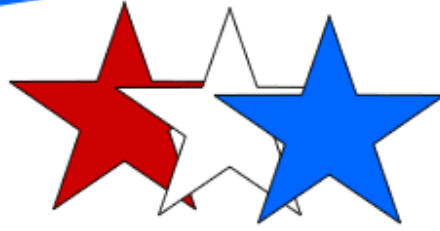


Learning The Randolph Way

*Randolph Field*  
*Independent School District*



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# *Accelerated Instruction/Comprehensive Education*

## Accelerated Instruction 2011-2012

**Goal: To meet needs of students who are in at-risk situations.**

**Objective 1: To meet the needs of prekindergarten students**

Activities	Resources	Person's Responsible	Formative Evaluation	Evidence (Dates)
<ul style="list-style-type: none"> <li>Develop students' oral language, socialization skills and fine and gross motor skills thru use of hands on activities, literature and large and small group learning activities</li> <li>Develop students' general academic readiness</li> </ul>	<ul style="list-style-type: none"> <li>Prekindergarten teacher</li> <li>Prekindergarten materials such as high interest trade books and pattern books</li> </ul>	<ul style="list-style-type: none"> <li>Prekindergarten teacher</li> <li>Elementary Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Prekindergarten Screening Checklist</li> <li>Teacher observations</li> <li>Parent Survey</li> </ul>	<ul style="list-style-type: none"> <li>Sept. and May each year</li> <li>Ongoing</li> </ul>

**Goal: To meet needs of students who are in at-risk situations.**

**Objective 2: To meet the needs of at-risk kindergarten students through the reading program**

Activities	Resources	Person's Responsible	Formative Evaluation	Evidence (Dates)
<ul style="list-style-type: none"> <li>Develop the students' early reading skills such as oral language development, word attack listening comprehension, word and print concepts, phonemic awareness and letter and sound identification</li> </ul>	<ul style="list-style-type: none"> <li>High interest trade books</li> <li>Pattern books</li> <li>Hands-on games and activities</li> <li>Reading software</li> <li>Comprehensive Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten teacher</li> <li>Reading teacher</li> <li>Elementary Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Readiness tests</li> <li>Retelling rubrics</li> <li>Texas Primary Reading Inventory (TPRI)</li> <li>Parent Survey</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>Sept., Jan., May each year</li> <li>May each year</li> </ul>

**Goal: To meet needs of students who are in at-risk situations.**

**Objective 3: To meet the reading needs of students in grades 3 -5 who are identified as at-risk**

Activities	Resources	Person's Responsible	Formative Evaluation	Evidence (Dates)
<ul style="list-style-type: none"> <li>Close the gaps in reading skills through the use of multi level/sensory activities hands-on games and tapes. A balanced program of phonics and literature based instruction is used to emphasize the interconnection of reading, writing, spelling and phonics</li> </ul>	<ul style="list-style-type: none"> <li>Computer software/Accelerated Reader program</li> <li>Strategies and Graphic Organizers</li> <li>Motivating Literature</li> <li>Comprehensive Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Reading teacher</li> <li>3<sup>rd</sup> – 5<sup>th</sup> grade Classroom teachers</li> <li>Elementary Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Checklists/Rubrics</li> <li>Parent Feedback</li> <li>TAKS</li> <li>Informal Reading Inventories</li> </ul>	<ul style="list-style-type: none"> <li>Sept., Jan., and May each year</li> <li>Ongoing</li> <li>Ongoing</li> <li>April each year</li> </ul>

## Accelerated Instruction

**Goal: To meet needs of students who are in at-risk situations.**

**Objectives 4: To meet the reading needs of identified at-risk students in grades 6-8**

Activities	Resources	Person's Responsible	Formative Evaluation	Evidence (Dates)
<ul style="list-style-type: none"> <li>Increase the vocabulary development, fluency and comprehension skills of at-risk students</li> <li>Increase the reading skills (fluency and comprehension) of at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>High interest reading materials</li> <li>Assistive technology devices and software</li> <li>Tutoring available</li> <li>Comprehensive Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Reading teacher</li> <li>6<sup>th</sup> - 8<sup>th</sup> grade English teachers</li> <li>Middle School Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Informal Reading Inventory</li> <li>Diagnostic Testing</li> <li>TAKS</li> <li>Parent and Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>April each year</li> <li>May each year</li> </ul>

**Goal: To meet needs of students who are in at-risk situations.**

**Objective 5: To meet the needs of at-risk students who did not meet the standards on the TAKS reading test grades 3-9**

Activities	Resources	Person's Responsible	Formative Evaluation	Evidence (Dates)	Summative Evaluation	Evidence (Dates)
<ul style="list-style-type: none"> <li>Use a variety of hands-on activities to meet the individual needs of at-risk students in reading comprehension</li> <li>Provide differentiated instruction based on the reading skills needed for each student</li> </ul>	<ul style="list-style-type: none"> <li>TAKS Study Guides</li> <li>Tutoring sessions</li> <li>Comprehensive Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Reading teachers</li> <li>English teachers</li> <li>Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates progress on teacher made-tests</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Meets the standard on the applicable TAKS reading test</li> </ul>	<ul style="list-style-type: none"> <li>March and/or April each year</li> </ul>

**Goal: To meet needs of students who are in at-risk situations.**

**Objective 6: To meet the needs of at-risk students who did not meet the standard on the TAKS English language arts test in grades 10 and/or 11**

Activities	Resources	Person's Responsible	Formative Evaluation	Evidence (Dates)	Summative Evaluation	Evidence (Dates)
<ul style="list-style-type: none"> <li>Provide differentiated instruction based on the reading and/or writing skills needing improvement for each at-risk student</li> </ul>	<ul style="list-style-type: none"> <li>Online writing program</li> <li>TAKS Study Guide</li> <li>Comprehensive Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Reading teachers</li> <li>10<sup>th</sup> – 11<sup>th</sup> grade English teachers</li> <li>Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates progress on teacher-made tests</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Meets the standard on the applicable TAKS ELA test</li> </ul>	<ul style="list-style-type: none"> <li>March and/or April each year</li> </ul>

