The University of Texas at Tyler
UNIVERSITY ACADEMY™

State Compensatory Education Policies & Procedures Manual

School Year 2026-2027

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Section 1: Program Overview

TEC 29.081; TEC 48.104; TAC 61.1027

Purpose

State Compensatory Education (SCE) funds may be used to provide a compensatory, intensive, or accelerated instruction program that enables the students to perform at grade level at the conclusion of the next regular school term. Compensatory education is defined in law as programs and/or services designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school.

Goal

The goal of state compensatory education is to reduce any disparity in performance on assessment instruments administered under the TEC. Chapter 39, Subchapter B, Assessment of Academic Skills between

- students who are educationally disadvantaged and students who are not educationally disadvantaged; and
- students at risk of dropping out of school, as defined in the TEC §29.081, and all other school district students

SCE program's desired result is to provide challenging and meaningful instructional programs and services that will close the achievement gap between students at risk of dropping out of school and their peers.

Expenditures

SCE funds must be used to provide support programs and/or services that supplement the regular education program so that the intended population defined in the authorizing statute, TEC, §29.081 and TEC, §48.104 can succeed in school. The Texas Education Code, Section 48.104(k) states that **55** percent of the SCE funds must be used to fund supplemental programs and services for the intended population defined in the authorizing statute.

Expenditures of SCE funds must:

- support the intent and purpose of the program,
- be allowable under statute and guidance, and
- be directly related to specific interventions identified in the appropriate district and campus improvement plans.

Section 2: At-Risk Student Eligibility Criteria

Students at UT Tyler University Academy who meet any of the fifteen (15) at-risk criteria, as defined in the TEC, §29.081, are to be reported through the TSDS/PEIMS in the fall of each school year and updated in the student information system as students are identified as meeting the at-risk criteria.

The aforementioned criteria are as follows:

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

	At-Risk Criteria Entry Criteria	Exit Criteria Who Exits
1 All Grade Levels	Was **not advanced from one grade level to the next** for one or more school years (Does NOT include students who were not promoted from prekindergarten or kindergarten to the next grade level only as a result of parent request or students ``placed" in the next grade level. (TEC, §28.02124) **Note:** If a student **was in grades 1-8** and did not advance to the next grade level solely at the request of the parent or guardian, the student **would be coded as at-risk.** **Note**: If a student **was enrolled in a course for high school credit** and the parent or guardian elects for their child to retake a course, solely at their request, the student **would not be coded at-risk.** Students identified through TREX, reports comparing age to enrolled grade, and educational information custom form completed at enrollment.	Students remain at-risk until the end of their public education career **Student does not exit**
2 Secondary	If the student is **in grade 7, 8, 9, 10, 11, or 12**, 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** (*The courses that are part of the foundation curriculum are as stated in*	Total of two years (End of the second year if the student did not fail two or more core subjects in the second year of identification.) The PEIMS Coordinator runs a data mine to compare

	TEC 28.002: "(1) a foundation curriculum that includes: (A) English language arts; (B) mathematics; (C) science; and (D) social studies". Advanced courses are included. Enrichment courses do not meet this definition. The PEIMS Coordinator runs a data mine to compare students who are on the list to those that have failed so that new students can be identified and added. The directors also send the PEIMS Coordinator a list of students.	students who are on the list to the grades to identify students who need to be removed.
3 3rd - 12th grade	Did not perform satisfactorily on an assessment instrument administered to the student under TEC, 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. At the beginning of the school year, the PEIMS Coordinator runs a report from the DMAC program that identifies students who should be coded as at-risk for not satisfactorily performing on the state assessment.	The student is exited when they pass the previously failed assessment at a level equal to 110% of the level of satisfactory performance on that assessment instrument At the beginning of the school year, the PEIMS Coordinator runs a report from the DMAC program that identifies students who should not be coded as at-risk for not satisfactorily performing on the state assessment and removes students from the at-risk list for this indicator.
4 Elementary	If the student is **in prekindergarten, kindergarten, or grade 1, 2, or 3**, did not perform satisfactorily on a readiness test or assessment instrument administered **during the current school year;** ***Do not identify based on the past year's performance (current school year only)*** The reading instructional coach sends the PEIMS Coordinator the results from the BOY readiness test or assessment instrument.	**At the end of the current school year,** regardless of whether they passed or failed the readiness assessment. In the fall and spring, the PEIMS Coordinator removes the coding for students who are now proficient on the readiness test or assessment instrument.
5 Secondary	**Is pregnant** or **is a parent** (Male students who are parents should be coded at-risk.) Any staff member knowledgeable about a student being pregnant or being a parent will report to the	The student does not exit except in instances where there is a voluntary or involuntary loss of a child.

