

Brooks County Independent School District



2011-2012 District Improvement Plan

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Mission Statement

Brooks County Independent School District's Mission, as re-emerging and visionary community, is to prepare students life through a commitment to excellence in education for all our students.

Vision

United to Achieve
Excellence in Education

Brooks County ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 5054 of the rehabilitation Act of 1973; as amended.

District Site Based Member	Position
David K. Perry	Superintendent
Roel Gonzalez	Chairman
Guadalupe Cisneros	High School Representative
Victoria Rivera	High School Representative
Diana Sheeran	High School Representative
Lucy Gates	Junior High Representative
Bonnie Ray	Junior High Representative
Andrew Vela	Junior High Representative
Roel Escobar	Elementary Representative
Anna Recio	Elementary Representative
Veronica Tijerina	Elementary Representative
Louella Mora	Lasater Representative
Linda Saenz	Lasater Representative
Cynthia Salinas	Lasater Representative
Celina Benavides	Parent Representative
David Escobar	Parent Representative
Dixie Villarreal	Parent Representative
Adam Lopez	Business Representative
Norma Ramirez	Business Representative
Evelyn Garza	Community Representative
Meta Talley	Community Representative

Federal, State, and Local Funding Sources

Program	Funding Source	Amount
Education Job Funds	Federal	\$288,624
Gear Up Funds JHS & HS	Federal	\$134,000
IDEA-B Formula	Federal	\$289,650
IDEA-B Preschool	Federal	\$8,250
Sp. Ed. ARRA/Stimulus	Federal	\$35,643
T1, Part A ARRA/Stimulus	Federal	
T1, Part C Perkins	Federal	\$27,666
T1PA	Federal	\$997,199
T1Part C-Migrant	Federal	\$53,040
T2Part A	Federal	\$155,651
T3Part A-LEP	Federal	
Local Funds	Local	
High School Allotment	State	\$100,916
Bilingual Ed Block Grant	State	\$12,675
GT Ed Block Grant	State	\$45,223
SSI Grant	State	
State Compensatory	State	\$840,916
Career Tech		\$312,295

District Information: 10-11 AEIS District Profile

Brooks County Independent School District is located in the rural town of Falfurrias, Texas, which is the southernmost area of Region 2 Education Service Center area and the Coastal Bend.

Current data reveals that the district is serving 1488 students in pre-kindergarden through twelfth grade. The student population is largely Hispanic 98.4% and includes high percentages of economically disadvantaged students 89.2%. With the high percentage of students from low socio-economic backgrounds, each of the four campuses operate a Title I school wide program, enabling each to use both federal and state compensatory funds to upgrade the educational programs each offers.

The following delineated the demographics of our student population.

The Student Population: 1488

Ethnicities	Number	% of total
African American	0	0.0%
Hispanic	1464	98.4%
White	21	1.4%
American Indian	1	0.1%
Asian	2	0.1%
Special Populations		
Eco. Disadvantaged	1327	89.2%
Bilingual/ESL	42	2.8%
Migrant	43	2.87%
At-Risk	832	55.9%
Special Education	152	10.2%
Gifted & Talented	92	6.2%
Career Technology Education	412	27.7%

BCISD is proud to note that our students continue to be served largely by an experienced staff. 36.4% of the teachers have 11 to 20 of more years of experience and 35% have over 20 years of experience. The average years of teaching experience is 16.3 years, and the percentage of teachers having five or fewer years of experience is 19.9%. Average year's experience of teachers with our district is 5.7 years and the teacher turnover rate is more than the State's average.

The student-teacher ratio is 13.1 students per teacher—less than the state average.

Comprehensive Needs Assessment

Brooks County Independent School District conducted a comprehensive needs assessment based in data from the Academic Excellence Indicator System (AEIS) and Annual Yearly Progress (AYP) reports, including TAKS Performance, attendance rates, dropout rates, high school completion rates, and benchmark data. Other sources utilized in the development of the comprehensive needs assessment were reports by the Education Service Center Consultants on classroom visits and data compiled by L.S. Thomas & Associates Education Consultants.

In addition, DMAC was utilized for data disaggregation of all student groups served by the district, including categories of ethnicity, socioeconomics status, gender, and all population groups served by special programs. Vertical Scores were also reviewed to identify student growth. Individual student's strengths and weaknesses were identified by disaggregating TAKS and TELPAS data by grade level, subject area, and objectives.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2010/2011 school year.)

- Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3:** All students will be taught by highly qualified teachers.
- Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Goal 5:** All students will graduate from high school.

Brooks County Independent School District Overarching Goals

Goal 1: Improve Student Achievement

Goal 2: Improve Student Preparation for College and Career

Goal 3: Improve Programs and Services to Students

Goal 4: Provide a Safe and Orderly School Climate that is
Conducive to Learning

Goal 5: Improve Digital Literacy

Improve Student Performance Achievement



Goal 1

Goal 1: Improve Student Achievement

Performance Objective 1.1: BCISD will annually demonstrate an increase in the number of students that meet and exceed TAKS passing standards.

Performance Objective 1.2: BCISD will show an annual reduction in the TAKS performance gaps between student groups.

Performance Objective 1.3: BCISD will meet Adequate Yearly Progress in accordance with the No Child Left Behind Act.

Performance Objective 1.4: BCISD will increase the number of campuses reaching Recognized or Exemplary status on the TEA Accountability System.

Performance Objective 1.5: BCISD will ensure that all students are taught by highly qualified teachers [Section 9101 (23) of ESEA] [Section 1111 (h)(1)(viii)].

Performance Objective 1.6: BCISD will show an annual increase in the percent of students who meet promotion standards during the regular school year.

Performance Objective 1.7: BCISD will provide aligned and tiered professional development to all staff.

Goal 1: Improve Student Achievement

- Professional Learning Communities
- Vertical Collaboration
- Aligned Professional Development
- Aligned Curriculum / bundling / timelines with ESC 2 support
- USDA Library Grant
- Mentoring Plus+ Instructional Mentors
- Counseling / Parents meetings with students and parents
- SSI Grant for Math / Reading
- Model Classroom Project

Improve Student Preparation for College and Career

Goal 2



Goal 2: Improve Student Preparation for College and Career

Performance Objective 2.1: BCISD will show annual increase in the percent of students scoring at the state-set commended level on TAKS by subject.

Performance Objective 2.2: BCISD will show an annual increase in students graduating high school under Recommended or Distinguished Achievement Plan.

Performance Objective 2.3: BCISD show an annual increase students completing advanced placement courses or dual enrollment.

Performance Objective 2.4: BCISD will show an annual increase of high school graduates meeting Higher Education Readiness Component (HERC).

Performance Objective 2.5: BCISD will show an annual decrease of dropout rates and increase completion rates.

Performance Objective 2.6: BCISD will show an annual increase in students tested and scoring at or above criteria for SAT/ACT exams.

Performance Objective 2.7: BCISD will show an annual increase in attendance rates.

Performance Objective 2.8: BCISD will show an annual increase in the number of students taking AP examinations.

Goal 2: Improve Student Preparation for College and Career

- Increase AP Course Offerings
- AVID (Advancement Via Individual Determination)
- Credit Recovery
- Gear-Up
- District-wide attendance committee that includes JPs
- Program of Studies
- Freshman Transition Program
- SAT / ACT / PSAT participation

Improve Programs and Services to Students

Goal 3



Goal 3: Improve Programs and Services to Students

Performance Objective 3.1: BCISD will show an annual increase in the percentage of special education students who meet or exceed the STAAR Passing Standard.

Performance Objective 3.2: BCISD will show an annual increase in the percentage of ELL students who meet or exceed the STAAR Passing Standard.

Performance Objective 3.3: BCISD will show an annual decrease on ELL students who score at the beginning level on Reading Proficiency Test on State Assessments.

Performance Objective 3.4: BCISD will show an annual increase in the percentage of students who meet promotion after summer school.

Performance Objective 3.5: BCISD will show an annual increase of student enrollment in Career and Technology Programs.

Performance Objective 3.6: BCISD will show an annual increase in the number of parent and community volunteers who become involved in its schools.

