

Lingleville Independent School District
District Improvement Plan
2023-2024



Site Based Decision Making team approved February 6, 2024
School Board Approved February 8, 2024

Mission Statement

To graduate students with the problem solving tools that enable them to reach their highest potential as responsible, productive citizens who are prepared to be self-motivated, life-long learners in an ever-changing world

Vision

Cardinal Creed

Today I will learn something new, do more than I'm expected to do, and be good to others as well as myself

Comprehensive Needs Assessment Summary

Revised/Updated – February 6, 2024

Comprehensive Needs Assessment and DIP/CIP Process: Lingleville ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment and District/Campus Improvement plan. As part of the needs assessment process, surveys are utilized to obtain feedback from students, staff, parents, and other stakeholders. The SBDM Committee meets at least 2 times each year. The SBDM Committee assists the Administration with prioritizing identified needs to be included and addressed in the improvement plan.

Identified Strengths:

- Opportunities to provide students with a well-rounded education
- Culture of High Expectations
- Low student-teacher ratio, small class sizes
- Partnerships with Ranger College and Tarleton State University
- Parent, Family, & Community Support
- District of Innovation
- Safe and Secure Learning Environment

Identified Needs/Areas for Improvement:

- Processes to identify and serve students (LEP, 504, GT, Dyslexia, At Risk)
- PD and strategies to provide more effective instructional support for Emerging Bilingual, Gifted and Talented, and students who may be struggling (extensive instruction in the TEKS, the ELPS, and the RtI model)
- Teacher growth and development via teacher-driven, reflective, and job-embedded professional development and structures
- Training and ongoing support for teachers in instructional planning, differentiating instruction, and utilization of formative assessments
- Supplemental instructional support utilizing research-based methods and instructional strategies proven to improve student outcomes, strengthen the academic program, and increase the amount and quality of learning time for students identified as at risk for academic failure
- Relevant learning experiences to prepare students for success in their K-12 academic careers
- Relevant learning experiences specifically for individual students to prepare them for graduation and postsecondary success
- Staff-student connectedness (build meaningful, productive relationships with every student and every colleague)
- Improved communication in all aspects of interaction with employees, students, parents, and community members
- Continued focus on strengthening Parent and Family Engagement and Community partnerships
- Ongoing upgrades to instructional technology

Demographics

Lingleville Independent School District (LISD) is a small rural one-campus district located in Erath County with small portions of the district attendance area extending into Eastland and Comanche Counties. Lingleville ISD serves students in grades PK-12. Lingleville School is a Title I campus operating a schoolwide program. Enrollment has been steady for the past five years. 2019-20 enrollment was 282; 2020-21 enrollment was 278; 2021-22 enrollment was 284; 2022-23 enrollment was 282. The current year's enrollment (274) is down from previous years. Approximately one-third of student enrollment are transfers to LISD.

Based on 2022-23 enrollment, the ethnic distribution of Lingleville students was 51.4% White, 46.8% Hispanic, 1.4% Two or More Races, and 0.4% African American. The percentage of students considered Economically Disadvantaged was 52.8%. 37.2% of students met one or more criteria to be considered At-Risk. 11% of students were eligible for accommodations under Section 504 and 8.9% of students were identified as exhibiting characteristics of Dyslexia. 12.8% of students qualified as Gifted and Talented. 7.1% of students were military-connected. 0.7% of students were Immigrants, and 1.4% of students were migratory. 7.8% of students were mobile. The percentage of students identified as Emerging Bilingual has decreased each year, down to 19.9% in 2022-23. LISD utilizes bilingual staff members, Google Translate, and LPAC parent representatives to ensure effective communication with parents and families. 11% of students received special education services. Lingleville ISD partners with Dublin ISD in the Southwest Erath County Special Education SSA. The administration has recently put processes in place to ensure all students' needs are identified and met.

Lingleville ISD employs 26 teachers and 5 instructional aides to provide direct instruction to students. This year, a Dean of Students and an Instructional Coach/Interventionist were added to improve the quality of teaching and learning. Students are supported by a full-time Counselor, Registered Nurse, and Technology Coordinator. The LISD student-to-teacher ratio last year was 10.7, well below the state ratio of 14.8. The current superintendent served as the principal for several years prior to changing roles two years ago. The principal is experienced, but new to the district. With the recent changes in administration and teacher turnover, the staff are working on rebuilding collaborative relationships.