	PEIMS Coordinator, who will then code within the system.	The PEIMS Coordinator updates the pregnant student's coding at the end of the school year to reflect parent coding instead of pregnancy coding.
6 Secondary	Has been placed in an **alternative education program** in accordance with TEC, §37.006 **during the preceding or current school year** The campus admins would communicate this information to the PEIMS Coordinator.	Duration of two years (End of the second school year after placement) The PEIMS Coordinator will run a data mine to identify students who need to be removed from this coding at the beginning of the school year.
7 All Grade Levels	Have been expelled in accordance with the TEC, §37.007 **during the preceding or current school year** Our Student Code of Conduct does not allow students who have been expelled to be enrolled, so this does not apply to UT Tyler University Academy.	Duration of two years (End of the second school year upon successful completion of expulsion for a complete academic school year) Our Student Code of Conduct does not allow students who have been expelled to be enrolled, so this does not apply to UT Tyler University Academy.
8 All Grade Levels	Is **currently** on parole, probation, deferred prosecution, or other conditional releases ***(current school year only)*** Our Student Code of Conduct does not allow students convicted of a felony to be enrolled, so this does not apply to UT Tyler University Academy.	At the end of the current school year, if legally removed from the condition. Our Student Code of Conduct does not allow students convicted of a felony to be enrolled, so this does not apply to UT Tyler University Academy.
9 Secondary	Was **previously reported through PEIMS** to **have dropped out of school** The campus admins would communicate this information to the PEIMS Coordinator.	Students remain at-risk until the end of their public education career **Student does not exit**

10 All Grade Levels	Is an **emergent bilingual student**, as defined by the TEC, §29.052 ***(currently identified)*** The campus admins refer students to the PEIMS Coordinator through the original Home Language Survey that has languages other than English/English, students are tested by the LPAC Coordinator, and students who meet eligibility are coded.	Student remains at-risk as long as they are considered an emergent bilingual student as defined by TEC, §29.052 Student coding is removed when students move to monitored status, and this is communicated to the PEIMS Coordinator by the LPAC Coordinator.
11 All Grade Levels	**Is in 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 ***(current school year only)*** Review: *A Texas School Employee's Guide to Reporting Suspected Abuse & Neglect* Parents complete the educational information custom form and the PEIMS Coordinator codes based on the information provided within this form.	At the end of the current school year The status is verified each year by the PEIMS Coordinator and coding is changed when the status changes.
12 All Grade Levels	**Is homeless** ***(current school year only)*** The parent completes the Student Housing Questionnaire yearly, and the PEIMS Coordinator codes them as homeless based on their responses and personal contact for validation of details.	At the end of the current school year. The PEIMS Coordinator checks the status at the beginning of the year and updates coding.
13 All Grade Levels	**Resided in the preceding school year or resides in the current school year in a residential placement facility in a district**. Such facilities include: a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized childcare home, or general residential operation *(Students should not be counted by two districts during the same time period.)* The Special Education Department would provide the information to the PEIMS Coordinator.	A duration of two years (End of the second school year after placement) The Special Education Department will communicate changes in status to the PEIMS Coordinator.

