State Compensatory Education (SCE)  

**Description of Program/Allowable Use of Funds**

SCE funds may be used to provide a compensatory, intensive, or accelerated instruction program that enables the students to be performing at grade level at the conclusion of the next regular school term. Compensatory education is defined in law as programs and/or services designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school (e.g., credit recovery teachers, math and reading strategies classes, Reading Recovery teacher).

- At Title I campuses, the SCE funds (SCE paid staff) may be used to address the academic needs of all students (focusing on those students who are at-risk) as long as the teacher is supplemental and meets the SCE purpose.
- At non-Title I campuses, the SCE funds (SCE paid staff) may only be used to address the academic needs of students identified as at-risk (based on the state and/or local criteria). [Exception Class-size reduction teacher]
- A full-time class-size reduction (CSR) teacher would be calculated based on the % of at-risk students; if 35% of students at a school are at-risk, SCE would cover .35 FTE (the remaining .65 would be coded to another source).

**Supplemental** means positions that are above and beyond positions you are required to have at your campus. **State Comp Ed** funded staff must work directly with at-risk students to improve their academic achievement and reduce their chances of dropping out of school. **State Comp Ed** funded staff cannot be administrative or clerical positions, or conduct duties not directly impacting students (e.g., parent involvement).

Allowable SCE funded positions are supplemental teachers who provide direct instruction to at-risk students. SCE funded staff could include a supplemental counselor if their duties were strictly focused on serving at-risk identified students with issues related to the at-risk criteria.

The goal of the compensatory education program is to reduce any disparity between students at risk of dropping out of school and all other district students in (a) performance on state assessments and in (b) rates of high school graduation. In CIPs we will be reporting and monitoring the gap between at-risk and non-at-risk students to bring focus to closing these gaps. **All FTEs charged to SCE funds must be indicated in the CIP (Action 1.1.2 in Activity Line #2).**

TEC, Section 29.081, requires us to use student performance data (e.g., STAAR, EOC) to determine the academic needs of at-risk students when deciding how SCE funds will be used. SCE funds may only be used to provide accelerated intensive instruction to students who have not performed satisfactorily and are at risk of dropping out of school.

**State Defined At-Risk Criteria**

A student at risk of dropping out of school includes each student who is under 21 years of age and 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;
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;
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 at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; (Did not pass STAAR/EOC.)
5. is pregnant or is a parent;
6. placed in an alternative educ. program in accordance with Sec. 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 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 PEIMS to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home. (A foster home is not a foster group home.)

**Local Defined At-Risk Criteria**

A student at risk of dropping out of school includes each student who is in prekindergarten.

For questions concerning State Compensatory Education, contact: Jamie Bryson (281) 641-8388.