Lingleville ISD became a District of Innovation in 2023 to increase flexibility to improve educational outcomes for the benefit of students and the community by making educational decisions at the local level. An example is the exemption from the uniform school start date, which promotes personalized learning, increases college and career readiness, and balances the amount of instructional time per semester. Students will be able to enroll in college courses that start in early June, thereby increasing college and career readiness. LISD is located within fifteen miles of Ranger Community College and Tarleton State University. Removing the uniform start date could also let Lingleville ISD start classes as a short week, easing the transition for students entering kindergarten, middle school, and high school. The exemption also allows for more flexible professional development opportunities for our staff. Another DOI exemption is teacher certification. To best serve LISD students, the district seeks the exemption to hire teachers to teach hard-to-fill, high-demand, dual-credit, and career and technical courses. This exemption allows the district to recruit persons knowledgeable in a variety of fields and vocations with industry knowledge and real-world experiences and promotes relationships with community colleges and universities by hiring instructors from those settings.

Processes & Programs

Teachers are provided with access to the TEKS Resource System and TEKS-aligned resources to use with students as part of classroom instruction, intervention, acceleration, or additional practice. As we continue to recover from the disruption caused by the pandemic, teachers would benefit from support to improve their instructional practices and strengthen Tier 1 instruction. Instructional coaching would ensure that teachers understand Texas Essential Knowledge and Skills (TEKS) and identify aligned resources to support instruction. As teachers learn how to unpack each standard and backward plan, their instruction fosters multiple connections among student expectations. When teachers work toward vertical alignment, their understanding of the student expectation may apply to multiple grades, such as the grade level above or below.

Implementation of classroom observation and feedback cycles would help teachers develop strategies to adjust instruction based on progress monitoring. New and/or inexperienced teachers need to receive frequent, ongoing support, but all teachers benefit from regular feedback related to thoughtful instructional design and delivery.

Instructional technology is used to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data for effective data-driven instruction. Thanks to funding opportunities that arose from the pandemic, classrooms have updated instructional technology, including hardware and connectivity, and most students have devices. Instructional technology will continue to be updated over time as resources are available.

The district currently partners with Ranger College and Tarleton State University to provide students with dual credit opportunities. Students are provided opportunities to take assessments such as the PSAT, SAT, TSI, and ASVAB on campus.

Implementation of weekly Administration meetings (Superintendent, Principal, Business Manager, Dean of Students, Athletic Director, Technology Coordinator, Receptionist/Interpreter/Migrant Liaison) as part of the initiative to assign roles and responsibilities, and implement processes and programs to improve student outcomes.

Perceptions

Lingleville, Texas is a small, rural community. Before a post office was established there, the community was called Needmore. It was renamed to honor John Lingle, who had settled there in 1874. In 1940, the town had a post office, four businesses, and 200 residents. From 1980 through 2000, its population was reported as 100.

Lingleville School is truly the heart of the community. We utilize school events such as Meet the Teacher, the Halloween Carnival, and awards ceremonies as opportunities to engage parents, family members, and community representatives in decision-making. Many of our students transfer in from nearby districts, which means they do not live in our community. Their parents and family members work elsewhere, perhaps 25-50 miles from school, so when they come to the school for various events, we make most of the time we have them here. When we have parents and community members at school events, we use that time to solicit their feedback and input as we review and discuss our District Improvement Plan.

Parents and community members have additional opportunities to provide input during needs assessment and planning processes throughout the school year via surveys. Parents and community members serve on the SBDM and SHAC committees. Parents and community members support the school by serving as volunteers in the school and as members of the Parent-Teacher Organization and Athletic Booster Club.

Parents of all students, regardless of English proficiency, mobility, or ability, are an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent understand the educational process and the academic progress of his/her child more fully, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school meetings and events, working with an interpreter to provide translation in parent/teacher conferences, and making available parent resources that are in English and Spanish.

We use a variety of communicative techniques such as our Student Handbook, Lingleville ISD App/Rooms, School Website, Communication Folders, Parent Link (phone call system), Parent/Teacher Conferences, IEP Meetings, individual notes/calls home, Surveys, Open House, Back to School Night, Progress Reports, Report Cards, fluency scores, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement. Parents and community members have opportunities to provide input during school events in which we conduct our needs assessment and planning process throughout the school year.

Lingleville ISD holds an annual back-to-school meeting for parents and students. During this meeting, The Title I School requirements and the school's Parent Involvement Policy are reviewed. Parents are invited to participate in a variety of meetings and activities over the course of the school year.

