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**DEPARTMENT OF DEFENSE  
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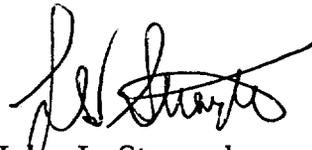


# **Compensatory Education Guide**



## FOREWORD

The goal of every educator is to provide support and encouragement for learners to develop their full capabilities and interests. The Compensatory Education Program (CEP) is designed to give supplemental instruction to students who need extra help to achieve their educational potential. This publication provides guidance for implementing, maintaining, and evaluating the Department of Defense Dependents Schools (DoDDS) CEP.

A handwritten signature in black ink, appearing to read 'John L. Stremple', written in a cursive style.

John L. Stremple  
Director

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## CHAPTER I. INTENT OF THE CEP

Compensatory education (CE) is a program of supplementary instruction designed to meet the individual needs of students performing significantly below expected achievement levels in language arts, math, and/or reading.

A. It is intended to be primarily for students who do not require special education services. However, special education students who meet the CEP entrance requirements would be eligible to be considered for the CEP.

B. Programs should be designed to bring students up to those levels expected for their grade level peers.

C. The DoDDS stated objectives within the disciplines of mathematics, reading, and language arts serve as the educational objectives for compensatory education students.

D. The CEP is designed to be a program of supplementary instruction and as such will not be used to provide the primary instruction for regular or special education students. The CEP is meant to supplement not supplant or replace the regular school program in language arts, math, and/or reading.

E. The numbers of students scoring at or below the 40th percentile on norm-referenced standardized tests of language arts, math, and/or reading will be used for staffing and program planning purposes, not for determining individual placement.

F. Instructional priority will be given to students in grades one through four. Preventative measures at these grade levels have proved to be the most reliable and will be the DoDDS focus.

## CHAPTER II. MANAGING THE CEP

A. Develop a program plan.

1. Planning Committee

a. The principal will establish a CEP planning committee or utilize an operational committee to develop a school CEP plan.

b. The committee should consist of an administrator, the CE teacher, at least one classroom teacher, and other staff members, as appropriate.

## 2. The Program Plan Elements

- a. The plan should include, but not be limited to, the following:
  - (1) Program objectives and priorities.
  - (2) Student identification and selection procedures.
  - (3) Instructional methods/approaches.
  - (4) Instructional materials.
  - (5) Exit procedures for students.
  - (6) Program evaluation procedures.
  - (7) Parent involvement.
  - (8) Alignment and articulation with regular school program.
- b. Prior to implementation the principal must approve all components of the CEP plan.
- c. A copy of the CEP plan will be submitted to the regional director on an annual basis.

## 3. Description of Program Plan Elements

The following information is provided relative to the eight essential elements of the program plan above.

### Element (1) Program Objectives and Priorities

The planning committee should recommend program priorities to include subject area(s), grade level(s), and student target population.

The planning committee should recommend objectives for CEP; e.g., increase student achievement, improve student attitude toward learning, promote parent involvement.

## Element (2) Student Identification and Selection

Identification of the group of students who could be potential candidates for CE instruction will be based on the number of students who score on or below the 40th percentile on a norm-referenced standardized test in language arts, math, and reading.

Students can be referred for CE instruction at any time during the school year. Selection of individual students to receive CE instruction in language arts, math, and/or reading should be based on one or more of the following criteria:

- A. Failure to meet mastery on a criterion-referenced test.
- B. Scoring on or below the 40th percentile on a norm-referenced standardized test.
- C. Performing below expected achievement for his/her grade level in the regular classroom.

## Element (3) Instructional Methods and Approaches

Decisions need to be made as to how the supplementary instructional program will be organized. CE delivery models vary according to unique school requirements. Descriptions of two intervention designs follow.

**In-Class Assistance Program:** A program in which the CE teacher enters the regular classroom to provide supplemental instruction to one or more CE students in areas of specific skill deficiencies.

**Pull-Out Program:** A program that addresses specific skill deficiencies in which students leave their regular class to receive direct instruction on a regular basis.

Supplemental instruction may occur in a small group or tutorial setting, but the majority of time that a student spends in the CE class should be devoted to direct instruction.

