
Markham Elementary Tidehaven ISD

State Compensatory Education: An
Addendum to the Campus Improvement Plan
School Year 2011-2012

Markham Elementary Tidehaven ISD

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Campus Profile and Needs Assessment

Markham Elementary serves approximately one hundred seventy-two students in grades Pre-K through 5. In its application for federal funding, Tidehaven ISD reported that over ninety percent of the students (90.7%) meet the low-income criteria for eligibility for free or reduced-priced lunches at this campus.

Markham Elementary 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 B: 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.

Using the state's criteria to identify students in at-risk situations, Markham Elementary has found that seven students at the campus have not advanced from one grade to the next for one or more years.

Five students in grade 4 (28%) and thirteen students in grade 5 (42%) have performed unsatisfactorily on TAKS and have not achieved 110% of the performance standard on subsequent administrations.

Fourteen students in grade PK (88%), twenty-eight students in grade K (80%), sixteen students in grade 1 (73%), twelve students in grade 2 (57%) and twenty students in grade 3 (69%) have performed unsatisfactorily on a readiness test during the current school year.

Five students in grade PK (31%), eight students in grade K (23%), two students in grade 1, three students in grade 2 (14%), and one student in each grade 3 and 4 have been identified as having limited English proficiency (LEP).

Description of SCE Programs and Services, 2011-2012

Markham Elementary

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
Title I, Part A Schoolwide Program – SCE funds and programs compliment the Title I, Part A schoolwide program to upgrade the entire instructional program.		Principal	Each semester of SY 2011-2012	Semester grades	Passing final grades
Instructional Support – Instructional aides work under close supervision of classroom teacher and provide supplemental, one-on-one assistance to eligible students.	Aides 1.00 FTEs \$13,067. Supplies \$ 2,000.	Principal	Each semester of SY 2011-2012	Semester grades	Passing final grades
Tutorials – Students are provided additional instructional time before and after school.	Teachers Aides 1.94 FTEs \$ 53,071 .	Principal	Each semester of SY 2011-2012	Semester grades	Passing final grades
Summer School – A summer program providing extended learning opportunities in core subject areas is provided to assist students with mastery of content as well as passing the subject area TAKS test.	Teachers Aides Extra duty \$ 8,450.	Principal	Each semester of SY 2011-2012	Semester grades	Promotion

Use of Other Resources for Compensatory Activities

Federal Programs

- 1) ESEA, Title I, Part A – Markham Elementary operates a Title I, Part A schoolwide program and utilizes these funds to upgrade the entire instructional program.
- 2) ESEA, Title II, Part A: Teacher and Principal Training and Recruiting Fund – These funds are used to provide staff development for instructional staff as well and half of the funds are transferred to the Title I, Part A program under funding transferability to be used for that program.

Appendices

Appendix A: State Compensatory Education Budget

Appendix B: Needs Assessment

Appendix C: Percentage of Students Passing the TAKS

Appendix D: Evaluation of 2010-2011 Program

Appendix E: Assurances and Good Practices

Appendix A: 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 HB 3646 amends Texas Education Code Section 42.152 (c) to increase the indirect cost rate or administrative allowable to forty-five percent (45%); however, each district must use at least fifty-five percent (55%) of its allotment for instructional purposes.

TECS Budget Worksheet

FY2012 State Compensatory Education

Tidehaven ISD

158-902

Account Code	Account Title	Total Amount Budgeted for FY2012
102 MARKHAM EL		
199-11-6119-00-102-2-30-0-00	Instrl / Salaries--Prof Prsnl	\$18,099.20
199-11-6119-00-102-2-30-0-11	Instrl / Summer School - teacher	\$7,500.00
199-11-6119-00-102-2-30-0-12	Instrl / Tutorials	\$2,000.00
199-11-6129-00-102-2-30-0-00	Instrl / Salaries--Sup Prsnl	\$35,943.11
199-11-6129-00-102-2-30-0-11	Instrl / Summer School - aides	\$950.00
199-11-6141-00-102-2-30-0-00	Instrl / Soc Sec/Medicare	\$2,958.18
199-11-6142-00-102-2-30-0-00	Instrl / Grp Health/Life Insur	\$6,810.80
199-11-6143-00-102-2-30-0-00	Instrl / Workers Comp	\$187.74
199-11-6145-00-102-2-30-0-00	Instrl / Unemployment	\$138.46
199-11-6399-00-102-2-30-0-00	Instrl / Supplies	\$2,000.00
	102 MARKHAM EL Total	\$76,587.49

Appendix B: Needs Assessment

Number of Students in At-Risk Situations Identified by Criterion

This table presents the number 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.