Comprehensive Needs Assessment Data Sources:

Prior years' DIP/CIP, SBDM committee meeting data, and stakeholder feedback
Texas Academic Performance Report (TAPR) data, Texas Performance Reporting System (TPRS) data
Accountability data (Student Achievement, Student Progress, & Closing the Gaps) & Distinction Designation data
Results Driven Accountability (RDA) data
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions for 3-8 and EOC
Texas English Language Proficiency Assessment System (TELPAS) results
Postsecondary college, career or military-ready graduate data, Dual-Credit Course Completion data, AP/IB data, and SAT, ACT, and TSI scores
Benchmark data
Student failure and/or retention rates
Prekindergarten & Kinder-Readiness Data
Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each group
Special Programs data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each group
Economically Disadvantaged/Non-economically disadvantaged performance, progress, and participation data
Male/Female performance, progress, and participation data
Special education population, including performance, discipline, progress, and participation data
Migrant population, including performance, progress, discipline, attendance, and mobility
At-risk population, including performance, progress, discipline, attendance, and mobility
EL data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
Section 504 data, Dyslexia Data
Response to Intervention (RtI) student achievement data
Attendance, Graduation, and dropout rates
Discipline data
School safety data
Staff meeting data
Staff certifications
Teacher: Student Ratios
Professional development needs assessment and attendance data
Evaluations of professional development implementation and impact
T-TESS
Parent feedback
Community feedback
Processes and procedures for teaching and learning, including program implementation
Capacity and resources data
Budgets/entitlements and expenditures data

Goals

Goal 1: All students will reach high academic standards attaining excellence in reading, science, language arts, social studies, and mathematics.

Performance Objective 1: In LISD, the percent of 3rd-grade students that score Meets Grade Level or above on STAAR Math will increase from 25% to 70% by June 2026.

HB3 Goal

Evaluation Data Sources: Interim and state assessments.

Strategy 1 Details
<p>Strategy 1: Team planning focusing on analyzing long term data on each individual student, and working on instructional methods to fill the educational gaps.</p> <p>Strategy's Expected Result/Impact: Individual students needs met and gaps will be addressed.</p> <p>Staff Responsible for Monitoring: Mrs. Harris Mrs. Haley Mrs. Garrison</p>

Goal 1: All students will reach high academic standards attaining excellence in reading, science, language arts, social studies, and mathematics.

Performance Objective 2: In LISD, the percent of 3rd-grade students that score Meets Grade Level or above on STAAR Reading will increase from 44% to 70% by June 2026.

HB3 Goal

Evaluation Data Sources: Individual students needs met and gaps will be addressed.

Strategy 1 Details
<p>Strategy 1: Moving toward guided reading which will provide level reading and small group instruction.</p> <p>Strategy's Expected Result/Impact: - All students will show progress towards reading at or above grade level by the end of the year.</p> <p>Staff Responsible for Monitoring: Mrs. Hasten Mrs. Haley Mrs. Garrison</p>

Goal 1: All students will reach high academic standards attaining excellence in reading, science, language arts, social studies, and mathematics.

Performance Objective 3: Provide instruction to ensure EL learners progress at least 1 proficiency level in each of the 4 reporting categories per year.

Evaluation Data Sources: TELPAS

Strategy 1 Details
<p>Strategy 1: Modeling language both oral and written. Fully implementing ELPS in all content areas.</p> <p>Strategy's Expected Result/Impact: Improved oral and written language skills for all students.</p> <p>Staff Responsible for Monitoring: Mrs. Tamayo Mrs. Haley Mrs. Garrison</p> <p>Title I: 2.6</p>
Strategy 2 Details
<p>Strategy 2: Provide instruction in vocabulary development daily to all students. through our morning announcements.</p> <p>Strategy's Expected Result/Impact: Improved vocabulary in oral and written language. Improved ACT and SAT scores.</p> <p>Staff Responsible for Monitoring: Mrs. Hudson Mr. Winnett</p>

Goal 1: All students will reach high academic standards attaining excellence in reading, science, language arts, social studies, and mathematics.

Performance Objective 4: LISD will increase our 8th grade Social Studies STAAR that score Meets Grade Level or above will increase from 18% to 50% by June 2026.

Evaluation Data Sources: Interim and state assessments.

