

Houston Independent School District

STATE COMPENSATORY EDUCATION
PROGRAM AND PROCEDURES

2022-2023



TABLE OF CONTENTS

Board of Trustees

Executive Administration

SCE District At-Risk Coordinators Committee

Section 1:	Program Overview
Section 2:	At-Risk Student Eligibility Criteria
Section 3:	Student Identification Procedures
Section 4:	Provision of Services and Monitoring
Section 5:	Exit Procedures
Section 6:	Program Evaluations
Section 7:	Staffing Requirements <ul style="list-style-type: none">• Job Description of SCE Funded Positions• Temporary/Part Time Procedures
Section 8:	Campus Level Services
Section 9:	At-Risk Audit
Section 10:	SCE Expenditures

Houston Independent School District
STATE COMPENSATORY EDUCATION POLICIES AND PROCEDURES
2022-2023

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SCE District At-Risk Coordinators Committee 2022-2023

State Compensatory Education (SCE)

The purpose of the State Compensatory Education (SCE) program is to supplement the regular – or basic – education program with compensatory, intensive, and/or accelerated instruction. The program requires Texas public school districts and charter schools to offer additional accelerated instruction to each student who meets one or more statutory or locally defined eligibility criteria to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students. Under HB 3, these funds may also be used to support Economically Disadvantaged students.

Member	Position	Program
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Section I: Program Overview

Overview

The State Compensatory Education (SCE) Program must adhere to state law, *Texas Education Code (TEC) 29.081* and *TEC 48.104*. *Chapter 29* addresses the programmatic guidelines related to eligibility, “at risk” identification, and program services. *Chapter 48* addresses the funding formula and allowable costs. Under *House Bill (HB) 3* the funding formula is being modified and will go into effect using census block data.

Specifically, each school district shall identify students eligible for the State Compensatory Education program and serve the students in an appropriate manner to obtain state funds. There are fifteen (15) at-risk indicators in state law; Houston ISD has identified one (1) local at-risk indicator. The principal or designed At-Risk Administrator at each campus shall be responsible for the identification of all at-risk students. At-Risk student enrollment shall be reported to Texas Education Agency (TEA) through the PEIMS Fall Re-Submission. ***The SCE program compliance is unlike the other special programs in that it requires specific documentation as outlined in the Financial Accounting System Resource Guide (FASRG) Module 6.***

The District Improvement Plan (DIP) and School Improvement Plans (SIPs) are the primary sources of documentation for the expenditure of SCE funds. According to TEA, annually within 150 days after the last day permissible to send data for the PEIMS data final Midyear resubmission 2 (typically late July), the district shall electronically submit a PDF version of DIP and at least two (2) CIPs through the TEASE system. The determination regarding which CIPs to submit to TEA shall be based on the TEA guidelines in the FASRG, **Module 6.2.2.** See ***Module 6-SCE Guidelines*** for more information.

[FASRG, Update 16: Module 6: State Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System \(texas.gov\)](#)

SCE Program Purpose

In keeping with the intent and purpose of *Section 29.081 of the Texas Education Code Addressing Compensatory, Intensive, and Accelerated Instruction*, Houston 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. Under *HB 3*, these funds may also be used to support Economically Disadvantaged students.

Houston ISD has chosen to use its supplemental SCE funds to support all Title I, Part A School-wide programs as a means of 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. Additionally, SCE funds shall target supplemental support services for students who have failed the STAAR (State of Texas Assessments of Academic Readiness) (State of Texas Assessments of Academic Readiness) or EOC (End of Course) state exams.

General Use of Funds

Houston ISD uses all SCE funds to supplement services beyond those offered through the regular education program. The only exception to this ruling is where SCE funds are used to support one or more of the three elements at Title I, Part A school-wide campuses, which exceeds 40% low-income threshold.

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).

Summary of Filing Requirements: Submission Process

Campus Principals shall submit their School Improvement Plans (SIPs) for review, annually, each fall semester to the School Support Officers and Assistant Superintendents. State law requires the District and Campus Improvement plans to outline the program and services provided districtwide or implemented at the campus level, respectively. These plans must include (1) a comprehensive needs assessment, (2) total amount of state compensatory education funds allocated for resources and staff, (3) strategies aligned to the needs assessment, (4) supplemental financial resources, (5) supplemental Full-time Equivalents (FTE), (6) measurable performance outcomes aligned with the needs assessment, (7) timelines for monitoring, and (8) formative and summative evaluation criteria.