Percentage of Students in At-Risk Situations Identified by Criterion

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

Number of Students in At-Risk Situations Identified by Criterion

Projected Student Enrollment by grade level		PK	K	1	2	3	4	5	TOTAL
		16	35	22	21	29	18	31	172
Number of students . . .									
A	not advanced from one grade to next for one or more years			1	1	2	1	2	7
B	with below 70 average in 2 or more foundation courses during a semester of SY 2010-11 or SY 2011-12								0
C	who have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards						5	13	18
D	performing unsatisfactorily on readiness test or assessment instrument during 2011-12	14	28	16	12	20			90
E	pregnant or parenting during 2011-12								0
F	placed in alternative education program during 2010-11 and/or 2011-12								0
G	expelled during 2010-11 and/or 2011-12								0
H	currently on parole, probation, deferred prosecution, or other conditional release								0
I	previously reported through PEIMS as having dropped out of school								0
J	identified as Limited English Proficient (LEP) during 2011-12	5	8	2	3	1	1		20
K	in custody or care of the Texas Department of Family and Protective Services or referred to that Department during 2011-12								0
L	who are homeless during 2011-12								0
M	residing in a residential placement facility in the district during 2010-11 and/or 2011-12								0

Percentage of Students in At-Risk Situations Identified by Criterion

Percentage of students . . .		PK	K	1	2	3	4	5
A	not advanced from one grade to next for one or more years	0%	0%	5%	5%	7%	6%	6%
B	with below 70 average in 2 or more foundation courses during a semester of SY 10-11 or SY 11-12							
C	who have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards	0%	0%	0%	0%	0%	28%	42%
D	performing unsatisfactorily on readiness test or assessment instrument during 2011-12	88%	80%	73%	57%	69%		
E	pregnant or parenting during 2011-12	0%	0%	0%	0%	0%	0%	0%
F	placed in alternative education program during 2010-11 and/or 2011-12	0%	0%	0%	0%	0%	0%	0%
G	expelled during 2010-11 and/or 2011-12	0%	0%	0%	0%	0%	0%	0%
H	currently on parole, probation, deferred prosecution, or other conditional release	0%	0%	0%	0%	0%	0%	0%
I	previously reported through PEIMS as having dropped out of school	0%	0%	0%	0%	0%	0%	0%
J	identified as Limited English Proficient (LEP) during 2011-12	31%	23%	9%	14%	3%	6%	0%
K	in custody or care of the Texas Department of Family and Protective Services or referred to that Department during 2011-12	0%	0%	0%	0%	0%	0%	0%
L	who are homeless during 2011-12	0%	0%	0%	0%	0%	0%	0%
M	residing in a residential placement facility in the district during 2010-11 and/or 2011-12	0%	0%	0%	0%	0%	0%	0%

