

POLICY

JUBILEE ACADEMIC CENTER (“School”) shall provide accelerated and/or compensatory educational services based on needs assessment to students in all grade levels who have been identified as being at-risk of dropping out of school, who are not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment. Principals are responsible for ensuring that each identified student receives such students.

The services provided to each identified students shall be consistent with the School’s goals and strategies for assisting students in need of academic assistance, and shall be reviewed for effectiveness at the close of each grading period.

Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the child’s progress toward educational goals. Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school.

Compensator Education Allotment

The School is entitled to an annual allotment for each student who is educationally disadvantaged. The number of educationally disadvantaged students is determined by the formula set forth at Education Code 42.152(b). Education Code 42.152(a)–(b).

Use

The School shall use its compensatory education allotment to fund supplemental programs and services designed to eliminate any disparity in performance on state assessment instruments or disparity in the rates of high school completion between students at risk of dropping out of school and all other students, and for any other purpose allowed by Education Code 42.152.

Specifically, the School may use the funds, other than an indirect cost allotment established by State Board rule, to meet the costs of providing a compensatory, intensive, or accelerated instruction program or to support a Title I program at a campus at which at least 40% of the students are educationally disadvantaged.

The School may also used allocated funds for:

1. A program specifically designed to serve students at risk of dropping out of school, as defined by Education Code 29.081;
2. An accelerated reading instruction program under Education Code 28.006(g);
3. A program for treatment of students who have dyslexia or a related disorder as required by Education Code 38.003; and

4. A mentoring services program under Education Code 29.089.

Education Code 42.152(c), (c-1), (c-2).

Dropout Prevention Strategies

Upon request from the Commissioner, the School shall submit a plan to the Commissioner describing the manner in which the School intends to use its compensatory education and high school allotments for developing and implementing research-based strategies for dropout prevention.

The School shall submit its plan no later than December 1 of each school year preceding the school year in which the School will receive the compensatory education or high school allotment to which the plan applies. The plan must meet the requirements at 19 Administrative Code 89.1701(e).

If the School is required to submit both a school improvement plan due to failure to meet the required performance standard regarding dropout rates or completion rates as well as a dropout prevention strategy plan, the School may request that its school improvement plan be used to satisfy both requirements.

The School may not spend or obligate more than 25% of its compensatory education or high school allotment without approval by the Commissioner. Education Code 29.918; 19 TAC 89.1701.

Students At Risk Of Dropping Out Of School

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

1. Was not advanced from one grade level to the next for one or more school years (unless the student did not advance from prekindergarten or kindergarten to the next grade level only as the result of a request by the student’s parent);
2. If the student is in grades 7–12 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. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

4. If the student is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Education Code 37.006 during the preceding or current school year;
7. Has been expelled 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 PEIMS to have dropped out of school;
10. Is a student of limited English proficiency, as defined by Education Code 29.052;
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. 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, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Education Code 29.081(d)–(d-1).

Local Eligibility Criteria

The Board may adopt local eligibility criteria that allow a student to receive compensatory educational services. The number of students receiving services under local eligibility criteria during a school year may not exceed 10% of the students described as students at risk of dropping out of school during the preceding school year. Education Code 29.081(g).

Compensatory, Intensive, and Accelerated Instruction

The School shall use the student performance data resulting from the State's basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable the students to be performing at grade level by the conclusion of the next regular school term. Education Code 29.081(a).

Accelerated Instruction

The School shall provide accelerated instruction to a student who has taken an end-of course assessment instrument and has not performed satisfactorily on the

assessment instrument or who is at risk of dropping out of school. Education Code 29.081(b), 39.025(b-1).

Effectiveness

The School shall evaluate and document the effectiveness of its accelerated instruction in reducing any disparity in performance on assessment instruments or disparity in the rates of high school completion between students at risk of dropping out of school and all other students. Education Code 29.081(c).

Dropout Recovery Education Programs

The School may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The programs must:

1. Provide not less than four hours of instructional time per day;
2. Employ as faculty and administrators persons with baccalaureate or advanced degrees;
3. Provide at least one instructor for each 28 students;
4. Perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the Commissioner; and
5. Comply with the Education Code and adopted rules except as otherwise allowed by law.

Students in attendance at a dropout recovery program shall be included in the School's average daily attendance for funding purposes. Education Code 29.081(e)–(f).

Optional Extended Year Program

The School may set aside an amount from its compensatory education allotment or may apply to the TEA for funding of an extended year program for a period not to exceed 30 instructional days for students in:

1. Kindergarten through grade 11, who are identified as not likely to be promoted to the next grade level for the succeeding school year; or
2. Grade 12, who are identified as not likely to graduate from high school before the beginning of the succeeding school year.

A student who does not demonstrate proficiency in a subject area as determined by the School is also eligible for services.

An optional extended year program (OEYP) may extend the day, the week, or the year to provide additional support and instruction for eligible students. The program shall be conducted beyond the required instructional year, which may include intercessions for year round programs.

Policy

If the School provides an OEYP, the Chief Executive Officer shall adopt a policy designed to lead to immediate reduction and ultimate elimination of student retention.