Strategy 1 Details
<p>Strategy 1: Provide teacher training and support, including best practice curriculum and technique.</p> <p>Strategy's Expected Result/Impact: Teacher provides quality instruction and assessments to monitor student progress.</p> <p>Staff Responsible for Monitoring: Ms. Vann Mrs. Haley</p> <p>Title I: 2.4</p>
Strategy 2 Details
<p>Strategy 2: Use data to check for understanding and adjust instruction for small group opportunities.</p> <p>Strategy's Expected Result/Impact: Use progress monitoring to assess areas of reteaching to ensure student success</p> <p>Staff Responsible for Monitoring: Ms. Vann Mrs. Haley Mrs. Garrison</p>

Goal 2: LISD will create a positive learning climate to foster a culture of excellence.

Performance Objective 1: LISD will provide learning environments that are safe and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.

Strategy 1 Details
Strategy 1: Recognize and celebrate individual students and groups through various outlets. Strategy's Expected Result/Impact: Increase attendance and participation in school activities. Staff Responsible for Monitoring: Ms McDougal Mr. Sanders Mrs. Garrison Mrs. Haley
Strategy 2 Details
Strategy 2: Improve staff morale through monthly activities and recognitions. Strategy's Expected Result/Impact: Increased teacher retention and productivity. Staff Responsible for Monitoring: Ms McDougal Mr. Sanders Mrs. Garrison Mrs. Haley

Goal 2: LISD will create a positive learning climate to foster a culture of excellence.

Performance Objective 2: LISD will recruit, develop, and retain highly effective school leaders, teachers, and staff.

HB3 Goal

Strategy 1 Details
<p>Strategy 1: Pursue more applicants who are highly qualified with diverse backgrounds.</p> <p>Strategy's Expected Result/Impact: Gather a more diverse and highly qualified staff that more reflects our student population.</p> <p>Staff Responsible for Monitoring: Mrs. Wilcoxon Mrs. Haley Mrs. Garrison Mrs. Wall Mrs. McDougal Mr. Sanders</p>

Goal 2: LISD will create a positive learning climate to foster a culture of excellence.

Performance Objective 3: In LISD, the percentage of graduates that meet the criteria for CCMR will maintain at 92% or higher through August 2025.

HB3 Goal

Strategy 1 Details
<p>Strategy 1: Work alongside higher education organizations, such as Ranger and Tarleton State University.</p> <p>Strategy's Expected Result/Impact: More students are college or career ready.</p> <p>Staff Responsible for Monitoring: Mrs. Hudson</p>

Goal 3: Lingleville ISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Performance Objective 1: LISD will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Performance Objective 2: LISD will follow state and federal guidelines for planning and decision-making with a committee of professional staff, including at least one special education teacher and classroom teachers, as well as parents of students enrolled in the district, business representatives, and community members.

Strategy 1 Details
<p>Strategy 1: Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.</p> <p>Strategy's Expected Result/Impact: Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families.</p> <p>Staff Responsible for Monitoring: Site Based Decision Making team</p>
Strategy 2 Details
<p>Strategy 2: Parent and family engagement opportunities will be offered on and off-site; parents will receive ongoing communication regarding student progress, school programs, and volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home.</p> <p>Strategy's Expected Result/Impact: Increased school-parent communication; increased parent attendance at school events; increase in the number of parent volunteers; increase in attendance at parent workshops.</p> <p>Staff Responsible for Monitoring: Site Based Decision Making team</p>
Strategy 3 Details
<p>Strategy 3: Provide informational sessions to emphasize the need for students to make informed curriculum choices to be prepared for success beyond high school; information related to higher education admissions and financial aid opportunities; and opportunities or career counseling to identify student interests and skills to parents of HS students.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement at the High School; more effective family engagement that supports student achievement and post-secondary success.</p> <p>Staff Responsible for Monitoring: Site Based Decision Making team</p>
Strategy 4 Details
<p>Strategy 4: Offer opportunities and workshops to build parents' capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs.</p> <p>Strategy's Expected Result/Impact: Parents and families will be provided with information that will encourage engagement with children to increase student achievement.</p> <p>Staff Responsible for Monitoring: Site Based Decision Making team</p>