The District Improvement Plan (DIP) and SIPs shall be presented to the Board of Trustees requesting approval in November of each year. Financial guidelines related to supplements do not replace, school-wide campus expenditures, staffing formulas, job descriptions, time and effort, student case counts, local identification criteria, and allowable costs as described in ***Module 9 State Compensatory Education***.

Section II: Student Eligibility Criteria

Houston ISD has adopted the fifteen (15) criteria delineated in *Texas Education Code §29.081* and redefined by *Senate Bill 702* and one local criterion as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services.

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

Local Criterion
1. Dyslexic. Has been identified as dyslexic under General Education.

State Criteria	
1.	Failed Readiness. Is in pre-kindergarten, kindergarten, or grades 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2.	Failed Two or More Courses. 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.	Retained. 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 at the request of the student's parents.
4.	Failed State Assessment. Did not perform satisfactorily on a state assessment instrument, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5.	Pregnant/Parent. Is pregnant or is a parent;
6.	Alternative Education Program. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7.	Expelled. Has been expelled in accordance with §37.007 during the preceding or current school year;
8.	Parole/Probation. Is currently on parole, probation, deferred prosecution, or other conditional release;
9.	Previous Dropout. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10.	English Learner. Is an emergent bilingual student, as defined by §29.052;
11.	CPS. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12.	Homeless. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments;
13.	Resides – Other Facility. 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.	Incarcerated. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code;
15.	Enrolled in Dropout Recovery Programming. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC 39.0548.

Section III: Student Identification Process

Campus At-Risk Administrators - Responsibilities

Campus principals shall appoint an At-Risk Administrator at each school. The At-Risk Administrator shall oversee the at-risk identification process; ensure each students' data is updated; maintain documentation upon enrollment and resulting from any subsequent status changes. Reviews for each enrolled at-risk student are a part of the district's annual data quality process. The resulting data is stored in HISD Connect, the district's system of record.

Responsibilities for At-Risk Administrators include (but are not limited to) the following:

- Leads and oversees a campus identification process for at-risk students that is in accordance with the criteria specified by state law and local policy. Identification efforts are continual and managed through a six-week cycle of at-risk meetings.
- Maintains a list of identified students with the qualifying criterion/criteria and ensure students are properly coded in HISD Connect by the Campus SIR.
- Maintains auditable information, including (but not limited to) the HISD Connect At-Risk Report, the student's At-Risk Profile, documentation to support student criteria assignment, and documentation demonstrating the provision of intervention(s).
- Collaborates with campus administration, teachers, staff, and other instructional-related support services to ensure appropriate assistance is available to identified at-risk students, to include intensive accelerated direct supplemental instructional services and/or interventions designed to meet the identified students' needs.
- Oversees, at a minimum, a semi-annual review of student data to:
 - determine continued program eligibility,
 - need for services, or
 - the necessity for service modifications.
- Plans and conducts, in coordination with the district contact, an annual evaluation of the at-risk program effectiveness at the campus level. This evaluation should include a:
 - Comparison of at-risk students' performance on assessment instruments administered under Subchapter B, Chapter 39TEC, inclusive of STAAR and all other students with the intent of closing the performance gap between the two groups.
 - (As appropriate at the secondary level) A comparison is also to be made of the dropout rate, completion rate, and graduation rate of at-risk students and all other students.
 - Other measures of assessing the effectiveness of the campus program for at-risk students may also be used and should be addressed in the form of formative and summative assessments.

- Collaborates with the principals to provide appropriate and timely professional development sessions for campus administrators, teachers, and staff who are working with students at-risk of dropping out of school. The professional development sessions should NOT BE A ONE-TIME event and must be reasonable, necessary, and designed to benefit At-Risk programs and students. The At-Risk Administrator should maintain auditable documentation of the professional development to include:
 - Agenda with At-Risk Goal and Objectives under Title
 - Attendance or Sign-in Sheets
- Ensures all requirements for the campus improvement plan that pertains to students in At-Risk situations are met.
- Ensures that the campus needs assessment includes an appraisal of at-risk students needs and that those findings are also reported in the campus improvement plan.

Student Data

Student data to be reviewed and considered shall include (but is not limited to) the following:

- ***For primary students ONLY:*** Students' performance on a readiness test or assessment instrument administered during the current school year (BOY and MOY Circle Assessment).
- ***For 7th-12th grade students ONLY:*** Students' grades in subjects in the foundation curriculum to determine failure to maintain at least a 70 in two or more subjects in the Current Semester of the previous school year.
- Retention Rates.
- Performance on State Assessments, inclusive of STAAR and other achievements test administered under *Subchapter 39 TEC*.
- Parent or Pregnancy Status.
- Alternative education program placement data from the current/preceding school year.
- Expulsion records from the current or preceding school year.
- To the extent possible, data regarding parole, probation, deferred prosecution, or other conditional releases.
- Previous PEIMS dropout information.
- LEP (Limited English Proficient) Status.
- Homeless status.
- To the extent possible, residential facility placement data from the current/preceding school year.

Procedures for Identifying Eligible Students

Each campus at-risk administrator shall oversee the identification processes at their respective campus and shall ensure that the PEIMS data is updated accordingly. The online registration process shall be used to identify 'at-risk' students. The At-Risk Administrator shall complete the "At Risk Student Summary Profile," stored in the student At-Risk Folder (yellow folder) and provide all supporting documentation. The State Compensatory Education Department shall monitor the status of at-risk students according to the criteria outlined by the State.

Section VI: Provision of Services and Monitoring

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 Accelerated Instructional Service for State Assessments	Extended Day, Week, and Year Learning Opportunities	Prescriptive Supplemental Reading Programs
Training Sessions for Parents to Identify Students	Teen Parenting Sessions (Homebound)	Peer, Teacher, and Community Member Mentoring Services
Counseling Services	Communities In Schools (CIS)	Summer Enhancement Programs
Individualized or Small Group Instruction Based on Interventions	Goal Setting Sessions	Class Size Reduction Measures
Computer Assisted Instruction	Test Preparation Tutorials	Specialized Reading and Math Programs
Instructional Interventions	ACT/SAT Preparation Sessions for Identified Students	Basic Course Extensions (e.g., Algebra Labs, Extended Writing Labs, Content Mastery-Like Services)
Pregnancy Related Services	Response to Interventions – Reading/Math	IAT Develop and Program Solving for Interventions

State Compensatory Education Process to Receive Supplemental Services:

1. All SCE activities and personnel must be clearly identified in the SIP (School Improvement Plan).
2. Each campus is required to describe its SCE program using the *Program/Description Form* and submit it to the Federal and State Compliance Department for review for approval. Funds will be loaded upon approval of the campus SCE program.
3. Tutorials – Overtime/Extra Duty Pay is **ONLY** for before, after school or Saturday tutorials for students coded as *At-Risk, Economically Disadvantaged* or *Enrolled at a Schoolwide Title I Campus* and need additional academic support.

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 three (3) Title I, Part A Schoolwide program elements at our Title I campuses, if 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.

Monitoring

Every six weeks, Houston ISD will evaluate at-risk students' progress in the areas of academics, attendance, and discipline. Progress monitoring data will be recorded in our At-Risk Cumulative Report. Such measures may include the following but are not limited to:

- Weekly grades
- Progress Reports
- Subject area performance
- Six Weeks, Benchmark, and Interim assessments
- Six Weeks Failure Reports
- Periodic interviews with service providers
- The impact of counseling and/or other services offered to identified students.
- Quarterly and/or timely consultation with law enforcement agencies and or representatives of CPS (Child Protective Services) as required.

Extended Monitoring for Exited Students

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

At a minimum, a review of the student's performance could consist of:

1. Review of the last two (2) six weeks' grading reports,
2. Review of the last two (2) six weeks' attendance, and
3. Review of any assessment taken in the current school year.

Monitoring Plan for District SCE Senior Manager

The Federal State and Compliance Division (State Compensatory Education Department) will also review and monitor the academic profile sheets received from campuses and will follow the Monitoring Plan protocol as defined by the District State Compensatory Committee.

Section V: Program Exit Procedures

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, state assessments, expulsion timeframe, LEP status, residential placement timeframes), the campus At-Risk Administrator, 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 (see the *On Data Suite 110% Report*).
- 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.

**Divide the total STAAR raw score (the number of correct responses needed to pass the test) by the total STAAR test items (total number of questions in the particular test) then multiply the percentage of the total STARR items needed to be answered correctly by 110%.*

The following criteria are **automatically exited** at the end of each school year by central system processing. *Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date (last day of the regular school year)*

- PK4-3rd Readiness assessment
- On Parole, Probation, or Deferred Prosecution
- In the custody or care of the Department of Protection/Regulatory Services
- Is identified as homeless under the McKinney-Vento Homeless Assistance Act

Students are **never exited** when they have been identified as at-risk under the following criteria:

- Not Advanced from one grade level to the next
- Was previously reported through PEIMS to have dropped out of school.
- Has been incarcerated or has a parent or guardian who has been incarcerated.

To ensure that previously identified at-risk students receive timely and appropriate assistance, the At-Risk Administrator will establish periodic student performance reviews for those students who have been exited from the SCE Program.

Section VI: Program Evaluation

Required Overall Program Evaluation

The Executive Director of Federal State and Compliance Director and the Senior Manager for State Compensatory Education, along with the campus at-risk administrators will conduct an annual evaluation of programs funded with SCE dollars and will use those findings and other evaluations to maintain, modify, or discontinue the program.

Evaluation results are to be disaggregated to demonstrate the effectiveness of reducing the disparity in:

1. student performance on state assessments
2. the rates of high school completion

Additional Evaluation Measures

Other evaluation measures may include a review of evaluation data obtained from specific services or interventions provided at each of the campuses. This information will include the campus' individual assessment made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in the campus improvement plans.

Section VII: Staffing Requirements

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

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

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

Funds must first be budgeted to provide accelerated instruction to each student who failed to perform satisfactorily on the End of Course (EOC) exam (before the next administration) and before utilizing SCE funds for other purposes.

The FTE count is estimated expenses recorded in the DIP and CIP. Personnel paid with SCE funds must maintain payroll documentation which must include the following:

- Signed Job Description
- Class Schedule (including the number of students)
- Number of Minutes (if not built in Master Schedule)

Funds are reserved at the district level to support professional learning to address the needs of SCE-eligible students, and for Compensatory Educators Home Instruction (CEHI) which is designed for pregnant/parenting students who qualify for home instruction.

Title I schools can receive additional SCE support to address identified needs to support students academically. This funding can be used for supplemental:

- instructional technology
- instructional supplies and materials
- professional learning
- extended day/week/year
- tutoring

Staffing Samples

IAT (Interventionist Targeted Assistance) currently holds multiple job titles. Recommend the role to serve FT IAT/At-Risk.

Elementary Schools		Middle School (K/8) or 6-8		High Schools	
SCE Allotment	FTE Total	SCE Allotment	FTE Total	SCE Allotment	FTE Total
SCE Teachers	5.0	SCE Teachers	5.0	SCE Teachers	6.0
Teacher Specialist -ESSER	2.0	Teacher Specialist –ESSER/Title I	0.0	Teacher Specialist –Title I	0.0
Interventionist	3.0	Interventionist	5.0	Interventionist	4.0
Pre-K Para	3.0	At-Risk Social Worker	0.0	Credit Recovery	2.0
Pre-K Teacher	1.5	At-Risk Counselor	1.0	At-Risk Counselor	1.5

PK Positions – Program Intent Code (PIC) 34 (regardless of if Title I campus or not)

PK Para: SCE provides 1PK para for each traditional PK teacher assigned to an elementary campus (PIC 34)

PK Teacher: 50% of each traditional PK Teachers’ salary is charged to SCE (PIC 34) and 50% to local

Once FTE positions are determined, all campuses will need to drop those positions in their campus State Comp Ed electronic staffing folder.

Section VIII: Campus Level Services

Based on student’s at-risk criteria, specific services subsidized by State Compensatory Education funds may vary from campus to campus and is largely influenced by school improvement plan content. Services will vary and are subject to change based on students’ identification, re-evaluation, and coding updates.

Each campus is required to form an At-Risk Campus Committee. This committee will meet regularly to discuss, designate, and monitor student interventions/programs.

Each campus is required to identify a committee of certified staff members who will support in the identification, the proper coding and interventions provided for students. The committee members must include but should not be limited to:

Elementary Staff	Secondary Staff
<ul style="list-style-type: none"> Administrator (Principal, PEIMS Coordinator or Assistant Principal) Administrator (At-Risk Coordinator) Campus Counselor Wraparound Specialist Homeroom Teachers (PK-3rd) Instructional Coaches Interventionist Campus PEIMS Clerk 	<ul style="list-style-type: none"> Administrator (Principal, PEIMS Coordinator or Assistant Principal) Administrator (At-Risk Coordinator) Campus Counselor Wraparound Specialist Teacher and/or Academic Team Interventionist Campus PEIMS Clerk

Section IX: At-Risk Audit

Houston ISD will annually conduct audits (HISD Office of Internal Audit) of campus at-risk data. All at-risk students must be tracked and monitored until they exit the program. Student tracking is accomplished using the PowerSchool Student Information System, which lists program entry and exit dates, along with identifying at-risk criteria.

To track students' progress, update campus at-risk files, and accurately report PEIMS data, the at-risk committee should meet in the early fall (prior to the district snapshot) and at least once every 6 weeks to record students' progress. Each campus is required to record the at-risk meeting to assist with designating students' groups being discussed and associating support with student needs via use of applicable supplemental services.

Section X: SCE Expenditures

Houston ISD will follow financial accounting codes and general guidelines and ensure that direct costs of the SEC program supplement expenditures of the regular education program. Most of the SCE program expenditures are accounted for in General Fund (Fund Code 199). Expenditures are further specified using the established accounting code structure.

PIC codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students. Expenditures attributable to the compensatory education program are recorded in financial accounting records under **Program Intent Codes (PIC)**:

PIC 24	Accelerated Instruction – SCE Supplemental Services (Campuses with less than 40% economically disadvantaged students)
PIC 26	Non-Disciplinary Alternative Education Program- AEP Basic Services
PIC 28	Disciplinary Alternative Program- DAEP Basic Services
PIC 29	Disciplinary Alternative Education Program – DAEP SCE Supplemental Costs
PIC 30	Title I, Part A Schoolwide Activities Related to SCE (Campuses with 40% or more economically disadvantaged students)
PIC 34	Pre-Kindergarten SCE Costs

All costs recorded under SCE PICs must be supplemental to the regular education program and aligned with the DIP, SIP, and CNA. The use of accounting codes implies that the district has complied with the appropriation of SCE funds to supplement programs that provide services for At-Risk students.

Possible uses of funds (must be supplemental and instructional)

• Tutoring	• Specialized reading and mathematics programs
• Class Size Reduction	• Computer-assisted instruction
• State Assessment Remediation	• Extension of the instructional school day, week, or year
• Accelerated Instruction	• Small group instruction
• Individualized Instruction	• Teacher assistants

Reasonable and Necessary

Reasonable costs are consistent with prudent business practices and comparable to current market value.

- The use of SCE funds must be reasonable to address the identified needs.
- Cost is recognized as ordinary and necessary for proper and efficient program performance.

Necessary costs are those costs that are essential to accomplish the objectives of the grant project.

- Allotments of SCE funds/staff must be based on identified needs.
- If students' performance in a particular subject is high at a campus, it would be necessary for that campus to pay supplemental staff members to address the subject.

SCE Funds - Allowable

Supplemental instructional services for SCE eligible students are designed to keep the eligible students in school, promote to the next grade level and graduate from high school.

- Interventionists, teachers, Teacher Specialist, instructional paraprofessionals
- Professional Development addressing the purposes of SCE intent.
- Core Academic instructional materials (e.g., books, manipulatives, software)
- Extended Learning time (e.g., before/after school tutorials)
- Mentoring At-Risk students (requires a background check, training, and monitoring)
- Counselors, Wraparound Specialist (who provides extra services to support student's needs
 - Campus must have a traditional counselor(s) who provides required counselor duties for all students (e.g., master scheduling, graduation plans).
 - An extra Counselor cannot be hired with SCE and have the traditional counselors' services for non-SCE eligible students, and the paid Counselor serves the SCE-eligible students. SCE-eligible students receive counseling services from both counselors. The students must receive supplemental services.

SCE Funds - Unallowable

*(Please see State Compensatory FAQ - Link <https://tea.texas.gov/sites/default/files/sce-faq.pdf>)
Not supplemental (i.e., any expense that would be incurred already if SCE funds were not available)*

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

- Food and refreshments for staff and parents' activities, including working lunches.
- Promotional items such as t-shirts, caps, tote bags etc....
- Door prizes, movie tickets, gift certificates, passes to amusement parks etc....
- Professional development provided through stand-alone, one-day, or short-term workshops not aligned to the SCE program.
- Staff stipends, such as UIL, department head, subject areas, LEP and sports
- Translations Services
- Field trips for entertainment or recreational purposes only

SCE funds must be used for direct services to improve instruction, reduce the dropout rate, and increase academic performance for students identified as at risk of dropping out of school and educationally disadvantaged students (see the *Budget Matrix* on the next page).

BUDGETING MATRIX

Direct Cost	State Compensatory Education Allowable use of Supplemental Funds	State Compensatory Education Unallowable use of Supplemental Funds	Fund Code 1991010004	Program Intent Code (PIC)
Tutorials	✓	Sessions related to CTE, GT Pre AP/AP, Dual Enrollment, PE, Athletics, Music, Fine Arts, non-foundation courses	6119040000 PS1130XXX0000000 (Schoolwide Title I) PS1124XXX000000 (Non-Title) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Utilities		✓		99 - Undistributed
Implement state mandated programs		✓		Dependent on program (exclude 24; 30; 34)
Supplement a Title I TA program	✓		GL & FA dependent on expense	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Professional and Consultant Services	✓		6219000000; 6299000000 PSXX30XXX0000000 (Schoolwide Title I) PSXX24XXX000000 (Non-Title) XX = Function (11=Instruction; 13=PD) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Publication and Printing Cost	✓	Promotional Printing (clubs, logos, etc..)	6299010000; 6399010000 PSXX30XXX0000000 (Schoolwide Title) PSXX24XXX000000 (Non-Title) XX = Function (11=Instruction; 13=PD; 23=School Leadership) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Materials and Supplies	✓		6399000000 PSXX30XXX0000000 (Schoolwide Title) PSXX24XXX000000 (Non-Title) XX = Function (11=Instruction; 13=PD) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Books and Written Materials	✓		6329000000 PSXX30XXX0000000 (Schoolwide Title) PSXX24XXX000000 (Non-Title) XX = Function (11=Instruction; 13=PD) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Conferences and Meetings	✓		6499010000 PSXX30XXX0000000 (Schoolwide Title) PSXX24XXX000000 (Non-Title)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
			XX = Function (11=Instruction; 13=PD) XXX = Process (ELA; RDG; MAT; SCI)	
Substitutes	✓		6112000000 PS1130XXX0000000 (Schoolwide Title) PS1124XXX000000 (Non-Title) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Compensation for Personnel	✓		GL & FA dependent on expense	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Capital Outlay	✓		63XXXXXXXXX 64XXXXXXXXX PS1130XXX0000000 (Schoolwide Title) PS1124XXX000000 (Non-Title) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Awards for Recognition or Incentives for Achievements of At-Risk Students in the basic foundation curriculum	✓	Perfect Attendance Awards, Cards, and other motivational items	6399000000; 639901000000 PS1130XXX0000000 (Schoolwide Title) PS1124XXX000000 (Non-Title) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Extra Duty Pay	✓		6119040000; 6119050000 PSXX30XXX0000000 (Schoolwide Title I) PSXX24XXX000000 (Non-Title) XX = Function (11=Instruction; 13=PD) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Stipends	✓		6119020000; 6119030000 PSXX30XXX0000000 (Schoolwide Title I) PSXX24XXX000000 (Non-Title) XX = Function (11=Instruction; 13=PD) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Travel related to Professional Development	✓		6411000000 PS1330XXX0000000 (Schoolwide Title I) PS1324XXX000000 (Non-Title) XXX = Process (ELA; RDG; MAT; SCI)	24 – Non-Title 30 – Schoolwide 34 – Pre-K Title
Food and Refreshments for staff and parent activities including working lunches		✓		Dependent on activities (exclude 24; 30; 34)

REFERENCES & RESOURCES

State Compensatory Education – Frequently Asked Questions

<https://tea.texas.gov/sites/default/files/sce-faq.pdf>

2021-2022 Impact on State Compensatory Education Program – 87th Legislature

<https://tea.texas.gov/sites/default/files/sce-87legeimpact-faq.pdf>

Financial Accountability System Resource Guide – Module 6

<https://tea.texas.gov/sites/default/files/fasrg17-module6-final-accessible.pdf>