14 All Grade Levels	**Has been incarcerated** or **has a parent or guardian who has been incarcerated**, within the lifetime of the student, in a penal institution as defined by the Texas Penal Code, §1.07. *(These students are eligible to receive certain services that other at-risk students receive, such as counseling and academic enhancement services.)* *(TEA considers the term "incarcerated" in the amended section of the TEC, §29.081, to mean a conviction for a criminal offense and consequent sentencing and confinement to jail or prison. The juvenile equivalent is adjudication and placement in a juvenile detention facility.)* *Note: **Conviction**- a formal declaration that someone is **guilty of a criminal offense**, made by the verdict of a jury or the decision of a judge in a court of law.* *Any staff member knowledgeable about a parent being incarcerated will report to the PEIMS Coordinator, who will then code within the system.*	Students remain at-risk until the end of their public education career Student does not exit
15	**Is enrolled** in a school district or open-enrollment charter school, **designated as a dropout recovery school** under Section 39.0548 *(current school year only)* UT Tyler University Academy is not a dropout recovery school.	At the end of the current school year. UT Tyler University Academy is not a dropout recovery school.

110% Methodology

TEA does not maintain a 110% calculation for public schools. Each district is responsible for the 110% calculation. Each year our regional Educational Service Center shares a 110% the level of satisfactory performance calculation chart with the district based upon the following methodology, and the report is also generated by the district through DMAC:

- STAAR Raw Score Conversion chart data for math, reading, English, social studies, science, Algebra I, Biology, and U.S. History are entered into a spreadsheet
- The following information is also entered into the spreadsheet to calculate the 110% level:
    - Subject-Grades/Courses:
        - Math- Grades 3, 4, 5, 6, 7, 8, and Algebra I
        - Reading- Grades 3, 4, 5, 6, 7, and 8

        - English- English I and English II
        - Social Studies- Grades 8 and U.S. History
        - Science- Grades 5, 8, and Biology
    - Standard utilized- Approaches Grade Level
    - Total Test Items for each foundation curriculum subject
    - Raw Cut Score (test items required for Approaches Grade Level)
    - Percentage of Total Test Items (Raw Cut Score divided by Total Test Items)
    - 110% Average (Percentage of Total Test Items multiplied by 1.1)
    - 110% Raw Score (110% Average multiplied by Total Test Items rounded to the nearest integer)
    - 110% Scale Score

Section 3: Student Identification Procedures

Campus Monitoring Responsibilities

(PEIMS Coordinator is Responsible for At-Risk Identification)

The District through the principals, counselors, or other appointee, will ensure the following monitoring responsibilities for each campus.
Responsibilities include the following:

Include responsibilities here. Responsibilities include the following:

- Oversee the identification of at-risk students utilizing the fifteen state criteria
- Maintain an accurate listing of at-risk students
- Advise appropriate staff of the status of identified students
- Collaborate with campus administration and staff to ensure identified at-risk students have access to services/activities/interventions available
- Oversee process for 9-week monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility

Periodic Eligibility Reviews

The PEIMS Coordinator and campus principal, will establish a set of procedures to conduct periodic reviews, every nine weeks, to monitor students currently identified as at-risk and identify additional students.

Student data reviewed during this process includes, but is not limited to, the following:

- For K-3rd grade students only – student performance on a readiness test or assessment instrument administered during the current school year (BOY, MOY)

- For students in grades 7th – 12th 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 a student in an at-risk situation)
- Retention rates
- Performance on state assessments
- Parental or pregnancy status
- Alternative education program placement or expulsion records(current or preceding school year)
- To the extent possible data regarding parole, deferred prosecution or other conditional releases
- Previous dropout information
- EB Status
- Homeless status
- Status of students who are under the care of or have been referred to the Department of Family and Protective Services
- Residential facility placement data (current or preceding school year)

Section 4: Provision of Services and Monitoring

Services

After identification of students, the campus coordinator, in conjunction with 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	Peer, teacher, community-member mentoring services	Counseling sessions
STAAR test prep tutorials	Specialized reading and math programs	Teen parenting sessions
Instructional interventions/ Accelerated Instruction	Extension of the instructional day, week, or year	Individualized or small group instruction

Monitoring

UT Tyler University Academy will consistently evaluate the progress every nine weeks of students receiving compensatory education services in the areas of academics, attendance, and discipline. Progress monitoring data will be recorded in the Student Progress Monitoring Spreadsheets.