Goal 3: Improve Programs and Services to Students

- Family Literacy Nights
- Communication protocol outlining process for issue resolution
- Regular Press Releases
- Emphasis on Building positive relationships and customer service
- State of the District Address
- Community Walk
- Truancy Meetings with JPs
- Additional Course offerings articulated through Coastal Bend College
- Weekly Board Updates
- Parents Newsletters
- Special Education – Inclusion Program
- Increase in ELLs trainings
- Bilingual Ed/ESL students provided with interventions in real time
- Increase Parent Access to student information thru BCISD website: CSCOPE Portal, Grade and Attendance Portal BCISD website
- Restructured summer school

Provide a Safe
and Orderly
School Climate
that is
Conducive to
Learning

Goal 4



Goal 4: Provide a Safe and Orderly School Climate that is Conducive to Learning

Performance Objective 4.1: BCISD will show an annual decrease in the number of student disciplinary action requiring mandatory or discretionary placement to the DAEP.

Performance Objective 4.2: BCISD will show an annual decrease in the number of student disciplinary actions requiring off-campus suspension.

Performance Objective 4.3: BCISD will show an annual decrease in the number of special education student placements in ISS, suspension, and DAEP.

Performance Objective 4.4: BCISD will show an annual decrease of Student Code of Conduct violations in common areas.

Performance Objective 4.5: BCISD will show an annual increase in character development lessons facilitated with students.

Goal 4: Provide a Safe and Orderly School Climate that is Conducive to Learning

- Implement the District/Campus Emergency Plans/Crisis Management Plan
- Alternative Placement assignments for students due to disciplinary infractions
- Provide support services for students and families as needed to address attendance, behavior, academic concerns
- Revise and implement comprehensive guidance plan (character education, risk factors, bullying, etc.)
- Use of positive intervention strategies to reduce the number of Special Ed. Students placed in ISS for discretionary offenses
- Restructured DAEP to better serve the needs of students

Improve Digital Literacy

Goal 5



Goal 5: Improve Digital Literacy

Performance Objective 5.1: BCISD will show an annual increase in the use of new technology in the classroom.

Performance Objective 5.2: BCISD will show an annual increase in the number of technology sessions that are provided to community members.

Performance Objective 5.3: BCISD will show an annual increase in technology professional development sessions attended by teachers, administrators, and staff.

Performance Objective 5.4: BCISD will implement a data management system that increases teachers access to student data.

Performance Objective 5.5: BCISD will enhance existing technology and telecommunications infrastructure to increase communications and customer service.

Goal 5: Improve Digital Literacy

- Use of instructional technology models for inquiry- based-learning (Waterford math and reading programs, Reading Plus and Ascend Math)
- Data Management as required by state legislation
- Increased technology for student use
- Increased technology training for teachers' needs
- Provide students access to global connections, electronic field trips, on-line research, publishing and distance learning
- On-line CSCOPE Curriculum
- Data Management Systems (DMAC, Process Manager, District Performance Assessments)
- Provide adequate bandwidth to internet access
- Provide adaptive technology both hardware and software to include laptops, trackballs, touch screens, etc

Brooks County ISD
graduating responsible and
productive citizens who are
college and career ready!



Brooks County Independent School District

TAKS Scores Grade 3-11

2007 - 2011 District and Campus Performance

Score Chart

Grade	Reading / ELA				Math				Writing				Science				Social / Studies			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
District	77%	78%	80%	77%	67%	68%	70%	70%	85%	74%	88%	82%	57%	60%	70%	64%	74%	84%	91%	83%
3	63%	56%	71%	61%	72%	54%	59%	65%												
4	57%	67%	75%	65%	61%	85%	73%	78%	82%	59%	86%	76%								
5	68%	64%	76%	84%*	78%	72%	72%	83%*					60%	61%	76%	71%				
6	89%	81%	72%	69%	80%	66%	70%	68%												
7	69%	83%	73%	75%	59%	73%	62%	76%	89%	92%	90%	89%								
8	90%	88%	86%	85%*	78%	70%	74%	76%*					50%	57%	65%	60%	70%	82%	94%	86%
9	68%	74%	90%	82%	45%	56%	57%	49%												
10	72%	77%	84%	87%	45%	56%	66%	60%					46%	43%	62%	49%	68%	74%	89%	78%
11	90%	88%	86%	91%	79%	71%	74%	72%					74%	76%	79%	76%	90%	94%	88%	89%