#### Element (4) Instructional Materials

Materials and equipment are to assist the teacher in providing activities to support the objectives of the regular classroom program. Materials may include the DoDDS adopted programs and supplemental materials for language arts, math, and reading; manipulatives; games, as appropriate; audiovisual materials; or computer software.

#### Element (5) Exit Procedures for Students

Students may exit from the CEP at any time throughout the school year based upon one or more of the following:

- A. Attainment of mastery level on a criterion-referenced test.
- B. Observation of skill acquisition and mastery.
- C. Achievement of a successful level of performance in the regular classroom based upon teacher judgement.
- D. Placement in another program.

Once a student has been identified to exit, consideration should be given to tapering the frequency of CE instruction that the student receives over a period of time.

Parents should be notified of the schools intent to dismiss the student from the CEP. At the end of the school year, students should be recommended for continuation in or dismissal from the CEP for the following year. If the student moves to another location, a recommendation should be made as to whether or not the student should continue receiving CE instruction.

#### Element (6) Program Evaluation Procedures

An annual evaluation of the school's CEP will be based on its stated objectives. Two major questions should be addressed: “

- A. Is the program operating as planned?
- B. How effective is the program in meeting its objectives?

Methods to be used for measuring effectiveness could include the following: teacher questionnaires, teacher observation of student behavior, criterion-referenced tests of basic skills instructed in the program, checklists of

skills achieved in the program, rating scales, or norm-referenced standardized tests. Student assessments measures must be valid and fair for the target population. A measure of student achievement and records of student progress should be kept at the school.

Annually, each school with a CEP will report the results of its evaluation to the regional office at the end of the school year. Results of the evaluation should be used for program improvement.

#### Element (7) Parent Involvement

Parents of students receiving supplemental instruction in the CEP need to be kept informed of their children's progress. Possible methods for communicating information could include the following:

- A. Obtaining permission for testing.
- B. Notifying parents of student selection for the program.
- C. Reporting on student progress.
- D. Conducting parent-teacher conferences.
- E. Providing parents with materials and suggestion for helping students at home.
- F. Facilitating participation from parent volunteers.
- G. Providing parent with information about the procedures and implementation of the program.
- H. Notifying parents of the school's intent to exit the student from the CEP.

#### Element (8) Alignment and Articulation with Regular School Program

The DoDDS CEP is intended to reinforce the regular school program. It is meant to supplement, not replace, the regular instructional program. Instruction provided through the CEP should be in addition to that which is accomplished in the regular classroom. Since the objectives for compensatory education are the same as those for the DoDDS language arts, math, and reading curricula, instruction should be directly related to what is occurring in the regular classroom.

Regular communication between the CE teacher and the classroom teacher is a necessity to support a valid CEP. Coordination on the focus of the supplemental instruction needs to occur between the CE teacher and the regular classroom teacher. Communication should take place before, during, and after a student receives CE instruction.

B. Implement The Program.

The school's Compensatory program should be implemented according to elements in the plan developed at the school. Following is a suggested checklist of items needed for program implementation

1. Orientation letter home to the parents explaining the program.
2. Blanket permission signatures from parents, if desired or needed.
3. Simple referral forms for classroom teachers to use.
4. Notification form for parents reflecting entry into the program and the skills on which the child will be working.
5. Schedule for students.
6. Notification form to teachers/students about scheduled time for working with the CE teacher.
7. Notification form to teachers about prospect of exiting.
8. Record form designed to include:
  - a. Student name
  - b. Date referred
  - c. Date CE instruction started
  - d. Criterion used, e.g., score on test
  - e. Skills/Chapter working on
  - f. Number of days of CE instruction
  - g. Criterion used for exit from the program, e.g., score

on tests

- h. Date exited
- 9. Student progress report form for teachers and parents

### C Evaluate the Program

The CEP should be evaluated using the evaluation procedures developed in the program plan. Results of the evaluation should be used for program improvement by the school.

## CHAPTER III. STAFF SUPPORT AND FUNCTIONS

### A. The Classroom Teacher

The classroom teacher is an integral part of the identification and remediation process for every student. The teacher is critical in the process of informal diagnosis and in the modification of instruction. In many cases the needs of the CE student may be met in the classroom.

### B. The CE Teacher

The CE teacher will have the responsibility for implementing and managing the school's CEP. The following statement of functions for the CE teacher identifies the major areas of responsibility and provides a comprehensive list of functions which are indicative of quality programs. Specific services provided within the areas described in this statement should be the result of discussions between the principal and the CE teacher.

### C. Paraprofessionals

Paraprofessionals are persons employed to strengthen the CEP by assisting the CE teacher. Paraprofessionals may be assigned duties such as reinforcing instruction, preparing and duplicating materials, grading objective tests, assisting with recordkeeping, and performing other duties under the guidance of the teacher and supervision of the administrator.

## CHAPTER IV. STATEMENT OF FUNCTIONS

ACE teacher's responsibilities could include, but not be limited to, the following statement of functions \* . . .

1. Provide a system of student evaluation
  - 1.1 Manage assessment services.
    - 1.1.1 Receive referrals.
    - 1.1.2 Observe the student in the regular classroom, when appropriate.
    - 1.1.3 Administer individual and/or group assessments, when appropriate.
    - 1.1.4 Obtain written permission from parent(s) for assessment.
      - 1.1.1 Maintain records of individual student achievement.
  - 1.2 Provide interpretation of assessment results.
    - 1.2.1 Discuss the instructional program with administrators, classroom teachers, parents, students, and others, when appropriate.
2. Develop the instructional program with the planning committee.
  - 2.1 Identify instructional objectives and priorities based on student needs.
  - 2.2 Design individual and small group learning programs in the basic skills areas.
  - 2.3 Determine instructional approaches to accommodate student learning styles.
  - 2.4 Determine the appropriate instructional materials to be used with students.
  - 2.5 Discuss the instructional program with administrators, classroom teachers, parents, students, and others, as appropriate.

\*See page 11 for Organization and Numbering Code

3. Implement the instructional program.
  - 3.1 Apply teaching techniques appropriate to the desired learning outcome(s).
  - 3.2 Demonstrate and use a variety of teaching techniques appropriate for individual students and small groups.
  - 3.3 Provide instruction that aligns with the regular classroom teacher's instructional objectives.
  - 3.4 Provide a climate that promotes student motivation and self esteem.
4. Evaluate the extent to which the program is achieving its objectives.
  - 4.1 Collect data concerning operation and progress of the program.
  - 4.2 Provide annual evaluation report to include recommendations for school and regional use, as required.
5. Provide consultation services.
  - 5.1 Confer with the school administration.
    - 5.1.1 Review school-wide test data to help determine CE priorities.
    - 5.1.2 Review information regarding special needs of individual students.
    - 5.1.3 Recommend effective uses of the available resources for the CEP.
  - 5.2 Consult with teachers.
    - 5.2.1 Provide an orientation to CEP.
    - 5.2.2 Assist in educational planning for students.
    - 5.2.3 Maintain a dialogue regarding student progress to determine the necessity for continuation in the program.

- 5.2.4 Provide inservice ineffective teaching techniques when appropriate.
- 5.3 Communicate with parents.
  - 5.3.1 Provide information regarding CEP through various forms of communication.
  - 5.3.2 Provide information regarding student learning needs.
  - 5.3.3 Communicate regarding student achievement.
  - 5.3.4 Provide parents with information and activities to assist students in their academic growth.
- 6. Encourage parent involvement.
  - 6.1 Disseminate information to parents about volunteer opportunities as they relate to CEP's.
  - 6.2 Provide CE training sessions for volunteer groups, when applicable.
- 7. Participate in professional growth and development activities.
  - 7.1 Participate in inservice related to CE instruction.
  - 7.2 Review current professional literature.
- 8. Prepare and maintain records.
  - 8.1 Establish a file for each student.
    - 8.1.1 Maintain parent notification/permission for participation and possible assessment.
    - 8.1.2 Maintain student referrals from teachers.
    - 8.1.3 Maintain student progress reports.
    - 8.1.4 Maintain student performance test data.
    - 8.1.5 Maintain notification of exit from the CEP.

8.2 Establish program records.

8.2.1 Maintain program plan, description, and procedures, update on an annual basis, and submit to regional office.

8.2.2 Maintain recordkeeping forms.

8.2.3 Maintain form letters to parents and teachers.

9. Manage instructional materials.

9.1 Use available materials to enhance instructional techniques.

9.2 Use appropriate supply procedures for acquisition and replacement of materials and equipment.

ORGANIZATION AND NUMBERING CODE