Such measures may include the following but are not limited to

- Weekly grade reports
- Progress Reports
- Unit or benchmark assessment results
- Failure reports
- Reports from intervention providers
- Progress updates from counselors
- State Assessment Data

Monitoring of Students Exited from At-Risk

To ensure that students who have been previously exited as at-risk are performing appropriately and do not require additional services, PEIMS Coordinator in conjunction with the principal will establish a procedure by which they regularly monitor and review the performance of recently exited at-risk students.

A review of the exited student's performance should include:

- Review of assessments taken in the last semester
- Review of the last two report cards
- Review of discipline information from the last two grading periods
- Review of attendance reports from the last two grading periods

District Monitoring Responsibilities

The district or campus PEIMS Coordinator will also review and monitor the Student Progress Monitoring Spreadsheets from campuses and will review those from each campus at least four times a year.

Annually, the Finance Manager and Director of Special Programs and Leadership, in collaboration with the respective campus principal, will review the campus use of SCE funds to ensure that the use of funds targets students at risk. Salaries (FTEs) funded with SCE will also be reviewed to

ensure that they are identified and included in the campus improvement plans (CIPs) or the district improvement plan (DIP), wherever the expenditure is incurred.

Section 5: Exit Procedures

Exit Review

Several criteria may only temporarily qualify students for SCE services. Therefore, the PEIMS Coordinator, in collaboration with appropriate staff, will determine through the 9-week review of student data if the student continues to qualify. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include data regarding the following at-risk criteria:

- Maintaining a passing grade of 70 or greater (Criteria #2)
- 110% of satisfactory performance level on state assessment (Criteria #3)
- Pregnancy or parent (Criteria #5)
- Alternative Education Program placement timeframe (Criteria #6)
- Has been expelled-timeframe (Criteria #7)
- Emergent Bilingual status (Criteria #10)
- Residential placement status (Criteria #13)

Students qualifying under the following criteria will be automatically exited at the end of the current school year by the PEIMS Coordinator.

- Performance on PK-3 readiness assessment (Criteria #4)
- Parole, probation, deferred prosecution, or conditional release (Criteria #8)
- In the custody of the Department of Protective/Regulatory Services (Criteria #11)
- Identified as homeless (Criteria #12)
- Is enrolled in a school designated as a dropout recovery school (Criteria #15)

When a student is identified as at-risk based upon the following criteria, they will remain at-risk for the remainder of their public school career and will never exit.

- Not advanced from one grade level to the next (Criteria #1)
- Previously reported in PEIMS as having dropped out of school (Criteria #9)
- Has been incarcerated or has a parent or guardian who has been incarcerated (Criteria #14)

Section 6: Program Evaluation

Required Overall Program Evaluation

The Director of Special Programs and Leadership, will conduct an annual evaluation of programs funded with SCE funds and will use the findings of this and other evaluations to modify, discontinue, or maintain the program. Evaluation results are to be disaggregated to show the effectiveness in reducing:

1. any disparity in the performance on assessment instruments administered under TEC, Chapter 39, Subchapter B (state assessments);

2. any disparity in the rates of high school completion between students at risk of dropping out of school and all other district students; and

3. reducing any disparity in the rates of high school completion between educationally disadvantaged students and all other district students.

Other Evaluation Measures

Other evaluation measures used may include a review of evaluation data obtained from specific services or interventions provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services and interventions provided.

Formative and Summative Evaluations

Additional evaluation measures, both formative and summative, may be found in the district and/or campus' improvement plans. All SCE program expenditures and FTEs are accounted for in the campus or district improvement plans. There will be two formative assessments, one in the fall and one in the spring. A summative evaluation will be conducted at the close of the school year. A public hearing will be held annually at the end of the school year to discuss the evaluation results and effectiveness of the SCE program, in accordance with TEC 29.081 (b-3). All community stakeholders will be invited through a notice provided by email and campus communication.

Summative Evaluation Performance Chart

The district will prepare and analyze in the summative evaluation a chart with comparisons of student performance between at-risk students and non-at-risk students and educationally disadvantaged students and non-educationally disadvantaged students.