Appendix C: Percentage of Students Passing the TAKS

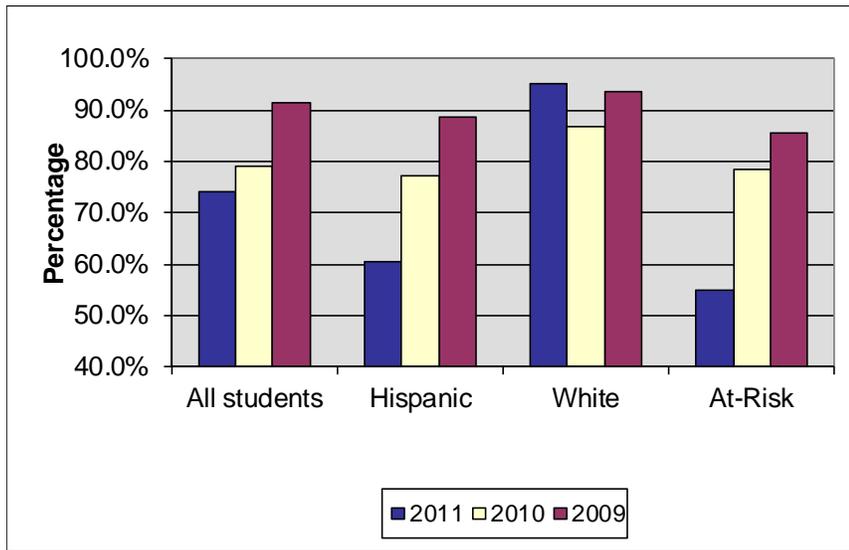
The following tables and graphs present the percentage of students passing the Reading, Math, Writing, Science, Social Studies, and Language Arts sections of the TAKS. Additionally, the TAKS results for At-Risk students are compared with the results for Other students. The goal of State Compensatory 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 TAKS, Three Year History

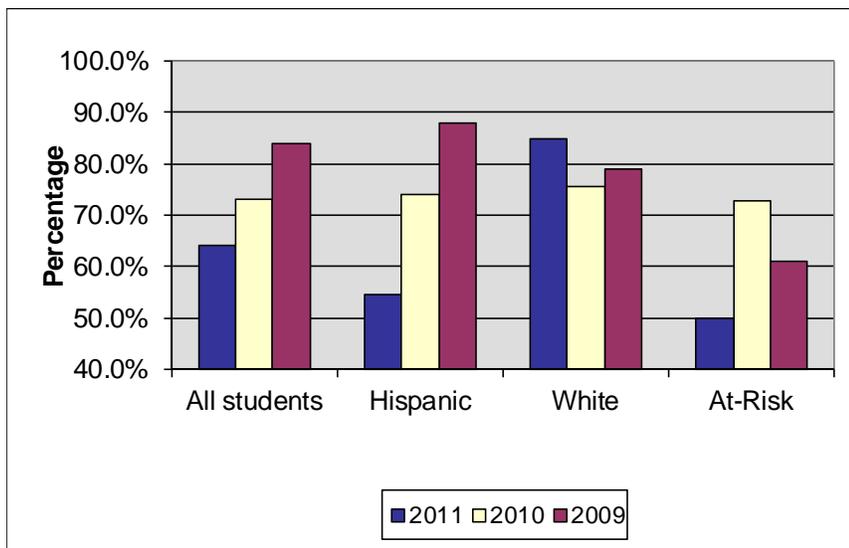
2009-2011 TAKS Results

Grade	Subject	Year	All students	African-American	Hispanic	White	At-Risk
Third	Reading	2011					
		2010	70.0%		71.0%	86.0%	70.0%
		2009	94.0%	*	89.0%	100.0%	90.0%
	Math	2011					
		2010	70.0%		67.0%	86.0%	70.0%
		2009	79.0%	*	78.0%	73.0%	36.0%
Fourth	Reading	2011					
		2010	82.0%		73.0%	91.0%	83.0%
		2009	84.0%	*	86.0%	81.0%	67.0%
	Math	2011					
		2010	64.0%		67.0%	55.0%	66.0%
		2009	80.0%	*	86.0%	81.0%	67.0%
	Writing	2011					
		2010	89.0%		80.0%	100.0%	90.0%
		2009	57.0%	*	43.0%	73.0%	33.0%
Fifth	Reading	2011					
		2010	85.0%		88.0%	83.0%	82.0%
		2009	96.0%	*	91.0%	100.0%	100.0%
	Math	2011					
		2010	85.0%		88.0%	86.0%	82.0%
		2009	93.0%	*	100.0%	83.0%	80.0%
	Science	2011					
		2010	93.0%		88.0%	94.0%	89.0%
		2009	100.0%	*	100.0%	100.0%	100.0%