## Accelerated Instruction

**Goal: To meet needs of students who are in at-risk situations.**

**Objective 7: To meet the needs of at-risk students who did not meet the standard on the TAKS mathematics test in grades 3-11**

<b>Activities</b>	<b>Resources</b>	<b>Person's Responsible</b>	<b>Formative Evaluation</b>	<b>Evidence (Dates)</b>	<b>Summative Evaluation</b>	<b>Evidence (Dates)</b>
<ul style="list-style-type: none"> <li>Provide differentiated instruction based on the math skills and concepts needing improvement for each at-risk student</li> </ul>	<ul style="list-style-type: none"> <li>TAKS Study Guide</li> <li>Thunderbird Time at the elementary</li> <li>Study Skills time at the middle school</li> <li>Tutoring time for middle school and high school</li> <li>Math Projects class</li> <li>Comprehensive Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers at elementary</li> <li>Mathematics teachers at middle school and high school</li> <li>Math Projects teacher at middle school</li> <li>Curriculum Director</li> <li>Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates progress on teacher-made tests</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Meets the standard on the applicable TAKS Math test</li> </ul>	<ul style="list-style-type: none"> <li>April each year</li> </ul>

**Goal: To meet needs of students who are in at-risk situations.**

**Objective 8: To meet the needs of at-risk students who did not meet the standard on the TAKS social studies test in grades 8, 10 and 11**

<b>Activities</b>	<b>Resources</b>	<b>Person's Responsible</b>	<b>Formative Evaluation</b>	<b>Evidence (Dates)</b>	<b>Summative Evaluation</b>	<b>Evidence (Dates)</b>
<ul style="list-style-type: none"> <li>Provide differentiated instruction based on the social studies concepts and skills needing improvement for each at-risk student</li> </ul>	<ul style="list-style-type: none"> <li>TAKS Study Guide</li> <li>Tutoring sessions</li> <li>Comprehensive Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies teachers</li> <li>Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates progress on teacher-made tests</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Meets the standard on the appropriate TAKS Social Studies test</li> </ul>	<ul style="list-style-type: none"> <li>April each year</li> </ul>

## Accelerated Instruction

**Goal: To meet needs of students who are in at-risk situations.**

**Objective 9: To meet the needs of at-risk students who did not meet the standard on the TAKS science test in grades 5, 8, 10 & 12**

<b>Activities</b>	<b>Resources</b>	<b>Person's Responsible</b>	<b>Formative Evaluation</b>	<b>Evidence (Dates)</b>	<b>Summative Evaluation</b>	<b>Evidence (Dates)</b>
<ul style="list-style-type: none"> <li>Provide differentiated instruction based on the science concepts and skills needing improvement for each at-risk student</li> </ul>	<ul style="list-style-type: none"> <li>TAKS Study Guide</li> <li>Tutoring sessions</li> <li>Comprehensive Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers at elementary</li> <li>Science teachers at middle school and high school</li> <li>Campus Administrators</li> <li>Curriculum Director</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates progress on teacher-made tests</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Meets the standard on the appropriate TAKS Science test</li> </ul>	<ul style="list-style-type: none"> <li>April each year</li> </ul>

**Goal: To meet needs of students who are in at-risk situations.**

**Objective 10: To support identified at risk students on a continual basis through content mastery**

<b>Activities</b>	<b>Resources</b>	<b>Person's Responsible</b>	<b>Formative Evaluation</b>	<b>Evidence (Dates)</b>	<b>Summative Evaluation</b>	<b>Evidence (Dates)</b>
<ul style="list-style-type: none"> <li>Provide support for at-risk students through additional time for testing, review of concepts and/or skills taught in the classroom, additional review prior to testing, etc</li> </ul>	<ul style="list-style-type: none"> <li>Content Mastery teacher</li> <li>Classroom teachers</li> <li>Campus Administrators</li> <li>Comprehensive Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Content Mastery teachers</li> <li>Counselors</li> <li>Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates progress in the subjects in which the student received content mastery support</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Successfully completes courses in which the student received content mastery support</li> </ul>	<ul style="list-style-type: none"> <li>End of each year</li> </ul>

## Accelerated Instruction

**Goal: To meet needs of students who are in at-risk situations.**

**Objective 11: To support a student placed in the Discipline Alternative Education Program (DAEP)**

<b>Activities</b>	<b>Resources</b>	<b>Person's Responsible</b>	<b>Formative Evaluation</b>	<b>Evidence (Dates)</b>	<b>Summative Evaluation</b>	<b>Evidence (Dates)</b>
<ul style="list-style-type: none"><li>• Provide DAEP students with the instruction and support necessary to maintain them academically through differentiated instruction in their current courses</li></ul>	<ul style="list-style-type: none"><li>• DAEP teachers</li><li>• Classroom teachers</li><li>• Counselors</li></ul>	<ul style="list-style-type: none"><li>• DAEP teachers</li><li>• Classroom teachers</li><li>• Counselors</li><li>• Campus Administrators</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates progress in current classes in the DAEP setting</li></ul>	<ul style="list-style-type: none"><li>• Ongoing</li></ul>	<ul style="list-style-type: none"><li>• Returns to regular classroom and is successful academically</li></ul>	<ul style="list-style-type: none"><li>• End of semester or year after DAEP placement</li></ul>

# RANDOLPH FIELD INDEPENDENT SCHOOL DISTRICT

## COMPENSATORY EDUCATION PLAN

*The purpose of education at Randolph Field Independent School District is to prepare individuals to be continual learners who are successful, productive, responsible citizens. To achieve this purpose, students will access and process information, solve problems, and communicate, working as individuals and as team members, using technology to facilitate their learning.*

Randolph Field Independent School District is committed to supporting all students in our district; however, because we are aware of the serious social and economic implications of those who may potentially drop out of school, it is of particular concern to us when students are not successful. Therefore, we have incorporated a broad range of instructional strategies and programs to address the needs of students who are in “at risk” situations.