STAAR Performance in Core Subjects												
	Math % Students Meeting Standard			RLA % Students Meeting Standard			Science % Students Meeting Standard			Social Studies % Students Meeting Standard		
	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
At-Risk Students	23%	19%	20%	47%	45%	46%	43%	37%	33%	34%	49%	37%
Non At-Risk Students	66%	77%	61%	85%	82%	84%	77%	73%	84%	83%	81%	73%

STAAR Performance in Core Subjects												
	Math % Students Meeting Standard			RLA % Students Meeting Standard			Science % Students Meeting Standard			Social Studies % Students Meeting Standard		
	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
Educationally Dis. Students	46%	48%	47%	83%	65%	72%	62%	53%	60%	57%	64%	48%
Non Educationally Dis. Students	55%	53%	50%	92%	77%	77%	68%	63%	71%	71%	73%	67%

Section 7: Campus Level Services

Based upon students' qualifying criteria, specific services funded by State Compensatory funds may vary from campus to campus as stated in their campus improvement plans. Services will vary and are subject to change based on students' identification and re-evaluation.

Support of Services

In addition to the information contained in campus improvement plans, UT Tyler University Academy coordinates and utilizes other fund sources to support services that address the needs of the intended population defined in the authorizing statutes, TEC, §29.081 and TEC, §48.104. Federal and local funds along with special grants also support district initiatives, instructional programs, and staff development to support student learning.

Section 8: At-Risk Checks

It is required that all at-risk students be monitored and tracked until they exit the program. Student tracking is accomplished by documenting student information, including entry and exit to the program, along with the identifying criteria and interventions or services provided.

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

Administrators
Classroom Teachers
Interventionists
Counselors

To track student progress, update campus at-risk files, and accurately report PEIMS data, the committee should meet in the early fall before the district PEIMS submission and every 9 weeks after that to record student progress.

Month	Step(s) to Take	Responsible Person(s)
July	Students transitioning from ● Pre-k to elementary; ● Elementary to middle; and ● Middle to high schools	PEIMS Coordinator, Campus Committee & Campus Attendance Clerk
August/September	At the beginning of the school year, print a list of at-risk students from Skyward for your campus. **This list will be a reference point only.** Ensure that all students who previously had Criteria #4, #8, #11, and #12 as indicators are removed for the new school year. These indicators must be entered yearly based on BOY assessments, and upon verification of the student's situations	PEIMS Coordinator & Campus Committee
	After the summer STAAR & EOC administration, students who **were not successful** in passing should be identified with Criteria #4 or students **who passed** with 110% should have the criteria removed.	PEIMS Coordinator & Campus Committee
October 25th	All students MUST be properly identified in Skyward using all 15 criteria for PEIMS snapshot	PEIMS Coordinator, Campus Committee & Campus Attendance Clerk

November	After PEIMS snapshot, generate a list of all At-Risk students from Skyward to ensure that all the changes you made are correct; if any errors are found, corrections should be done in Skyward. **This will be Fall PEIMS Re-submission**	PEIMS Coordinator, Campus Committee & Campus Director
January	7th – 12th students who did not pass two or more core subjects during the Fall Semester should be coded with Criteria #2	PEIMS Coordinator, Campus Committee & Campus Director
January	A high school student who did not pass the EOC exam during the Fall semester should have Criteria #3	PEIMS Coordinator & Campus Committee
January	K-3-MOY – Review readiness assessment (for possible exits or newly identified for Criteria #4)	PEIMS Coordinator, Campus Committee & District English Language Arts Coach
May/June	After STAAR/EOC testing, review scores to identify students who did not meet the state standards and assign Criteria #3	PEIMS Coordinator, Campus Committee & Campus Testing Coordinator

Identification and exit criteria must be completed and documented as appropriate to maintain compliance. A list of committee members and sign-in sheets for each meeting session must be maintained at the campus.

Section 9: 2024-2025 Campus Level SCE Allocations & Expenditures

2024-2025 District SCE Allocation & Expenditures	
Total District SCE Allocation	$378,675.00
Total Required Expenditure on Direct SCE Costs (55% of Allocation)	$208,271.25

The Instructional Coaches and Licensed Counselor position is a district level position, but the Instructional Coaches serve all three campuses. Therefore, their FTE is divided by campus.

