation
- No evaluation of SCE program
- At-Risk students incorrectly identified
- Lack of supporting documentation in district/campus plans
- Funding state-mandated rules, programs, or positions
- Lack of **policies and procedures** outlining the SCE program
Common Audit Findings for SCE

- Funds not used to meet the intent of SCE
- SCE funds used for positions not related to direct instruction
- Expenditures not related to supplementing the basic educational program
- Purchase orders lacking significant documentation
- No indication of At-Risk program
SCE Resources: TEA Website

http://tea.texas.gov/Texas_Schools/Support_for_AtRisk_Schools_and_Students/State_Compensatory_Education/

Support for At-Risk Schools & Students

After School Programs

Communities in Schools

Dropout Information

High School Equivalency Program

NCLB, Title I, Part A

Student Success Initiative

Div. of Federal and State Education Policy Mailbox
fsep@tea.texas.gov
SCE Resources: TEA Website

Statutes and correspondence related to the SCE program are listed below.

- **Texas Education Code §28.0217** relates to satisfactory performance on state assessment instruments and providing accelerated instruction to certain students.
- **Texas Education Code §29.081** defines the purpose of the program and the statutory criteria for determining whether a student is at risk of dropping out of high school.
- **Texas Education Code §29.089** allows school districts and charter schools to fund mentoring programs with state compensatory education funds.
- **Texas Education Code §42.152** provides the method for TEA to calculate school district and charter school allotments.
- **2015–2016 State Compensatory Education Funding and Implementation of the Community Eligibility Provision** (To the Administrator Addressed Letter dated April 4, 2014)
- **Student Success Initiative and Accelerated Instruction** (To the Administrator Addressed Letter dated April 9, 2014)
- **Texas Administrative Code Title 19, Part 2, Rule §61.1027** related to the eligible student count for the compensatory education allotment.
- **Texas Administrative Code Title 19, Part 2, Rule §105.11** related to maximum allowable indirect cost.
Campus and District Improvement Plans

School districts and charter schools with an annual state compensatory allotment of $500,000 or greater must submit district and campus improvement plans to TEA on or before the date that falls 150 days after the final PEIMS midyear resubmission date.

Expenditures of state compensatory education funds must: 1) support the intent and purpose of the program, 2) be allowable under statute and guidance, and 3) be directly related to specific interventions identified in the appropriate district and campus improvement plans.

District and campus improvement plans must be reviewed and revised annually. Requirements for plans, including who should be included in the planning process, are found in TEC §11.251 for district-level planning and in TEC §11.253 for campus-level planning.

Plans for the 2013-2014 school year must be submitted through the AUDIT application in the TEA Secure Environment (TEASE) system on or before July 10, 2015.

Access to the TEA Secure Environment (TEASE) system’s AUDIT application is required to upload plans. For technical assistance, contact TEA’s Financial Compliance Division at audits@tea.state.tx.us.

Refer to the Financial Accountability System Resource Guide, Section 9.2.3 for more detailed information about the campus and district improvement plans and charter instructional plans.
House Bill 5, 83rd Texas Legislature

Under House Bill 5 passed in 2013, the number of State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams that high school students are required to pass in order to graduate was reduced to five. Students who failed an assessment that is no longer required should have been removed from at risk status by the end of school year 2013-2014. Prior to removing any student from services, the district should determine whether that student meets any other criteria under Texas Education Code §29.081(d) or any local eligibility criteria adopted by the board of trustees in accordance with Texas Education Code §29.081(g).

Resources

Financial Accountability System Resource Guide (FASRG)

- Module 1.4.15.4 Compliance Monitoring – Program Intent Codes and
- Module 9 Compensatory Education Guidelines, Financial Accounting Treatment, and Auditing and Reporting System

SCE Frequently Asked Questions
State Compensatory Education - One Page Description (TEA State Funding Division)
PEIMS Data Standards Website
Contact Us

For more information, contact:

Christine McCormick  
Division of Federal and State Education Policy  
(512) 463-2334  
Christine.McCormick@tea.texas.gov

Division of Federal and State Education Policy  
Phone: (512) 936-6060  
Email: fsep@tea.texas.gov
## Other Contacts and Resources

<table>
<thead>
<tr>
<th>For questions about...</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uploading district and campus improvement plans in the TEASE system</td>
<td>Web: <a href="https://tea.texas.gov">TEA Division of Financial Compliance</a> Email: <a href="mailto:financialaccountability@tea.texas.gov">financialaccountability@tea.texas.gov</a> Phone: (512) 463-9238</td>
</tr>
<tr>
<td></td>
<td>Tiffany Martin, (512) 936-1776, <a href="mailto:tiffany.martin@tea.texas.gov">tiffany.martin@tea.texas.gov</a> Alma Obregon, (512) 475-1993, <a href="mailto:alma.obregon@tea.texas.gov">alma.obregon@tea.texas.gov</a> Paul Moreno, (512) 475-2228, <a href="mailto:paul.moreno@tea.texas.gov">paul.moreno@tea.texas.gov</a></td>
</tr>
<tr>
<td>Annual allotments</td>
<td>Web: <a href="https://tea.texas.gov">TEA State Funding Division</a> Email: <a href="mailto:sfinance@tea.texas.gov">sfinance@tea.texas.gov</a> Phone: (512) 463-9238</td>
</tr>
<tr>
<td>Free and Reduced School Lunch or Community Eligibility Provision</td>
<td><a href="http://www.squaremeals.org">www.squaremeals.org</a></td>
</tr>
<tr>
<td>Title I, Part A, or other NCLB requirements</td>
<td>Web: <a href="https://tea.texas.gov">TEA Title I Part A Programs</a> Email: <a href="mailto:nclb@tea.texas.gov">nclb@tea.texas.gov</a> Phone: (512) 963-9414</td>
</tr>
</tbody>
</table>
Vickie Ansley
Coordinator, Federal Programs
Region 16 Education Service Center
(806) 677-5134
vickie.ansley@esc16.net