The goals and strategies used to assist students in at risk situations include early intervention, maintenance of a positive school climate, and promoting the belief that all students can learn and reach high expectations in accessing, processing, and communicating information, solving problems, as individuals and as team members, using technology to facilitate their learning.

Additionally, the campus improvement plans of the district include the expectation that the needs of the low-performing students have been targeted and teachers and teams of teachers are in the process of aligning their curriculum to meet identified needs for targeted populations.

## ***STATE CRITERIA FOR STUDENTS IN AT RISK SITUATIONS***

The state of Texas amended the definition of students in at risk situations in Section 29.081 of the Texas Education Code as follows:

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 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 Section 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 the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in 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.

***RANDOLPH FIELD ISD PROCESS FOR IDENTIFICATION OF STUDENTS IN AT-RISK SITUATIONS***

Counselors in the Randolph Field Independent School District generate their respective lists of students who may be in at-risk situations because they meet at least one criteria as defined below:

Each student:

1. is in prekindergarten, in kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the school year
  - Prekindergarten
    - Instrument: Prekindergarten Screening Checklist (teacher-made) administered in August/September or whenever new student enters
    - Score: Eligible at-risk if score below 45
  - Kindergarten
    - Instrument: Kinder Reading Screening (teacher-made) administered in August/September or whenever new student enters prior to January
    - Score: Eligible at-risk if screening score is below 45.
    - Instrument: Texas Primary Reading Inventory (TPRI) administered in January or whenever new student enters
    - Score: Eligible at-risk if 3 out of 4 of the Screening and Inventory tasks are “Still Developing”. (graphophonemic knowledge, oral blending, rhyming, listening comprehension)
  - First Grade
    - Instrument: TPRI administered in August/September or whenever new student enters until January
    - Score: Eligible at-risk if 3 out of the 3 tasks on TPRI Screening are “Still Developing”  
Eligible at-risk if reading accuracy is at Frustration Level for Story #1 (narrative) or Story #2 (expository) in January or whenever a new student enters
  - Second Grade
    - Instrument: TPRI administered in August/September or whenever new student enters
    - Score: Eligible at-risk if student scores 2nd grade Frustration Reading Level on Story #1 (narrative) or Story #2 (expository)
  - Third Grade

Instrument: Third Grade Screening (Different forms of the Johns Basic Reading Inventory, BRI) in August/September or whenever new student enters

Score: Eligible at-risk if student scores 2<sup>nd</sup> grade instructional level on two different forms of the Johns BRI

2. is in grades 7-12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more courses in the foundation curriculum during a semester in the preceding or current year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
  - failed 2 or more courses in the foundation curriculum or has two or more F's on his/her report card for a six weeks in the foundation curriculum (this includes 6<sup>th</sup> grade as the preceding year for a 7<sup>th</sup> grade student)
3. was not advanced 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 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
  - did not meet the minimum standards in one or more subjects of TAKS
  - did not score at least 110% of the scale score required to meet the passing standard on TAKS. 110% of the scale core is listed on the following chart:

	MATH	READING	WRITING	SOCIAL	SCIENCE
--	------	---------	---------	--------	---------

			ELA	STUDIES	
	2004	2004	2004	2004	2004
	2005	2005	2005	2005	2005
GRADE	PR	PR	PR	PR	PR
3	2165	2152			
4	2158	2151	2170		
5	2169	2164			2199
6	2157	2161			
7	2140	2170	2153		
8	2145	2175		2142	
9	2170	2175			
10	2148	2175	2201	2142	2159
11	2089	*2175	2100	2100	2100

\*Exit TAKS was at PR in 2005-2006.

- did not meet the ARD committee's academic goal on the TAKS M
  - did not take TAKS (out of state student) and scored below the 40<sup>th</sup> percentile in reading, language arts or mathematics on the ITBS or other current norm-referenced test
5. is pregnant or is a parent.
  6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current year (see addendum 2).
    - has been placed in Randolph Field ISD's disciplinary AEP.
  7. has been expelled in accordance with Section 37.007 during the preceding or current school year (see addendum 3).
  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.  
is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments (see addendum 5).
10. is a student of limited English proficiency, as defined by Section 29.052 (see addendum 4).
11. is in 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 42U.S.C. Section 11302, and its subsequent amendments (see addendum5).
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.

Additional Criteria: Students identified as having characteristics of dyslexia according to RFISD criteria are eligible for state compensatory education funds.

The counselor will use the RFISD Criteria for the Identification of At-Risk Students that is delineated above to develop the list of at-risk students on his/her campus. Each year, by September 30<sup>th</sup>, the counselors will report all students in at-risk situations to their campus principals. After the principal has reviewed the at-risk data, the At-Risk Student Identification list will be sent to the Executive Director of Instructional Services and the campus PEIMS coordinators no later than the first Tuesday in October.

This list is actively maintained throughout the school year by the counselors and the principals for all current and new students in the district. For those students in at-risk situations who need direct services, the counselor and appropriate staff will determine program placement.

Not all of the identified pupils need the service of the support programs. Students not needing program services are those exhibiting successful academic progress in the classroom. Those students not needing program support are monitored by the counselor each six weeks or as new assessment data becomes available. As a student's status changes, the counselor will again initiate staffing with appropriate school personnel to consider accurate program placements.

The middle school and/or high school counselor will develop a Personal Graduation Plan for each student, grades 6-12, who failed the TAKS or are not expected to graduate by the end of the fifth school year after enrolling in ninth grade.