> or =

* includes second administration

TAKS Standards: Academically Acceptable	2008	2009	2010	2011	2010 Accountability	2011 Accountability
Reading/ELA	70%	70%	70%	70%	73%	80%
Writing, Social Studies	65%	70%	70%	70%	Not Applicable	Not Applicable
Mathematics	50%	55%	65%	65%	67%	75%
Science	45%	50%	60%	60%	Not Applicable	Not Applicable

TAKS Standards: Recognized	2008	2009	2010	2011
Reading/ELA, Writing, Social Studies	75%	75%	80%	80%
Mathematics	75%	75%	80%	80%
Science	75%	75%	80%	80%

TAKS Standards: Exemplary	2008	2009	2010	2011
Reading/ELA, Writing, Social Studies	90%	90%	90%	90%
Mathematics	90%	90%	90%	90%
Science	90%	90%	90%	90%

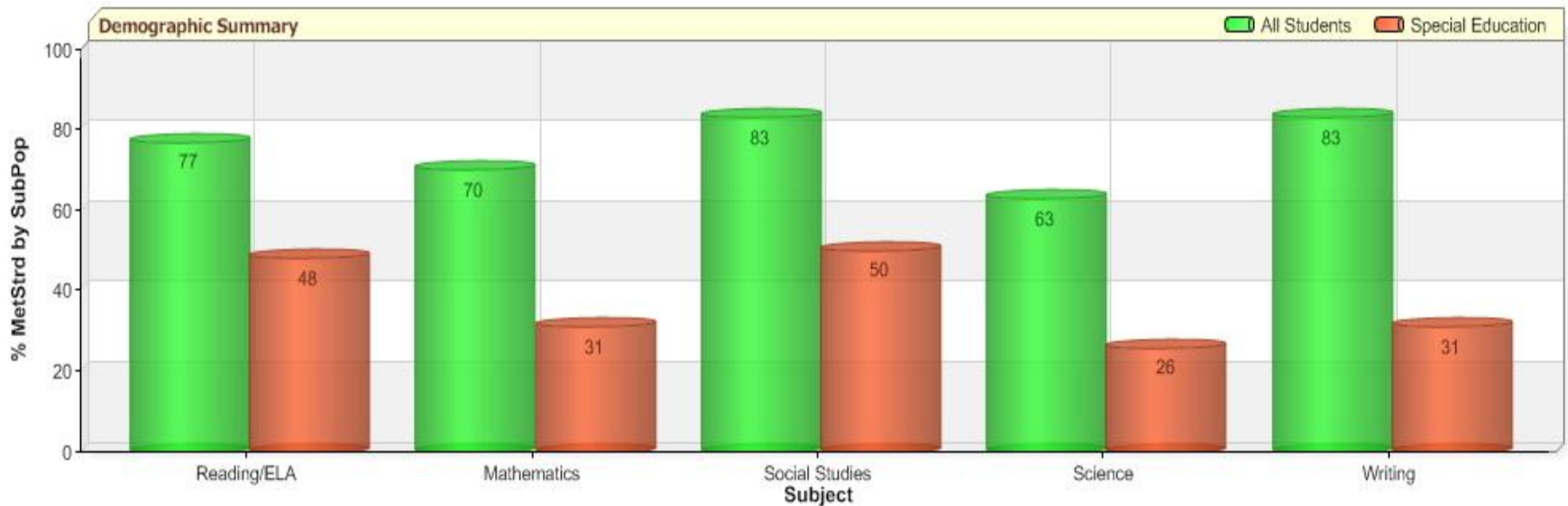
Curriculum Office: December 1, 2011

Source: DMAC and AEIS

TAKS Demographics by Subject for All Grades for BROOKS COUNTY ISD

Year: 2011 Language(s): English, Spanish Test Version(s): TAKS, TAKS-Acc, TAKS-M, TAKS-Alt
 Calculation Option: MetStrd Retests: Second Administration included if available Source: Snapshot
 Grade(s): 03, 04, 05, 06, 07, 08, 09, 10, 11

Sub-population	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%
All Students	933	716	77%	933	654	70%	275	228	83%	386	244	63%	223	184	83%
Special Education	107	51	48%	105	33	31%	40	20	50%	54	14	26%	16	5	31%