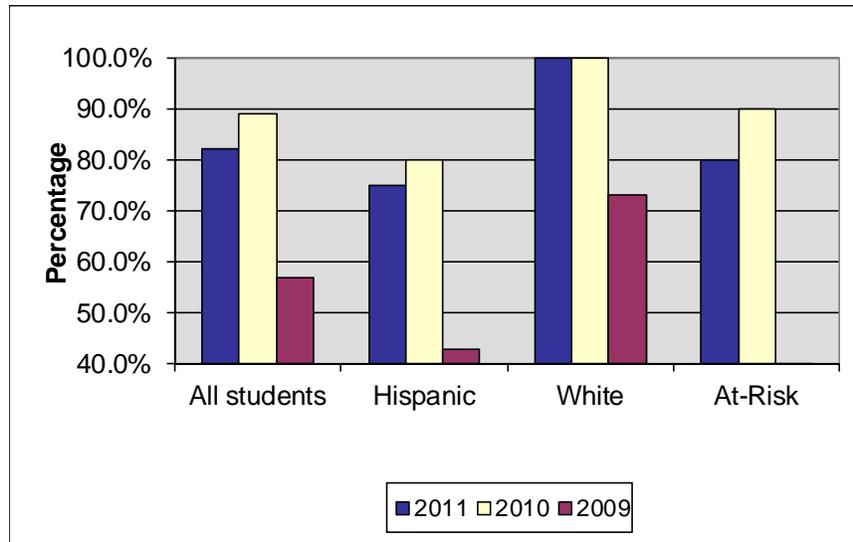
Percentage of Students Passing the TAKS at Markham Elementary, Reading



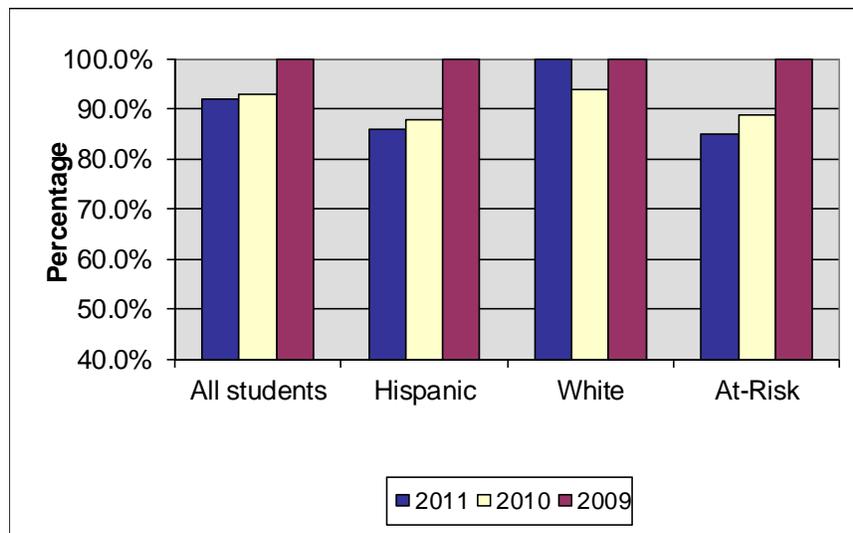
Percentage of Students Passing the TAKS at Markham Elementary, Math



Percentage of Students Passing the TAKS at Markham Elementary, Writing



Percentage of Students Passing the TAKS at Markham Elementary, Science



Appendix D: Evaluation of 2010-2011 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 2010-2011 Programs at Markham Elementary

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Final Report Card Grade, Above 70 in Core Subjects	58	46	79.31%
Support Title I Schoolwide Program	Success on Kindergarten Readiness Test	22	21	95.45%
Instructional Support	Final Report Card Grade, Above 70 in Core Subjects	172	160	93.02%
Summer School	Promotion	9	9	100.00%

Appendix E: Assurances and Good Practices

State and Local Effort

State and local funds are used to provide the regular program of instruction for all students to include 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.