## **PROGRAMS FOR STUDENTS IN AT-RISK SITUATIONS**

### ***PREKINDERGARTEN PROGRAM***

#### **Identification, Entry and Exit**

Students are identified as at-risk based on the following:

- Instrument Prekindergarten Screening Checklist (teacher-made)  
administered in September or whenever a new student enters.
- Score Eligible at-risk score below 45

Students at-risk are reevaluated in May based on the following:

- a score of 45 or above on Prekindergarten Screening Checklist given again in May
- satisfactory progress on assessments give throughout the year

#### **Program Content**

The Prekindergarten program places an emphasis on oral language development, socialization skills, development of fine and gross motor skills, as well as general academic readiness. Through the use of hands-on activities, literature and large and small group learning situations, individual needs are addressed.

#### **Parent Participation**

Parents are invited to meet with the teacher on an individual basis before school begins. The program is discussed at that time. Parents are encouraged to help with classroom activities and field trips throughout the year. A weekly newsletter is sent home to inform parents of the skills being introduced and of upcoming events. A monthly homework activity is sent home and parents are asked to give their input on a rubric describing how their child was able to complete it. Parent/Teacher conferences are held at the end of the first six weeks to discuss each child's progress. In January and May a parent survey is sent home to gather input on the strengths and weaknesses of the program in an effort to build a more successful experience for the children.

### **Formative and Summative Evaluation Measure**

Formative evaluations are used throughout the year to monitor each child's progress and to identify areas of weakness which need to be addressed. Formative measurements include: Prekindergarten Screening Checklist in September, teacher observation checklists, teacher-made assessments, class participation, midyear parent survey and progress reports.

Summative evaluation measurements include: Prekindergarten Screening Checklist in May, end of year parent survey and the final progress reports to parents.

## ***KINDERGARTEN READING PROGRAM***

### **Identification, Entry and Exit**

Students are entered in specialized reading classes based on one of the following:

- Instrument: Kinder Reading Screening (teacher-made) administered in August/September or whenever new student enters prior to January  
Score: Eligible at-risk if screening score is below 45
  
- Instrument: Texas Primary Reading Inventory (TPRI) administered in January or whenever new student enters  
Score: Eligible at-risk if 3 out of 4 of the Screening and Inventory tasks are "Still Developing" (graphophonemic knowledge, oral blending, rhyming, listening comprehension)

Students are exited from the program based on one of the following:

- a parent may decline services in writing regardless of the assessment
- satisfactory performance on the Texas Primary Reading Inventory given in January and May

- satisfactory progress on concept of word/concepts of print, phonemic awareness, letter and sound identification, and listening comprehension assessments given throughout the year

### **Program Content and Design**

Content of the specialized reading program is designed to meet the individual needs of the student. Early reading skills such as oral language development, word attack, listening comprehension, concept of word and print concepts, phonemic awareness and letter and sound identification are addressed. Flexible grouping is utilized to meet the changing needs of the students.

Instructional materials selected by the reading specialist include high interest trade books and pattern books. Hands-on activities, games, and various computer programs are also used.

The specialized reading program is also designed to provide support for classroom teachers and all students. The reading specialist models reading lessons, provides materials and has conferences with teachers.

Technology supports the reading program with developmentally appropriate reading readiness software in the classroom.

### **Parent Participation**

Parent participation in the kindergarten reading program is encouraged in many ways. Parents receive information about early reading and practical ideas of ways to help their child at home. All parents receive a letter of notification at the beginning of the year since flexible grouping is utilized. Parent meetings are scheduled throughout the year to discuss reading development, discuss what parents can do at home to help their child, and to provide materials. Topics include: reading with your child, vocabulary and oral language development, listening comprehension, early reading skills, writing, letter and sound activities, and phonemic awareness. Parents complete a “learning/reading profile” for their child. Conferences, telephone conversations, and progress reports provide for methods of two-way feedback and communication. Books, practice activities, and games are sent home regularly. Information/newsletters containing early reading information are also sent home.

### **Formative and Summative Evaluation Measures**

Formative evaluations are used throughout the year to: identify students’ strengths and weaknesses, plan instruction, and make changes as needed. Both formative and summative evaluations are used to determine the effectiveness of the kindergarten specialized reading program. Formative measurements include: readiness tests, teacher observation checklists, retelling rubric, Texas Primary Reading Inventory, running records, alphabet check, “Concepts About Print”, progress reports, and other informal assessments. Summative evaluation measurements include: a parent survey, Texas Primary Reading Inventory, alphabet check, “Concepts About Print”, and the final progress reports to parents.

**READING PROGRAM – Grades 1-2**

Additional reading support is provided through RFISD’s Title I Program for first and second grade students who are identified as at-risk using the criteria outlined in the Title I Plan.

**READING PROGRAM – GRADES 3 - 5**

**Identification, Entry and Exit**

Students served in this program include those identified as at risk based on the following criteria:

Grade 3: Score 2<sup>nd</sup> grade instructional level on two forms of an Informal Reading Inventory, BRI

Grade 4-5: Did not meet minimum standards in one or more subjects of TAKS

or

Did not score at least 110% of the scale score required to meet the minimum standards on TAKS. 110% of the scale score is listed on the chart below:

	MATH	READING	WRITING ELA	SOCIAL STUDIES	SCIENCE
	2004	2004	2004	2004	2004
	2005	2005	2005	2005	2005
GRADE	PR	PR	PR	PR	PR
3	2165	2152			
4	2158	2151	2170		
5	2169	2164			2199
6	2157	2161			

7	2140	2170	2153		
8	2145	2175		2142	
9	2170	2175			
10	2148	2175	2201	2142	2159
11	2089	*2175	2100	2100	2100

\*Exit TAKS was at PR IN 2005-2006.

- Did not meet the ARD committee’s academic goal on the TAKS-M.
- Did not meet at least a 10% increase in the student’s scaled score the following year on SDAA II

Students are entered into the reading support class by meeting with the classroom teacher to discuss the reading summary, notifying the parent by letter and clarifying the need with a parent by meeting or phone call.

Students exit from the program if/when the following occur: satisfactory progress of 110% on TAKS; a parent or teacher requests that a student be exited from reading support class based on additional reading assessment such as an Informal Reading Inventory, a diagnostic test, or another standardized achievement test that indicates a student is performing on grade level; or a parent declines services in writing regardless of the assessment.

**Program Content and Design**

Third, fourth and fifth graders attend for 30 minutes 4 to 5 times per week . Additional classes are available daily for students with greater gaps in their reading development. Aforementioned assessments are used to meet individual student needs through one-on-one, small group, paired, or whole group instruction at their instructional level. Provisions are made to include multi level/sensory activities, computer software, games, and tapes for a variety of learning styles. Instructional emphasis is to support classroom teachers’ reading programs and content areas. Added support may be provided for special education students based on individual needs. A balanced program of phonics and literature based instruction is used to emphasize the interconnection of reading, writing, spelling and phonics. The emphasis is on self-monitoring strategies to decode and the strategies and scaffolds to aid comprehension before, during, and after reading in both fiction and non-fiction. Vocabulary development occurs through context strategies, direct instruction and independent reading. Study skills and test taking strategies are developed. Self-selected reading materials are used as well as other high interest paperbacks and activities. Participation in Accelerated Reader along with academic growth and self confidence is encouraged. The reading support teacher provides consistent routines, models, frameworks, strategies, language, and praise.

### **Parent Participation**

Parent participation in the reading support program is evidenced throughout registration and placement of the student in the program. The parent receives a letter of notification with contact phone numbers, and an informational fall meeting is scheduled. The parent completes a reading profile on the child and receives a packet of information to aid the child's comprehension. Parents are provided additional information on TAKS as well as reading tips to use with their children. Parents maintain a book conversation form for independent readings as well as complete an Interactive Assessment Form (parent-student-teacher). Parents and students complete a final survey in the spring for program feedback. Written progress reports are sent home throughout the year. Feedback is provided at individual parent-teacher conferences as necessary.

### **Formative and Summative Evaluation**

Formative assessment is an ongoing process throughout the year and drives instruction and goals. Summative evaluation occurs at the year's end and provides direction for future planning for both individual students and the overall program.

Formative evaluation includes self assessments, daily work samples, CIP assessment tool (rubrics), checklists, running records, progress reports, follow-up meetings and/or phone calls, and interactive assessment forms.

Summative evaluation includes TAKS (110%) a diagnostic reading test, Informal Reading Inventory, CIP assessment tool and parent/student surveys.

### ***READING PROGRAM – Grades 6-8***

#### **Identification, Entry and Exit**

Students enter the specialized reading classes based on one of the following:

- Unsatisfactory performance on an assessment instrument administered under Chapter 39, Subchapter B (previous year's TAKS) (see addendum 1) to include incoming sixth grade students who needed multiple attempts to meet the promotion standards of the Student Success Initiative and therefore took TAKS several times; additionally, because of a response to the Student Success Initiative, eighth grade students who did not demonstrate strategic mastery of reading on TAKS-7 along with those eighth grade students who barely achieved master on TAKS-7 are supported in the Reading Improvement class.
- Out of state students who did not take TAKS and scored below the 40<sup>th</sup> percentile on the reading section of any standardized achievement test.

Students are exited from the program based on the following:

- satisfactory progress on an assessment instrument administered under Chapter 39 Subchapter B, 110% of TAKS scale score.
- a parent or teacher may request a student be exited from a reading support class based on an additional reading assessment administered by a reading specialist on each

campus (i.e. Informal Reading Inventory, a diagnostic test, or other standardized achievement tests) that indicate the student is no longer 2 or more grade levels below in reading.

- a parent may decline services in writing regardless of the assessment

### **Program Content and Design**

Content of the specialized reading program is designed to meet the individual needs of the student. Reading skills such as vocabulary development, fluency and comprehension skills as well as emphasis on TAKS reading objectives are addressed.

Instructional materials selected by the reading specialist include high interest material using a variety of useful comprehension strategies to encourage self-motivation and self-confidence in the student.

The specialized reading program is also designed to provide support for both teachers and students in content area reading to include test-taking strategies, study skills and reading non-fiction materials.

Students are further supported through a variety of assistive technology devices and software.

### **Parent Participation**

Parent participation in the specialized reading program is evidenced throughout the registration and placement of a student in the program. Middle school parents also receive a letter of notification. Parents of Reading Improvement students in the middle school are provided with individual conferencing at specified times during the year during which parents are informed of the services, goals and progress of the students. Students receive progress reports during each grading period to provide two-way communication. A parent survey is conducted annually.

### **Formative and Summative Evaluation Measures**

The effectiveness of the specialized reading program is determined by formative measurements including an Informal Reading Inventory, benchmark testing or diagnostic reading tests. Summative evaluation measurements include a parent/student survey and a student's satisfactory performance on an assessment tool (Chapter 39, Subchapter B – TAKS). (see addendum 1)

### ***TUTORING PROGRAM***

Randolph Field ISD provides tutoring for any student who is having difficulty with one or more academic courses. Such difficulties may include failing or in danger of failing a course. While identified at-risk students may utilize this support any time there is a need, the program is open to any student who is struggling in grades one through twelve. Students meet with classroom teachers before or after school or during recess at the elementary or during advisory at the middle school/high school for tutorials in the applicable courses.

Students identified through the Response to Intervention (RtI) process are provided additional support during the regular school day.

### ***TAKS REMEDIATION PROGRAM***

#### **Identification, Entry, and Exit**

The counselor, reading specialists and the third and fifth grade teachers at Randolph Elementary identify the students who require TAKS remediation through a variety of criteria that is based upon their needs for assistance in passing the TAKS reading test.

The criteria for eligibility are as follows:

Students who:

- Did not previously meet the passing standard on the TAKS 3<sup>rd</sup> or 5<sup>th</sup> grade reading test
- Are new to the district and meet eligibility as at-risk (see page 3 in the RFISD Compensatory Education Plan)

When the student is identified, the class schedule will be arranged for daily help through a reading support class. The student will remain in reading support until the passing standard on the reading 3<sup>rd</sup> or 5<sup>th</sup> grade TAKS test is successfully met.

The counselor, curriculum facilitator and the fifth grade teachers at Randolph Elementary identify the students who require TAKS remediation through a variety of criteria that is based upon their needs for assistance in passing the TAKS math test.

The criteria for eligibility is as follows:

- Did not previously meet the passing standard on the TAKS 5<sup>th</sup> grade mathematics test.
- Are new to the district and meet the eligibility as at-risk (see page 3 in the RFISD Compensatory Education Plan).

When the student is identified, the student will be provided tutoring designed to support his/her individual needs. The student will continue with the tutoring until the passing standard on the 5<sup>th</sup> grade TAKS mathematics test is successfully met.

The counselor, reading specialist and the eighth grade teachers at Randolph Middle School identify the students who require TAKS remediation through a variety of criteria that is based upon their needs for assistance in passing the TAKs reading test.

The criteria for eligibility are as follows:

Students who:

- Did not previously meet the passing standard on the TAKs 8<sup>th</sup> grade reading test
- Are new to the district and meet eligibility as at-risk (see page 3 in the RFISD Compensatory Education Plan).

When the student is identified, the class schedule will be arranged for daily help through a reading support class.

The counselor, curriculum facilitator and the eighth grade math teachers at Randolph Middle School identify the students who require TAKS remediation through a variety of criteria that is based upon their needs for assistance in passing the TAKS mathematics test.

The criteria for eligibility are as follows:

Students who:

- Did not previously meet the passing standard on the TAKS 8<sup>th</sup> grade mathematics
- Are new to the district and meet the eligibility as at-risk (see page 3 in the RFISD Compensatory Education Plan).

When the student is identified, the student will be provided tutoring in the Math Projects class.

The counselor and mathematics staff at Randolph High School identify the students who require TAKS remediation through a variety of criteria that is based upon their needs for assistance in passing the TAKS mathematics test(s).

The criteria for eligibility are as follows:

Students who:

- Did not previously meet the passing standard on the TAKS 10<sup>th</sup> and/or Exit TAKS level test
- Are new to the district and not already enrolled in pre-calculus or calculus

When the student is identified, the class schedule will be arranged for daily, help through a remediation class. The student will remain in the class until the passing standard on the math 10<sup>th</sup> grade or Exit level test are successfully met.

The counselor and the English language arts staff at Randolph High School identify the students who require TAKS remediation through a variety of criteria that is based upon their needs for assistance in passing the TAKS English language arts test(s).

The criteria for eligibility are as follows:

Students who:

- Did not previously meet the passing standard on the TAKS 10<sup>th</sup> grade and/or TAKS Exit level test for English language arts
- Are new to the district and are not already enrolled in AP English
- Score below the 50<sup>th</sup> percentile on a norm-referenced test in English

When the student is identified, the class schedule will be arranged for daily help through the remediation class. The student will remain in the class until the passing standard on the English language arts 10<sup>th</sup> grade or Exit level test is successfully met.

The counselor and the science and/or social studies staff at Randolph High School identify students who require TAKS remediation through a variety of criteria that is based upon their needs for assistance in passing the TAKS science and/or social studies test(s).

The criteria for eligibility are as follows:

Students who:

- Did not previously meet the passing standard on the TAKS 10<sup>th</sup> grade and/or Exit level test for science and/or social studies
- Are new to the district and are not already enrolled in AP United States History and/or AP Physics or AP Chemistry
- Score below the 50<sup>th</sup> percentile on a norm-referenced test in science and/or social studies

When the student is identified, the class schedule will be arranged for help through content mastery or tutorials with science and/or social studies teachers. The student will continue to have this support until the passing standard on the science and/or social studies 10<sup>th</sup> grade and/or Exit level test are successfully met.

### **Program Content**

Program content, design and coverage are based on the TAKS 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grade reading, and the 5<sup>th</sup> and 8<sup>th</sup> grade math and the reading and math objectives as defined by TEA. They are further refined and implemented according to the individual needs of students enrolled in the program. Diagnostic tests determine the design and coverage for each student.

Program content, design and coverage are based on the TAKS 10<sup>th</sup> grade and/or TAKS Exit level math, and English language arts objectives as defined by TEA. They are further refined and implemented according to the individual needs of students enrolled in the program. Diagnostic tests determine the design and coverage for each student.

Program content, design and coverage for science and/or social studies are based on the TAKS 10<sup>th</sup> grade and/or Exit level science and/or social studies objectives as defined by TEA. They are further refined and implemented according to the individual needs of students in the program.

### **Parent Participation**

Parent permission is required for the student to participate in the program. While he/she is enrolled in the TAKS remediation class, the parents are notified of the student's progress through progress reports, six-week grades, telephone calls, e-mails and TAKS results.

While he/she is in the support program for science and/or social studies, the parents are notified of the student's progress through parent conferences, telephone conferences and TAKS results.

### **Formative and Summative Evaluation Measures**

The TAKS remediation program at the elementary is re-evaluated after each state assessment to determine the appropriate emphasis on reading and math objectives for each student involved. Effectiveness of the program is measured by the student meeting minimum standards on the reading objectives as well as the scale score achieved on the TAKS 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grade reading test and the TAKS 5<sup>th</sup> and 8<sup>th</sup> grade math test.