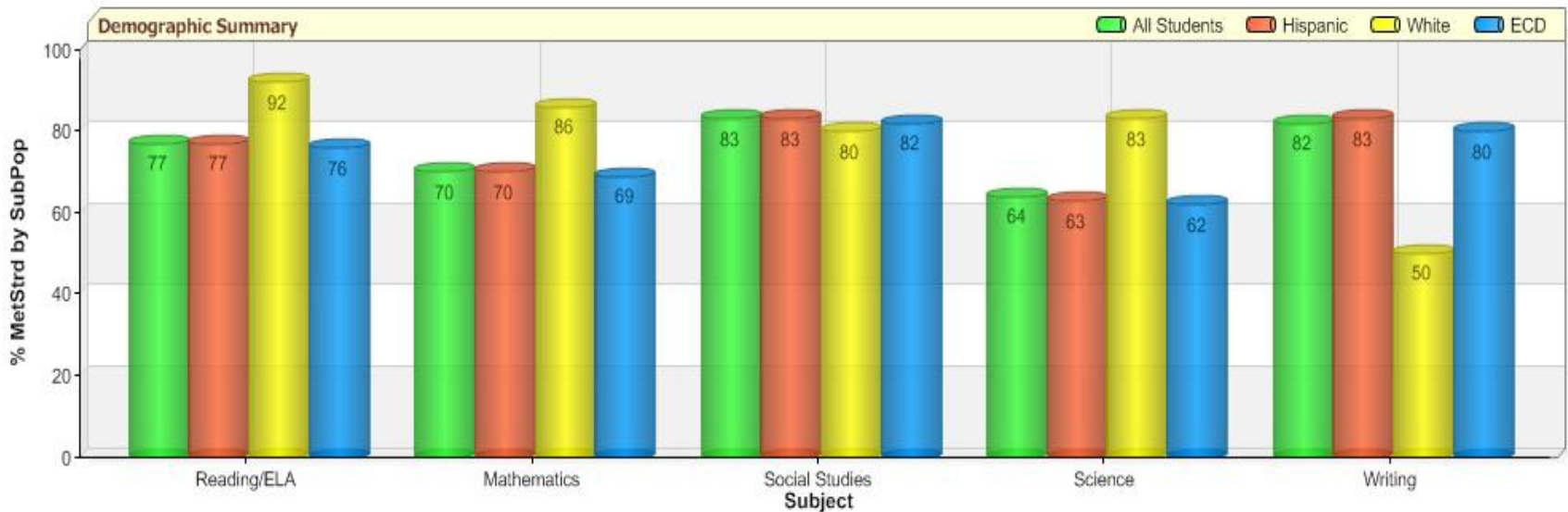
TAKS Demographics using Indicators by Subject for BROOKS COUNTY ISD

Year: 2011

Calculation Option: 2011 TAKS Base Indicators (Based on TAKS performance only)

Grade(s): 03, 04, 05, 06, 07, 08, 09, 10, 11

Subpopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%
All Students	910	702	77%	912	642	70%	272	227	83%	381	243	64%	221	182	82%
Hispanic	893	687	77%	894	626	70%	265	221	83%	373	236	63%	218	180	83%
White	13	12	92%	14	12	86%	5	4	80%	6	5	83%	2	1	50%
ECD	802	609	76%	804	554	69%	246	201	82%	344	214	62%	188	150	80%



Appendix A:

State Compensatory Education Budget Summary

Appendix A: State Compensatory Budget Summary 2011-2012

The following tables provide a summary of SCE expenditures for each of BCISD's four campuses and the Student Learning Center, and the DAEP. More detailed information for each of the campuses is included within in the campus plans, the schoolwide plans in which SCE funds are used in combination with ESEA funds to upgrade the educational programs.

High School	6100 Description	Salaries Including Benefits		6200		6300		6400		Totals
	Salaries									
	Teachers			Misc. Contracted		Instr. Supplies		Staff Dev. Travel		
	Summer School			ESC-2		Instr. Equip.		Counselor Travel		
	Extra Duty(Tutorial)					Staff Materials		Homebound		
	PRS					Equip-homebound		PRS		
	Homebound							Misc. Op		
								Expense		
								Staff		
	Totals		6100		6200		6300		6400	

SLC	6100 Description	Salaries Including Benefits		6200		6300		6400		Totals
	Salaries									
	Teachers					Instr. Supplies		Staff Dev. Travel		
						Curriculum Mat				
	Totals		6100		6200		6300		6400	