UT Tyler University Academy at Longview	
Total Campus SCE Allocation	
Campus Expenditure by Class Object Code	
6100 - Payroll Costs	# of FTEs

Instructional Coach Reading (Ex: Intervention Teachers) 26-27 Instructional Coach of Reading State Compensatory Education Payroll Justification	.25
Instructional Coach Math (Ex: Paraprofessionals) 26-27 Instructional Coach of Math State Compensatory Education Payroll Justification	.25
Instructional Coach Science (Ex: Pre-K Teachers) 26-27 Instructional Coach of Science State Compensatory Education Payroll Justification	.25
Licensed School Counselor (Ex: Instructional Coach) 26-27 LSSP State Compensatory Education Payroll Justification	.08
Total District FTEs Funded with SCE	.83
6200 - Professional & Contracted Services	**Cost**
Leader in Me	$3,385.66
Total Campus Prof. & Contracted Services Funded with SCE	$3,385.66
6300 - Supplies & Materials	**Cost**
Reading Academies	$0
Total Campus Supplies & Materials Funded with SCE	$0

UT Tyler University Academy at Palestine	
Total Campus SCE Allocation	
Campus Expenditure by Class Object Code	
6100 - Payroll Costs	**# of FTEs**
Instructional Coach Reading (Ex: Intervention Teachers) 26-27 Instructional Coach of Reading State Compensatory Education Payroll Justification	.25
Instructional Coach Math (Ex: Paraprofessionals) 26-27 Instructional Coach of Math State Compensatory Education Payroll Justification	.25
Instructional Coach Science (Ex: Pre-K Teachers) 26-27 Instructional Coach of Science State Compensatory Education Payroll Justification	.25
Licensed School Counselor (Ex: Instructional Coach) 26-27 LSSP State Compensatory Education Payroll Justification	.08
Total District FTEs Funded with SCE	.83
6200 - Professional & Contracted Services	**Cost**
Leader in Me	$3,385.66
Total Campus Prof. & Contracted Services Funded with SCE	$3,385.66
6300 - Supplies & Materials	**Cost**
Reading Academies	$3,000

Total Campus Supplies & Materials Funded with SCE	$3,000

UT Tyler University Academy at Tyler	
Total Campus SCE Allocation	
Campus Expenditure by Class Object Code	
6100 - Payroll Costs	**# of FTEs**
Instructional Coach Reading (Ex: Intervention Teachers) 26-27 Instructional Coach of Reading State Compensatory Education Payroll Justification	.25
Instructional Coach Math (Ex: Paraprofessionals) 26-27 Instructional Coach of Math State Compensatory Education Payroll Justification	.25
Instructional Coach Science (Ex: Pre-K Teachers) 26-27 Instructional Coach of Science State Compensatory Education Payroll Justification	.25
Licensed School Counselor (Ex: Instructional Coach) 26-27 LSSP State Compensatory Education Payroll Justification	.08
Total District FTEs Funded with SCE	.83
6200 - Professional & Contracted Services	**Cost**
Leader in Me	$3,385.66
Total Campus Prof. & Contracted Services Funded with SCE	$3,385.66
6300 - Supplies & Materials	**Cost**
Reading Academies	$0
Total Campus Supplies & Materials Funded with SCE	$0

Section 10: Appendix

SCE Evaluation Document

2025-2026 SCE Evaluation					
District/Campus Name: UT Tyler University Academy					
Date Conducted:					
SCE Intervention/Activity	FTEs	Amount Expended for Strategy	Students Served by Strategy	Outcome of Strategy	Next Steps
Instructional Coaches	2.25	$217,840.92	All students	Instructional Coaches support the charter's instructional model, teachers with instructional strategies and content knowledge, manage curriculum resources, implement PD, and monitor campus data to improve instruction and academic performance, meeting students where they are.	Instructional Coaches continue to support the charter's instructional model, teachers with instructional strategies and content knowledge, manage curriculum resources, implement PD, and monitor campus data to improve instruction and academic performance.
Senior Mental Health Licensed Counselor	0.25	$24,265.65			

Mental Health Counselor	0.25	$12,053.97			