

**TRIUMPH PUBLIC HIGH SCHOOLS (TPHS) BOARD POLICY
MANUAL**

POLICY GROUP 2 – INSTRUCTION

COMPENSATORY AND ACCELERATED INSTRUCTION

PG-2.11

Sec. 1. COMPENSATORY SERVICES IN GENERAL

Students at 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 will be provided accelerated and/or compensatory educational services in accordance with applicable law and based on needs assessment. Principals are responsible for ensuring that each identified student receives such appropriate accelerated and/or compensatory services.

The services provided to each identified student shall be consistent with TPHS’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.

Sec. 2. COMPENSATORY EDUCATION ALLOTMENT

On a schedule adopted by the Commissioner of Education (“Commissioner”), TPHS shall report to the Texas Education Agency (“TEA”) the census block group in which each student enrolled in TPHS who is educationally disadvantaged resides. *Education Code 48.104(i)*.

a) *Use*

At least 55% of TPHS’s compensatory education funds must be used to:

1. Fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Education Code Chapter 39, Subchapter B or disparity in the rates of high school completion between:
 - a. Students who are educationally disadvantaged and students who are not educationally disadvantaged; and
 - b. Students at risk of dropping out of school and all other students; or
2. Support a program eligible under Title I of the ESEA and its subsequent amendments, and by federal regulations implementing the ESEA.

Education Code 48.104(i), (k).

Sec. 3. DROPOUT PREVENTION STRATEGIES

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

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TPHS shall submit its plan no later than December 1 of each school year preceding the school year in which TPHS will receive the compensatory education allotment to which the plan applies.

TPHS may not spend or obligate more than 25% of its compensatory education or high school allotment without approval by the Commissioner.

A plan required by the Commissioner shall:

1. Design a dropout recovery plan that includes career and technology education courses or technology applications courses that lead to industry or career certification;
2. Integrate into the dropout recovery plan research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:
 - a. High-quality, college readiness instruction with strong academic and social supports;
 - b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling; and
 - c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success, to the extent funds are available for that purpose; and
3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

TPHS may enter into a partnership with a public junior college in order to fulfill a plan, in accordance with Education Code 29.402.

Any program designed to fulfill a plan must comply with the requirements of Education Code 29.081(e) and (f).

Education Code 29.918.

Sec. 4. ACCELERATED INSTRUCTION – STATE ASSESSMENT PERFORMANCE

Each time a student fails to perform satisfactorily on an assessment instrument administered under Education Code 39.023(c) in the third, fourth, fifth, sixth, seventh, or eighth grade, TPHS shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

A student who fails to perform satisfactorily on an assessment instrument required for promotion to the sixth grade or the ninth grade and who is promoted to the next grade level must complete accelerated instruction before placement in the next grade level. A student who fails to complete required accelerated instruction may not be promoted.

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For each student who fails to perform satisfactorily on an assessment identified above, TPHS shall allow attempts to re-take the assessment and perform satisfactorily as required under Education Code 28.0211.

Education Code 28.0211.

Sec. 5. ACCELERATED READING INSTRUCTION PROGRAM

TPHS 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 Superintendent shall determine the form, content, and timing of the program.

TPHS 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.

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

Sec. 6. INTENSIVE PROGRAM OF INSTRUCTION

a) *State Assessments*

TPHS shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument or is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade nine, as determined by TPHS. 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 TPHS and reported by TPHS to TEA; and
2. If applicable, carry out the purposes of Education Code 28.0211.

b) *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:

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

c) *Graduation Requirements*

TPHS 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.

d) *Final Determination*

TPHS’s determination of the appropriateness of an intensive program of instruction for a student is final.

Education Code 28.0213.

Sec. 7. END-OF-COURSE EXAM

A student enrolled in a college preparatory mathematics or English language arts course under Education Code 28.014 who satisfies the TSI college readiness benchmarks on an assessment instrument administered at the end of the course satisfies the requirements concerning and is exempt from the administration of the Algebra I or the English I and English II end-of-course (“EOC”) assessment instruments, as applicable, as prescribed by Education Code 39.023(c), even if the student did not perform satisfactorily on a previous administration of the applicable EOC assessment instrument. A student who fails to perform satisfactorily on the assessment instrument may retake that assessment instrument or may take the appropriate EOC assessment instrument.

Education Code 39.025(a-1).