Program Criteria

An OEYP must meet the requirements set forth at Education Code 29.082 and 19 TAC 105.1001.

Student Promotion

A student who attends at least 90% of the program days and who satisfies the requirements at Education Code 28.021 shall be promoted to the next grade level at the beginning of the next school year in accordance with Education Code 29.082(e) unless a parent of the student presents a written request to the Principal that the student not be promoted.

Transportation

The School shall provide transportation to each student who is required to attend an EYP and who is eligible for regular transportation services. Education Code 29.082; 19 TAC 105.1001.

Optional Flexible Year Program

The School may provide an optional flexible year program (OFYP) for students who did not or are not likely to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level.

Program Criteria

An OFYP must meet the requirements set forth at Education Code 29.0821 and 19 TAC 129.1029.

Optional Flexible School Day Program

The School may apply to the Commissioner to provide a flexible school day program (OFSDP) for students, in accordance with 19 Administrative Code 129.1027.

Program Criteria

Upon meeting application requirements, the School may:

1. Provide flexibility in the number of hours each day a student attends;
2. Provide flexibility in the number of days each week a student attends; or
3. Allow a student to enroll in less than or more than a full course load.

Student Eligibility

The School may provide an OFSDP for students who:

1. Have dropped out of school or are at risk of dropping out of school;
2. Attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the Commissioner; or
3. As a result of attendance requirements, will be denied credit for one or more classes in which the students have been enrolled.

A student who will be denied credit for one or more classes as a result of attendance requirements may enroll in a course in a OFSDP offered during the school year or during the period in which school is recessed for the summer to enable the student to earn class credit that the student would not otherwise be able to receive without retaking the class.

Participation in Extracurricular Activities

A student enrolled in an OFSDP may participate in a competition or activity sanctioned by the University Interscholastic League (UIL) only if the student meets all UIL eligibility criteria.

Performance Review

The School shall annually review its progress in relation to performance indicators required by 19 TAC 129.1027(h). Progress should be assessed based on information that is disaggregated with respect to race, ethnicity, gender, and socioeconomic status.

Education Code 29.0822; 19 TAC 129.1027.

Tutorials

The School may provide tutorial services at its campuses. If such services are provided, students whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 must attend tutorials.

The School may provide transportation services to accommodate students who are required to attend tutorial services and who is eligible for regular transportation services. Education Code 29.084.

Basic Skills Programs for High School Students

The School may apply to the Commissioner for funding of basic skills programs for students in grade 9 who are at risk of not earning sufficient credit or who have not earned sufficient credit to advance to grade 10 and who fail to meet minimum skills levels established by the Commissioner. The School may assign a student to the basic skills program with consent from the student's parent or guardian.

A basic skills program may not exceed 210 instructional days and must meet the requirements set forth at Education Code 29.086.

After-School and Summer Intensive Mathematics Instruction Programs

The School may provide an intensive after-school program or an intensive program during the period that school is recessed for the summer to provide mathematics and science instruction to:

1. Students who are not performing at grade level in mathematics or science to assist those students in performing at grade level;
2. Students who are not performing successfully in a mathematics course or science course to assist those students in successfully completing the course; or
3. Other students as determined by the School.

Before providing a program, the Chief Executive Officer shall develop a policy for:

1. Determining student eligibility for participating in the program that:
 - a. Prescribes the grade level or course a student must be enrolled in to be eligible; and
 - b. Provides for considering teacher recommendations in determining eligibility;
2. Ensuring that parents of or persons standing in parental relation to eligible students are provided notice of the program;
3. Ensuring that eligible students are encouraged to attend the program;
4. Ensuring that the program is offered at one or more locations in the District that are easily accessible to eligible students; and
5. Measuring student progress on completion of the program.

The Board shall adopt a policy developed by the Chief Executive Officer. Education Code 29.088, .090; 19 TAC 102.1041.

Mentoring Services Program

The School may provide a mentoring services program to students at risk of dropping out of school. The Board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program.

The Board may arrange for any public or nonprofit community-based organization to come to the School's campuses and implement the program. Education Code 29.089.

Accelerated Reading Instruction Program

The School shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument

results, to be at risk for dyslexia or other reading difficulties. The Chief Executive Officer shall determine the form, content, and timing of the program.

The School shall provide additional reading instruction and intervention to each student given the seventh grade reading assessment, as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument.

Limitation

The School may implement an accelerated reading instruction program only if the Commissioner certifies that funds have been appropriated during a school year for administering the program.

Education Code 28.006(f), (g), (g-1), (k).

Intensive Program of Instruction

State Assessments

The School shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument. The program shall be designed to:

1. Enable the student to:
 - a. To the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or
 - b. Attain a standard of annual growth specified by the District and reported by the District to TEA; and
2. If applicable, carry out the purposes of Education Code 28.0211.

Students Receiving Special Education Services

For a student in a special education program who does not perform satisfactorily on a state assessment instrument, the student's admission, review, and dismissal committee shall design the program to:

1. Enable the student to attain a standard of annual growth on the basis of the student's individualized education program (IEP); and
2. If applicable, carry out the purposes of Education Code 28.0211.

Graduation Requirements

The School shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements.

Education Code 28.0213.