Strategy 5 Details
<p>Strategy 5: Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards and progress reports, and phone calls and written communication. The school will offer flexible meeting times for parents.</p> <p>Strategy's Expected Result/Impact: Parents will receive relevant data on attendance, behavior, and academic progress and performance of their child.</p> <p>Staff Responsible for Monitoring: Site Based Decision Making team</p>
Strategy 6 Details
<p>Strategy 6: Conduct an annual Comprehensive Needs Assessment (with students, parents, and other members of the community) for the entire school as part of the continuous improvement planning process.</p> <p>Strategy's Expected Result/Impact: Student Outcome-Focused SMART Goals and Performance Measures; improved student performance</p> <p>Staff Responsible for Monitoring: Site Based Decision Making team</p>
Strategy 7 Details
<p>Strategy 7: Conduct program evaluations to determine the impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.</p> <p>Strategy's Expected Result/Impact: Efficient allocation and use of financial resources while improving the quality of education provided to students.</p> <p>Staff Responsible for Monitoring: Site Based Decision Making team</p>
Strategy 8 Details
<p>Strategy 8: Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Student Outcome-Focused SMART Goals & Performance Measures; improved student performance; Resource allocation is driven by programs and campus plan.</p> <p>Staff Responsible for Monitoring: Site Based Decision Making team</p>
Strategy 9 Details
<p>Strategy 9: The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.</p> <p>Strategy's Expected Result/Impact: DIP/CIP will delineate instructional methods for addressing the needs of student groups not achieving full potential, as well as methods for addressing the needs of students for special programs.</p> <p>Staff Responsible for Monitoring: Site Based Decision Making team</p>
Strategy 10 Details
<p>Strategy 10: Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.</p> <p>Strategy's Expected Result/Impact: The School-Parent compact, and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact.</p> <p>Staff Responsible for Monitoring: Site Based Decision Making team</p>

2023-2024 Site-Based Decision-Making Team

Committee Role	Name	Position
Campus Principal	Brian Sanders	Principal
Non-classroom Professional staff	Alexa Garrison	Counselor or Dean of Students
District-level Professional staff	DeeCee McDougal	Superintendent, Business Manager, Tech Coordinator
Classroom Teacher	Lisa Haley	Elementary Teacher
Classroom Teacher	Kay Wilcoxon	Secondary Teacher
Classroom Teacher	Cheryl Hudson	CTE Teacher
Classroom Teacher	Karen Keith	Special Education Teacher
Paraprofessional	Armandina Vazquez	Interpreter/Migrant Liaison/Receptionist
Parent	Monica Oviedo	Parent
Parent	Abruelia Rangel	Parent
Parent	Carina Moreno	Parent
Community Representative	Sabrina VandenBerg	Community Representative
Business Representative	Laura Henson	Business Representative
Student	Emma Hudson	Secondary Student
Student	Reid Cogburn	Secondary Student

Site-based decision-making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess the educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement. School districts are required to establish district- and campus-level planning and decision-making committees whose membership must include: Professional staff (at least one Special Education teacher and 2/3 are classroom teachers); Parents of students enrolled in the district; Community members, Business and industry representatives; and if appropriate, specialized instructional support personnel, school staff, and students (if a secondary school)

Federal Fund Allocations

2023-24 Every Student Succeeds Act (ESSA) Planning Amounts:

Title I, Part A – Improving Basic Programs - \$76,210 (payroll for ½ of PreK teacher salary & PreK aide; Region 11 fees & services and supplemental curricular resources to improve student outcomes)

Title II, Part A – Improving Teacher Quality - \$12,441 (redirected to Title I, Part A)

Title IV, Part A – Student Support and Academic Achievement - \$10,000 (redirected to Title I, Part A)

Lingleville ISD utilizes the Rural Education Achievement Program (REAP) to redirect 100% of Title II, Part A funds and Title IV, Part A funds to the Title I, Part A program.

2023-24 funds novated to ESC Region 11(fiscal agent) of Perkins SSA, Title I, Part C (Migrant) SSA, and Title III (Bilingual/ESL) SSA:

Perkins V (CTE) – \$4,361

Title I, Part C (Migrant) - \$3,365

Title III, Part A (Bilingual/ESL) – \$5,354

2023-24 Federal Special Ed Funds novated to Dublin ISD (fiscal agent) of Southwest Erath County SSA:

IDEA-B – \$66,616

IDEA-B Preschool – \$659

2023-24 Small, Rural School Achievement Program (SRSA)/Rural Education Achievement Program (REAP) - \$

State Compensatory Education Allotment - must spend 55% of \$216,678

State Eligibility Criteria for At-Risk Student Identification:

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;
2. Is in grade 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. Is in pre-kindergarten, kindergarten, or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is an emergent bilingual student (formerly LEP student), as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments;
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home;
14. 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 Section 1.07, Penal Code;
15. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC 39.0548.

This district has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio