

# TIDEHAVEN HIGH SCHOOL

TIDEHAVEN ISD

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE CAMPUS IMPROVEMENT PLAN

SCHOOL YEAR 2013-2014

## CONTENTS

Campus Profile and Needs Assessment .....	2
Description of SCE Programs and Services, 2013-2014.....	3
Use of Other Resources for Compensatory Activities .....	4
Appendices .....	5
Appendix A: Needs Assessment .....	6
Appendix B: Percentage of Students Passing the STAAR.....	9
Appendix C: Evaluation of the 2012-2013 Programs .....	14
Appendix D: Assurances and Good Practices.....	16
Appendix E: State Compensatory Education Budget .....	17

## CAMPUS PROFILE AND NEEDS ASSESSMENT

Tidehaven High School serves approximately two hundred twenty-two students in grades 9 through 12. Fifty percent of students (50%) meet the low-income criteria for eligibility for free or reduced-price lunches at this campus.

Using the state's criteria to identify students in at-risk situations, Tidehaven High School has found nine students in grade 9 (15%), fifteen students in grade 10 (20%), five students in grade 11 (11%) and two students in grade 12 have not advanced from one grade to the next for one or more years.

The high school campus has identified seventeen students in grade 9 (29%), seventeen students in grade 10 (23%), nine students in grade 11 (20%) and four students in grade 12 who have or have had an average below 70 in two or more foundation courses.

Sixteen students in grade 9 (27%), thirty-six students in grade 10 (48%), twenty students in grade 11 (43%) and seven students in grade 12 have previously performed unsatisfactorily on TAKS/STAAR and have not achieved 110% of the performance standard on subsequent administrations.

Six high school students are pregnant or parenting. One student is currently on parole, probation or other conditional release. Three students have been identified as being homeless.

Twelve high school students have been placed in an alternative education program during this or the previous school year.

Tidehaven High School conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems which may inhibit academic success (see Appendix A: Needs Assessment). This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.

## DESCRIPTION OF SCE PROGRAMS AND SERVICES, 2012-2013

### TIDEHAVEN HIGH SCHOOL

Objective: To reduce the dropout rate and decrease any disparity in performance on state assessments between students at risk of dropping out of school and all other district students.

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Tutorials – Students are provided additional instructional time before and after school.	Certified teachers .654 FTE	Principal	Each six weeks of SY 2013-2014	Six weeks report card grades	Passing final grades
DAEP – Core subject area instruction for students who have been expelled from the regular education program.	Certified teacher .707 FTE	Principal	Credit accrual or grades	Credit accrual or six weeks grades	Students are on target for credit accrual or have passing grades
Summer School – Extended year program for students who have failed or are at risk of failing to meet grade-level targets.	Extra duty pay \$5,000	Principal	Each week of summer 2014	Progress reports	Grade level promotion

## USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

### FEDERAL PROGRAMS

1. ESEA, Title II, Part A (Teacher and Principal Training and Recruiting Fund) – The district uses Title II, Part A funds for professional development in the core subject areas and all teachers may benefit from this program.

---

## APPENDICES

APPENDIX A: NEEDS ASSESSMENT

APPENDIX B: PERCENTAGE OF STUDENTS PASSING THE STAAR

APPENDIX C: EVALUATION OF THE 2011-2012 PROGRAM

APPENDIX D: ASSURANCES AND GOOD PRACTICES

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

---

## APPENDIX A: NEEDS ASSESSMENT

This table presents the number and percentage of students at each grade level who have been identified under each of the state and local criteria as being at risk of dropping out of school.

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are “at risk,” that is, those who are eligible to receive SCE services. As amended by S.B. 702 and H.B. 2703, “student at risk of dropping out of school” includes each student under 21 years of age who:

(1) was not advanced from one grade level to the next for one or more school years (excluding students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the students’ parents);

(2) if the student is in grades 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;

(3) did not perform satisfactorily on an assessment instrument administered to the student under 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;

(4) 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;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 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 a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Texas 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. Section 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, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

NUMBER AND PERCENTAGE OF STUDENTS IN AT-RISK SITUATIONS  
IDENTIFIED BY CRITERION

---

Grade	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		Pregnant/ Parenting		AEP		Parole		Homeless	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	59	9	15%	17	29%	16	27%	2	3%	3	5%	0	0%	0	0%
10	75	15	20%	17	23%	36	48%	1	1%	4	5%	1	1%	2	3%
11	46	5	11%	9	20%	20	43%	2	4%	0	0%	0	0%	0	0%
12	46	2	4%	4	9%	7	15%	1	2%	5	11%	0	0%	1	2%
<b>Total</b>	<b>226</b>	<b>31</b>	<b>14%</b>	<b>47</b>	<b>21%</b>	<b>79</b>	<b>35%</b>	<b>6</b>	<b>3%</b>	<b>12</b>	<b>5%</b>	<b>1</b>	<b>0%</b>	<b>3</b>	<b>1%</b>

---

## APPENDIX B: PERCENTAGE OF STUDENTS PASSING THE EOC

The following tables and graphs present the percentage of students passing the End of Course Exams (EOC). The results for the At Risk students are compared with the results for All students. The goal of State Compensatory Education is to increase the academic performance of students identified as being in at risk situations, to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students at risk of dropping out of school and all other district students, as well as to reduce the dropout rate of identified students in at risk situations. The tables are arranged by grade levels to facilitate the analysis of the results for each campus and grade level.

PERCENTAGE OF STUDENTS PASSING THE EOC

End of Course ELA (9-12)	English I Reading % Met Standard		English II Reading % Met Standard		English III Reading % Met Standard	
	2012	2013	2012	2013	2012	2013
Students At-Risk	44	47	*	64	*	*
All Students	70	68	*	81	*	*

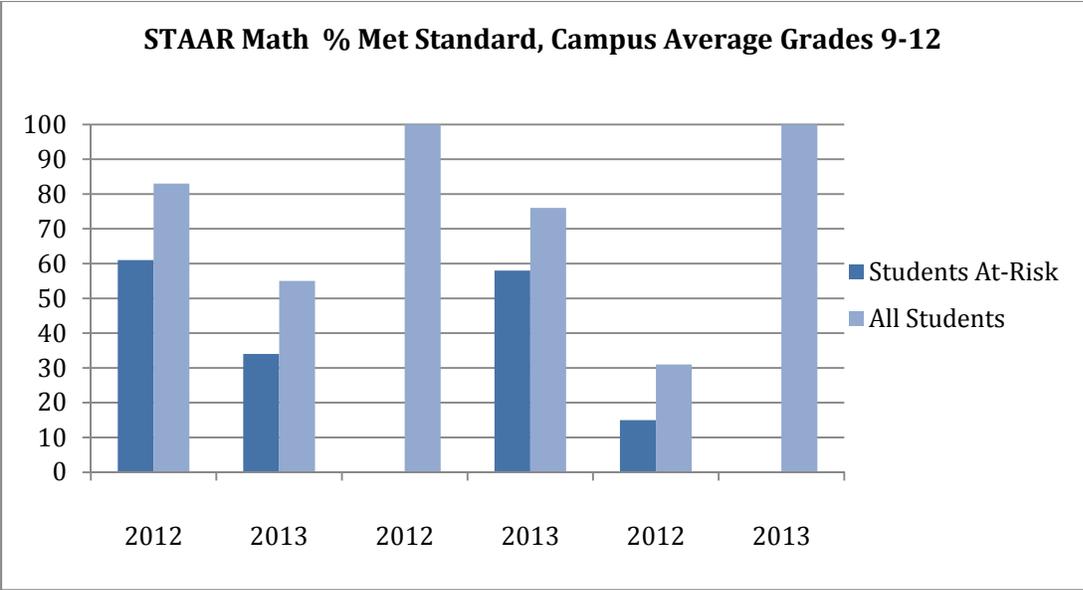
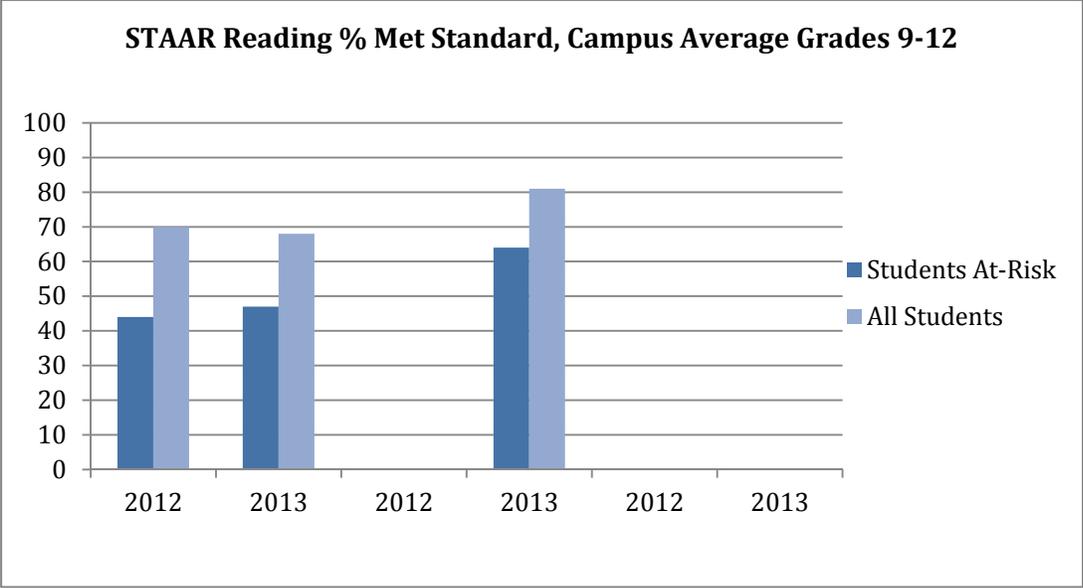
End of Course Writing (9-12)	English I Writing % Met Standard		English II Writing % Met Standard		English III Writing % Met Standard	
	2012	2013	2012	2013	2012	2013
Students At-Risk	24	*	*	32		*
All Students	50	*	*	57		*

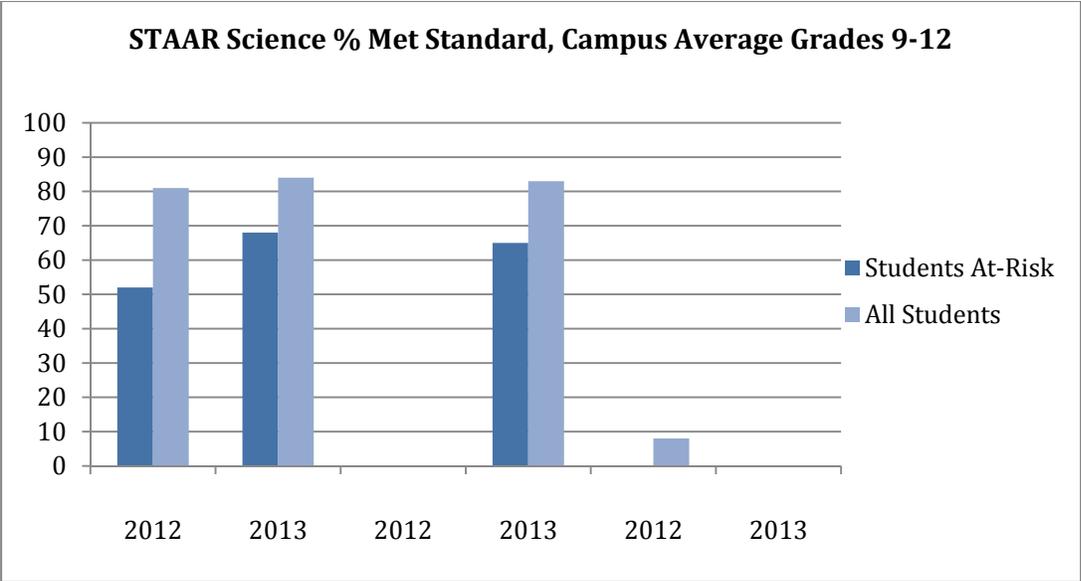
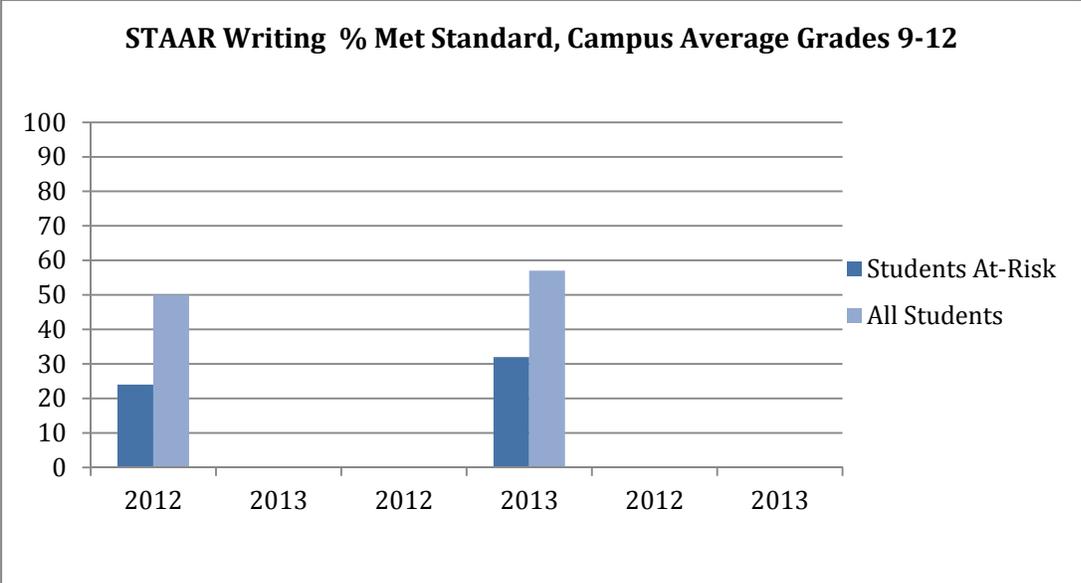
End of Course Math (9-12)	Algebra I % Met Standard		Geometry % Met Standard		Algebra II % Met Standard	
	2012	2013	2012	2013	2012	2013
Students At-Risk	61	34	*	58	15	*
All Students	83	55	100	76	31	100

End of Course Science (9-12)	Biology % Met Standard		Chemistry % Met Standard		Physics % Met Standard	
	2012	2013	2012	2013	2012	2013
Students At-Risk	52	68	*	65	0	*
All Students	81	84	*	83	8	*

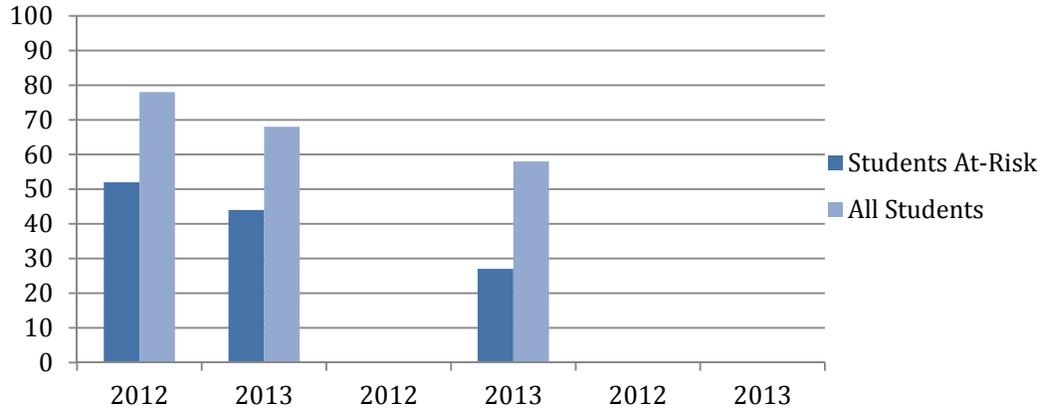
End of Course Social Studies (9-12)	World Geography % Met Standard		World History % Met Standard		US History % Met Standard	
	2012	2013	2012	2013	2012	2013
Students At-Risk	52	44	*	27	*	*
All Students	78	68	*	58	*	*

\*Fewer than 5 students participated in this administration.





### STAAR Social Studies % Met Standard, Campus Average Grades 9-12



---

## APPENDIX C: EVALUATION OF THE 2012-2013 PROGRAMS

The following table presents the number of students served in each of the programs/services provided under State Compensatory Education funding and the percentage of these students who met the criteria established by Tidehaven ISD to determine their success in the program.

## EVALUATION OF 2012-2013 PROGRAM

<b>PROGRAM/SERVICE</b>	<b>MEASURE/CRITERIA</b>	<b>NUMBER SERVED</b>	<b>NUMBER MEETING CRITERIA</b>	<b>SUCCESS RATE</b>
Tutorials	Passing final grades	133	129	96.99%

---

## APPENDIX D: ASSURANCES AND GOOD PRACTICES

### STATE AND LOCAL EFFORT

State and local funds are used to provide the regular education program of instruction for all students to include the general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

### IMPROVEMENT AND ENHANCEMENT

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and Tidehaven ISD's at risk criteria.

### COORDINATION OF FUNDING

All federal, state, and local funds received by Tidehaven ISD will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

### COORDINATION OF INSTRUCTION

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.

---

## APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

Authority for funding for the State Compensatory Education program is found in the Texas Education Code (TEC) Section 42.152. For each student who is educationally disadvantaged or who is a student who does not have a disability and resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2. The adjusted basic allotment is multiplied by 2.41 for each full-time equivalent student who is in a remedial and support program under §29.081 because the student is pregnant.

For purposes of funding, the number of educationally disadvantaged students is determined by averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year. Determination of the number of such students is based on the number of students actually receiving free or reduced-price lunches as submitted to the Texas Education Agency (TEA) on monthly reimbursement claims. Section 52 of HB3646 amends Texas Education Code Section 52.152 (c) to increase the indirect cost rate or administrative allowable to forty-eight percent (48%); however, each district must use at least fifty-two percent (52%) of its allotment for instructional purposes.

# TECS Budget Worksheet

FY2014 State Compensatory Education

Tidehaven ISD

158-902

Account Code	Account Title	Total Amount Budgeted for FY2014
<b>001 TIDEHAVEN H S</b>		
199-11-6119-00-001-4-24-0-00	Instrl / Salaries--Prof Prsnl	\$29,682.23
199-11-6119-00-001-4-24-0-10	Instrl / Summer school salary	\$5,000.00
199-11-6119-00-001-4-28-0-00	Instrl / Salaries--Prof Prsnl	\$29,488.97
199-11-6141-00-001-4-24-0-00	Instrl / Soc Sec/Medicare	\$430.39
199-11-6141-00-001-4-28-0-00	Instrl / Soc Sec/Medicare	\$427.59
199-11-6142-00-001-4-28-0-00	Instrl / Grp Health/Life Insur	\$2,867.59
199-11-6143-00-001-4-24-0-00	Instrl / Workers Comp	\$81.45
199-11-6143-00-001-4-28-0-00	Instrl / Workers Comp	\$80.92
199-11-6145-00-001-4-24-0-00	Instrl / Unemployment	\$227.07
199-11-6145-00-001-4-28-0-00	Instrl / Unemployment	\$225.59
<b>001 TIDEHAVEN H S Total</b>		<b>\$68,511.80</b>