DAEP	6100 Description	Salaries Including Benefits		6200		6300		6400		Totals
	Salaries									
	Teachers									
	Counselor									
	Totals		6100		6200				6400	

(continued) Appendix A: State Compensatory Budget Summary 2011-2012

Junior High	6100 Description	Salaries Including Benefits		6200		6300		6400		Totals
	Salaries									
	Teachers			Misc. Contracted		Instr. Supplies		Staff Dev. Travel		
	Summer School			ESC-2		Instr. Equip.		Counselor travel		
	Homebound PRS					Testing Matls		Misc Op Expense		
	Extra-Duty					Gen Supplies		Misc Op Exp Staff		
	Tutorials									
	Totals	6100		6200		6300		6400		
Elementary	6100 Description	Salaries Including Benefits		6200		6300		6400		Totals
	Salaries									
	Teacher			Misc. Contracted		Instr. Supplies		Staff Dev. Travel		
	Summer School			Staff		Testing Matls.		Counselor travel		
	Extra Duty					Gen Supplies		Misc Op Expense		
						Equipment		Misc Op Exp Staff		
	Totals	6100		6200		6300		6400		
Lasater	6100 Description	Salaries Including Benefits		6200		6300		6400		Totals
	Salaries									
	Teacher			Misc. Contracted		Instr. Supplies		Counselor Travel		
	Aide					Instr. Equip.		Misc Op Exp Staff		
	Summer School					Testing Matls		Staff Dev Travel		
						Gen Supplies				
	Totals	6100		6200		6300		6400		
TOTALS – ALL CAMPUSES		6100		6200		6300		6400		

**GRAND
TOTAL**

Appendix B:

State Compensatory Education Personnel & FTEs

2011 - 2012 FTEs & Salaries -- District-Wide

Note: Staff salaries for each campus are included in the campus budgets

Campus	Personnel	Position	Salary + Benefits	FTE	SCE Funds	Total SCE Funds
Lasater		Reading Intervention				
		Reading Intervention				
		PreK teacher aid				
Elementary		Reading Specialist				
		Reading Specialist				
		Dyslexia				
Junior High		Dyslexia				
		Interventions				
		Interventions				
		Interventions				
High School		Dyslexia/Linguistics				
		Math Lab				
Homebound PRS		Homebound PRS-HS				
		Homebound PRS-JHS				
Totals Direct Services (85%)						
DAEP (18%)		DAEP Teacher-HS				
		DAEP Teacher-HS				
		DAEP Teacher-JHS				
		Teacher Aide				
Student Learning Center:		SLC Teacher				
		SLC Teacher				
Totals DAEP & SLC (from 18% Allowable)						
Total Salaries funded by SCE						
Special Notes: Salary includes insurance, worker's comp., Medicare & TRS Care						

Appendix C:

State Compensatory Education Procedures Manual

Brooks County ISD
State Compensatory Education
Procedures & Program
Description Manual

School Year 2011-2012

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Section I: Program Overview

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Brooks County 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 except at each of its four schoolwide campuses a **40%** poverty schoolwide. The Primary has chosen to use its supplemental SCE funds to support the schoolwide program for upgrading the entire educational program. On all other campuses, the district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all BCISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77(R) SB 702 Enrolled – Bill Text).

General Use of Funds

BCISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 15 percent administrative costs and the 18% allowable to provide baseline services at the District's AEP. The only exception to this ruling is where SCE funds are used to support one or more of the ten components at each of its four schoolwide campuses, our Title I, Part A schoolwide campus, which exceeds 40% low income students. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Use of Funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the ten Title I, Part A Schoolwide Program Components at each of its four schoolwide campuses so long as the campus continues to meet, at a minimum, the 40% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

Section II: Student Eligibility

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

A student at risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
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

Responsibilities – Campus Contact

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

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

Procedures for Identifying Eligible Students

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

Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to review the status of previously identified students and to identify additional eligible 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 records / failure lists
- Performance on State assessments and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- Parental or pregnancy status (if the student's child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- Alternative education program placement (current or preceding year school year)
- Expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- Previous dropout information
- LEP status
- DPRS referrals (current school year)
- Homeless status
- Residential facility placement data (preceding or current school)

Section IV: Provision of Services

Services

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

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

Monitoring

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

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

Section V: Exit Procedures

Exit Review

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

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

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as may be needed, the campus contact will establish periodic reviews of students' performance and other appropriate records for those students who have been exited from the SCE Program services. Included in these review will be the contact, the principal, and other appropriate staff.

Section VI: Program Evaluation

Required Overall Program Evaluation

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

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

Additional Evaluation Measures

Additional measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services it has provided its students.

Current Year SCE Services & Evaluation

The tables on the following pages outline current year services to be funded with SCE funds. These tables will provide the district's basis for evaluating the district's overall SCE Program effectiveness in improving at-risk students' performance on State assessments and in improving this population's high school completion rates.

Annually, these tables will be revised to reflect the services funded by State Compensatory Education.

Section VI (continued): Program Evaluation of 2011-2012 SCE Funded Services

The tables on the following pages summarize only the SCE funded services implemented across the district in our Title I schoolwide campuses and formative and summative evaluation measures for each. These activities are further described within the campus and district improvement plans and are not all-inclusive of programs and practices used to support the most at-risk students. Evaluation measures included here focus first on gauging the progress of identified at-risk students who participate in the programs or services but also may be used for gauging the impact on other students who may be participating at each of the schoolwide campuses. Formative checks will be made at the campus level and the results of these checks will be made quarterly by the program director, the principals, and the campus contacts, as necessary.

Program or Service	Description	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation
Professional Development & Related Travel	Provide professional development for teachers and appropriate support staff (counselors) to increase knowledge of content and strategies for working with at-risk students, especially for at-risk and second language learners (see improvement plans)	M A	Review of Benchmark tests with emphasis on those in classrooms where teachers have received special training; and Principal walk-throughs & Teacher interviews	Each six weeks	STAAR performance; Grade records; Promotion rates
Instructional Materials	Acquire additional instructional materials to enhance core curricular materials and to enhance strategies provided through the regular foundation materials, e.g., TAKS resources, supplemental materials for extended learning sessions, materials to support implementation of professional development and special programs, language arts videos for second language learners, etc.	M RS PD	Review of Benchmark test data, Teacher interviews; Six Weeks grades of at-risk students; Extended learning assessments	Each six weeks	STAAR performance; Grade records; Promotion rates
Instructional Aides	Assign instructional aides to support more individualized instruction and provision of special services to at-risk students in high needs areas: Pre-K, the SLC, the AEP, and for pregnancy related services	M HQ	Review grades, credit recovery records, grade records of homebound, pregnant students, and students placed in the alternative setting; Benchmark assessments; TPRI results	Bi-monthly, as information is available	STAAR performance; Grade records; Promotion rates and credit recovery records

Schoolwide Components

CNA	Comp. Needs Assess.	PD	Professional Development	T	Transition	Coord	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	PI	Parent Involvement	M	Assistance for Mastery		

Section VI (continued): Program Evaluation of 2011-2012 SCE Funded Services

Program or Service	Description	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation
Extended Learning / Extra duty pay	Employ qualified staff to provide a variety of extended learning opportunities, such as tutorials, special labs, extended day, extended year, extended instructional blocks, etc., to ensure more time for learning.	M	Review of Benchmark assessments; Six weeks grades; session assessments and student work	Each 6 weeks & after each benchmark	STAAR performance; Grade records; Promotion rates
Testing materials	Acquire additional testing materials (content) to support continuous formative assessments for gauging student progress and effectiveness of teaching practices and to identify student needs (counselor testing mats.)	A	Review of testing data, six weeks grades, and review of impact of supplemental services arising from counselor assessment results	Each 6 weeks & after each benchmark testing period	STAAR performance; Grade records; Promotion rates Teacher & counselor surveys
Travel funds	Provide travel funds to assist counselors, principals, teachers, and SLC staff to make home visits and to confer with parents	RS M	Review of attendance records, course completion records (SLC); recidivism information; discipline referrals; counselor and truancy officer logs	Each 6 weeks	STAAR performance; Grade records; Promotion rates Credit recovery records; Attendance data
Staffing at the DAEP and the SLC and the PRS / Homebound teachers	Provide highly qualified staff, instructional materials, Plato site licenses, and equipment at the SLC and the DAEP to ensure that students continue to receive high quality instruction in alternative settings.	M	Review of six weeks grades; credit recovery records; attendance records; student surveys/interviews	Each 6 weeks, as appropriate	STAAR performance; Grade records; Promotion rates; credit recovery records
Equipment – Teachers	Provide equipment for teachers to enhance instruction and student products	RS M	Teacher interviews, review of student products; Benchmark assessment results	Three times per year (Oct., Jan., and May)	STAAR performance; TPRI results Grade records; Promotion rates; Teacher surveys