The TAKS remediation program is re-evaluated at the beginning of each semester to determine the appropriate emphasis on math and/or English language arts objectives for each student involved. Effectiveness of the program is measured by the student meeting minimum standards on the math and/or English language arts objectives, as well as on the scale score achieved on the 10<sup>th</sup> grade and/or the Exit level TAKS.

The program for remediation in TAKS science and/or social studies is re-evaluated at the beginning of each semester to determine the appropriate emphasis on science and/or social studies objectives for each student involved. Effectiveness of the program is measured by the students meeting minimum standards on the science and/or social studies objectives as well as the scale score achieved on the 10<sup>th</sup> grade and/or the Exit level TAKS test(s).

### **Math Projects Class**

#### **Identification, Entry, and Exit**

Students are selected for participation in the Math Projects classes based on the following:

- Did not meet standard (2100 scale score) on the previous year's TAKS Mathematics test or, space permitting, did not meet the college readiness level for TAKS of 2200.

Students are exited from the Math Projects classes after reaching a college readiness score of 2200 on the TAKS test with priority placement given to those students scoring at or below the met standard score of 2100.

### Program Content and Design

The Math Projects classes are one semester classes for students in grades 6 through 8. They are designed to support the instruction the students are receiving in the regular math class. Content of each grade level course is designed to meet the needs of the individuals assigned to the class. Analysis of data for individual students as well as for the class group determines the objectives that will be taught within the semester. In addition to content, the Math Projects classes are designed to increase students' self-efficacy regarding their achievement in Mathematics.

Cooperative learning, problem-solving, communication, and technology are strongly emphasized in the course. Materials are selected from research-based resources with such as those produced through the Charles A. Dana Center and the Texas Education Agency.

### Parent Participation

Parents are asked to complete a survey at the beginning and end of each semester to identify parent expectations for the course as well as evaluate the impact of the course on their students from both a content and an affective perspective. Parents are encouraged to stay informed with student progress through the use of the Gradespeed reporting system. Parents are also encouraged to communicate with the teacher by phone and email and through progress reports and report cards.

### Formative and Summative Evaluation Measures

Formative assessments are used throughout the semester to evaluate student progress and to aid the teacher in course content and pedagogy. Formative assessments include warm up questions, mini-quizzes, TAKS formatted multiple choice questions, etc. Summative assessments are also utilized to determine effectiveness of instruction and preparedness level for TAKS testing.

## ***CONTENT MASTERY FOR STUDENTS IN AT-RISK SITUATIONS***

### **Identification, Entry, and Exit**

At the elementary school, students in at-risk situations are identified for content mastery (CM) services throughout the year at staffings with the counselor, classroom teacher, and an administrator. Any child who does not meet minimum standards on any portion of the TAKS test is automatically offered CM services. Additional students who are identified in an at-risk situation based on state and district criteria are also offered CM services. Parents are directly involved in the elementary program through written notification of their eligibility for the CM program. Before any child can begin the CM program, the parent is required to give written permission. Parents may also decline in writing. Teacher staffings may recommend that a student be dismissed from the program when there is no longer a need for services as established through passing grades and test scores that are on grade level.

At the middle school, the counselor and teachers staff throughout the year to identify and assess the needs of at-risk students. This team considers any student who fails two or more subjects beginning with the first progress report or any grading report thereafter. To be eligible for Content Mastery support, those failing students need to meet at least one other state criteria. This includes, but is not limited to, failure to meet TAKS expectations any year beginning with grade 3.

The counselor secures written parent permission for Content Mastery support services. Parents, counselor, and grade level teachers reconsider placement when the student's academic grades improve to 75 or higher for two consecutive grading periods.

In high school, the counselor and grade level teachers review the needs of students who have failed to advance a grade level in the previous year, or who fail two or more subjects during either semester. Written parent consent is also obtained by the counselor, and student eligibility is reviewed annually. The student may be dismissed from content mastery as academic grades improve to passing.

### **Program Content, Design and Coverage**

The design and content of the services are determined by the needs of the students. CM support is given individually and in a small group setting. Some of the support includes small group or individual administration of tests, additional time to complete class work or tests, review of concepts or skills as needed and test modifications.

### **Parent Participation**

Parents and students are involved in evaluating the CM support effectiveness by a parent/student survey conducted once a year on each campus.

### **Formative and Summative Evaluation Measures**

At the elementary level the content mastery teacher reviews grades every three weeks.

At the middle school and high school, counselors monitor report card grades and meets with grade level teachers as necessary. Formative and summative measures also include end of year surveys of the Content Mastery Program completed by students, parents and teachers on each campus.

### ***DISCIPLINE ALTERNATIVE EDUCATION PROGRAM (DAEP)***

#### **Identification, Entry and Exit**

A student enters the Discipline AEP based on violating the Randolph Student Code of Conduct (see addendum #2). The term of the DAEP placement is specified in the DAEP hearing which is conducted by the principal with the parent and student in attendance.

A student is exited from the program based on the successful completion of the DAEP assignment period. Through an agreement with Judson ISD, the DAEP meets Monday through Friday from 8:30 AM until 3:30 PM at the Judson Alternative Campus.

#### **Program Content**

The content of the DAEP consists of the four core courses, language arts, mathematics, science and social studies and the academic electives such as psychology, health, and art. Electives such as physical education and band are not included in the DAEP program. Counseling services are provided for the students for one hour each week. If a student is an identified special education student his/her Individual Education Plan, IEP, will be followed in the DAEP.

#### **Parent Participation**

The parent participates in the DAEP placement hearing and continues to be an integral partner in the child's learning. The parents are kept informed as to their student's academic and behavioral progress on a regular basis through the use of email, phone calls or conferences.

### **Formative and Summative Measures**

If the student is in the DAEP when progress reports or report cards are issued, the student receives grades based on the work completed in the DAEP. A student is released from the DAEP upon completion of the specified placement term and for appropriate behavior. The regular email also keeps parents informed as to the academic and behavioral progress of the student.

### ***CLASSROOM AIDES TO SUPPORT STUDENTS IN AT-RISK SITUATIONS***

Classroom aides employed at the Randolph Elementary School (kindergarten and art) are paid with funds allocated for compensatory education. Classroom aides make it possible for students who are in at-risk situations to benefit from an educational environment that has a lower student/teacher ratio. This in turn facilitates individualized instruction, more effective use of tutorial time, and computer assisted instruction. Thus, these aides enhance and supplement the education of students in at-risk situations who attend school in the Randolph Field Independent School District.

# ADDENDA

## **Addendum 1**

### **Subchapter B, Chapter 39\* Section 39.023**

- (a) *The agency shall adopt appropriate criterion-referenced assessment instruments designed to assess essential knowledge and skills in reading, writing, mathematics, social studies, and science. All students, except students assessed under Subsection (b)(1) or exempted under Section 39.027, shall be assessed in:*
- (1) *mathematics, annually in grades three through seven without the aid of technology and in grades eight through 11 with the aid of technology on any assessment instruments that include algebra;*
  - (2) *reading, annually in grades three through nine;*
  - (3) *writing, including spelling and grammar, in grades four and seven;*
  - (4) *English language arts, in grade 10;*
  - (5) *social studies, in grades eight and 10; and*
  - (6) *science, in grades five and 10.*
- (b) *The agency shall develop or adopt appropriate criterion-referenced assessment instruments to be administered to each student in a special education program under Subchapter A, Chapter 29, who receives instruction in the essential knowledge and skills identified under Section 28.002 but for who the assessment instruments adopted under Subsection (a), even with allowable modifications, would not provide an appropriate measure of student achievement,*
- (c) *The agency shall also adopt secondary exit-level assessment instruments designed to be administered to students in grade 11 to assess essential knowledge and skills in mathematics, English language arts, social studies, and science. The mathematics section must include at least Algebra I and geometry with the aid of technology. The English language arts section must include at least English III and must include the assessment of essential knowledge and skills in writing. The social studies section must include early American and United States history. The science section must include at least biology and integrated chemistry and physics. The assessment instruments must be designed to assess a student's mastery of minimum skills necessary for high school graduation and readiness to enroll in an institution of higher education.*

***\*For the full text see the second of the Texas Education Code specified***

#### **Section 39.023, Assessment Instrument Standards; Civil Penalty**

- (f) *In this section, "assessment instrument" means a group-administered achievement test*

## **Addendum 2**

### **Subsection A, Chapter 37\* Subsection 37.006**

- (a) *Except as provided by Section 37.007(a)(3) or (b), a student shall be removed from class and placed in an alternative education program as provided by Section 37.008 if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property:*
- (1) engages in conduct punishable as a felony;
  - (2) engages in conduct that contains the elements of the offense of assault under Section 22.01(a)(1), Penal Code, or terroristic threat under Section 22.07, Penal Code;
  - (3) sells, gives, or delivers to another person or possesses or uses or is under the influence of:
    - a. marihuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.; or
    - b. a dangerous drug, as defined by Chapter 483, Health and Safety Code:

## **Addendum 3**

### **Subsection A, Chapter 37\* Subsection 37.007**

- (a) *A student shall be expelled from a school if the student, on school property or while attending a school-sponsored or school-related activity on or off of school property:*
- (1) *uses, exhibits, or possesses:*
    - a. *a firearm as defined by Section 46.01(3), Penal Code;*
    - b. *an illegal knife as defined by Section 46.01.(6), Penal Code, or by local policy;*
    - c. *a club as defined by Section 46.01(1), Penal Code; or*
    - d. *a weapon listed as a prohibited weapon under Section 46.05, Penal Code;*
  - (2) *engages in conduct that contains the elements of the offense of:*
    - a. *aggravated assault under Section 22.02, Penal Code, sexual assault under Section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code;*

b. arson under Section 28.02, Penal Code;

**\*For the full text see the section of the Texas Education Code specified.**

#### **Addendum 4**

##### **Subchapter B, Chapter 29 Section 29.052, Definitions**

(1) *“Student of limited English proficiency” means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary class work in English.*

#### **Addendum 5**

##### **42 USC Section 11302**

(2) *homeless, as defined by 42 U.S.C. Section 11302.  
Regardless of the residence of the child, or of the child’s guardian either parent of the child, or of the child’s guardian or other person having lawful control of the child.*

**RANDOLPH FIELD ISD  
COMPENSATORY EDUCATION PROGRAMS  
PAYROLL COSTS ONLY  
2010 - 2011**

CONTENT MASTERY FOR STUDENTS IN AT-RISK SITUATIONS - \$96,270

- High/Middle School Budget: 1.96 FTE - \$86,977 Elementary School Budget: .20 FTE - \$9,293

TAAS/TAKS REMEDIATION - \$19,958

- High School Budget: .35 FTE - \$19,958

READING TEACHERS - \$167,236

- Middle School Budget: .30 FTE - \$19,212
- Elementary School Budget: 2.93 FTE - \$148,024

Total all programs - \$283,464

State Compensatory DPE = \$154,413

School	Projected # of at Risk Students	Projected % of at Risk Students	Amount Allocated	Amount Expended
High School	56	26%	\$ 40,407	\$ 47,601
Middle School	56	26%	\$ 40,407	\$ 78,546
Elementary	102	48%	\$ 73,599	\$ 157,317
<b>Totals</b>	<b>214</b>	<b>100%</b>	<b>\$ 154,413</b>	<b>\$ 283,464</b>

Program costs exceed state funds by: \$129,051

Staff FTE	Amount	
1.96	86,977.00	Content Mastery - HS/MS
0.20	9,293.00	Content Mastery - RES
0.35	19,958.00	TAAS/TAKS
0.30	19,212.00	Reading - HS/MS
2.93	148,024.00	Reading - RES
<b>5.74</b>	<b>283,464.00</b>	