Schoolwide Components						
CNA	Comp. Needs Assess.	PD	Professional Development	T	Transition	Coord. Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments	
HQ	Highly Qualified Staff	PI	Parent Involvement	M	Assistance for Mastery	

Section VI (continued): Program Evaluation of 2011-2012 SCE Funded Services

Program or Service	Description	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation
Equipment – Students	Purchase equipment for student use (e.g. computers, science lab equipment, recorders and listening center equipment) to enhance development of student products to support CAI, to vary instructional practices, to enhance student motivation, and to provide alternative measures for credit recovery	M RS	Review of student products; CAI assessments; attendance records; and student products	Each six weeks	STAAR performance; Grade records; Promotion rates; student, parent and teacher surveys / interviews
Curriculum materials	Purchase curriculum materials to enhance classroom materials and to support credit recovery and extended learning opportunities	M	Review of benchmark assessments, six weeks grades, semester credit recovery records	Six weeks & end of semesters	STAAR performance; Grade records; Promotion rates; Credit recovery records
Summer School	Provide summer program to extend learning time for most at-risk students and to support grade/credit recovery and mastery of TAKS objectives	M	Summer attendance and grade records	At the close of summer school program	STAAR Results; Promotion records, credit recovery records
Curriculum Dir./ Program Coordinator – Travel & Prof. Dev.	Provide professional development for the SCE coordinator to ensure compliance with legal requirements, to expand knowledge of effective, research-based practices, and to work with other sites who are successful with at-risk students	N/A	Review of compliance indicators, programs/services provided; principal interviews	Semi-annually	STAAR performance; Grade records; Promotion rates; Principal surveys/interviews
District level – Testing materials	Support acquisition of testing materials that will be utilized across the district to determine students' progress in mastering standards	N/A	Review of assessment data, principal interviews, student assessment data	Semi-annually	STAAR performance; Grade records; Promotion rates
District level – Misc. operating expenses	Ensure that the program coordinator is prepared to maintain an effective program and equipped to support schools and parents of at-risk students	N/A	Principal and parent interviews	Semi-annually	STAAR performance; Grade records; Promotion rates
Site Licenses	Continue support of site licenses for (CAI) Computer Assisted Instruction and credit recovery(e.g., Plato, SuccessMaker)	M	CAI reports; six weeks grades	Each six weeks & more frequently at the campus level as data is available	STAAR; Promotion records; course completion records

Schoolwide Components							
CNA	Comp. Needs Assess.	PD	Professional Development	T	Transition	Coord	Program Coordination & Integration
RS	Reform Strategies	R/R	Recruitment & Retention	A	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	PI	Parent Involvement	M	Assistance for Mastery		

BROOKS COUNTY ISD AT-RISK STUDENT PROFILE

PEIMS ID #	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current Yr Enroll Date
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Student Performance / Identification Criteria

PK-3 Criteria	200 STAAR Scores	Core Subject Grades (7-12 only) Previous Semester	Core Subjects Grades (7-12 only) Current Semester
Readiness on TPRI (PK-3 only) Score: _____	STAAR – Reading <input type="text"/>	MATH _____	MATH _____
	STAAR – Math <input type="text"/>	SCIENCE _____	SCIENCE _____
	STAAR – Writing <input type="text"/>	ELA _____	ELA _____
Readiness TPRI Test (PK-3 only) Date: _____	STAAR – Science <input type="text"/>	SOCIAL STUDIES _____	SOCIAL STUDIES _____
	STAAR – SS <input type="text"/>		

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

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

Person Completing Form
Principal's Signature
Date

Monitoring Record

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

EXIT RECORD

DATE EXITED FROM SCE SERVICES: _____

REASON FOR EXITING STUDENT: _____

EXIT REVIEW CONDUCTED BY: _____

Principal's signature: _____

Date: _____