

# TIDEHAVEN ISD



STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE DISTRICT IMPROVEMENT PLAN

SCHOOL YEAR 2013-2014

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## OVERVIEW OF STATE COMPENSATORY EDUCATION

State Compensatory Education (SCE) is the state’s means for addressing the unmet needs of students in “at-risk” situations, i.e., are not functioning at grade level. These funds are to be used to improve and enhance the programs funded under the regular educational program by addressing the needs of students who are at risk of dropping out of school.

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## STUDENTS IN AT-RISK SITUATIONS

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are “at risk,” that is, those who are eligible to receive the SCE services. As amended by S. B. 702, “students 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 the result of the request of the students’ parents);

(2) 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;

(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 of 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 or the juvenile court, or law enforcement officer;

(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 in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home.

In addition to the above list, the local education agency may establish local criteria for identifying students who are at risk. However, the number of students served using local criteria during a school year may not exceed ten percent of the number of students served using state-defined criteria during the preceding school year. Students identified solely under local criteria are not included in the PEIMS count.

Module 9 of the Financial Accountability System Resource Guide (FASRG) clearly states that the SCE funds “are intended for the primary benefit of students in at-risk situation, as defined in Texas Education Code Section 29.081” [FASRG, §9.2.3.1].

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. Passed in 2009, Section 52 of HB 3646 amends Texas Education Code Section 42.152(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.

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## POLICIES AND PROCEDURES

The Tidehaven ISD has adopted the following administrative policies and procedures for identifying students:

- 1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- 2) The district does not use local criteria to identify students in at-risk situations.
- 3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon their teacher’s recommendation will be entered into a program or service that best addresses their individual needs.

4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the their teacher(s).

5) Students who perform at a level of 110 percent of the satisfactory performance on the assessment instrument administered to the student under Subchapter B, Chapter 39 of the TEC shall no longer be considered at risk inasmuch as satisfactory performance of the instrument is concerned. This determination shall be made annually upon the receipt of the student's performance on said instrument.

6) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Tidehaven ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 48 percent indirect costs and the 18 percent allowable to provide base services at the DAEP.

7) According to the Financial Accountability System Resource Guide (§9.2.14.2): SCE funds may only be used on a Title I, Part A schoolwide campus to upgrade the entire educational program where the actual poverty percentage of the campus is 40% or greater. SCE funds may be used to upgrade the entire educational program on a schoolwide campus as long as the SCE funds allocated to the campus are supplemental to the costs of the regular education program. Although, activities conducted with SCE funds do not have to be supplemental, the campus must continue to receive its fair share of state and local funds for conducting the regular education program, and the intent and purpose of the SCE program must met. A SCE Program implemented under the flexibility of a Title I, Part A schoolwide program will follow the same rules and regulations that govern the Title I, Part A program. To determine a campus' poverty percentage under SCE, school district will use the same auditable poverty data it uses for Title I, Part A for identifying campuses in the NCLB Consolidated Federal Grant Application.

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## USE OF FUNDS

According to TEC §42.152, school districts must spend SCE funds:

...to improve and enhance programs and services funded under the regular school program. A district's compensatory education allotment may be used for costs supplementary to the regular program, such as costs for program and student evaluation, instructional materials and equipment, and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, small class size and individualized instruction.

The rules governing SCE require school districts to identify student needs through a comprehensive needs assessment, to design effective programs to address the identified needs, and to evaluate the effectiveness of the programs in meeting those needs. While innovative programs are encouraged only successful programs, as determined by the local evaluation, may be continued under SCE funding.

To provide the maximum amount of local control and local responsibility consistent with the statutory provisions, the Texas Education Agency (TEA) recommends that the following five questions be

considered by the school in determine the appropriate use of SCE funds. The school is responsible for maintaining information to support affirmative responses to these questions.

1) Is the proposed program or service identified in the campus and/or district improvement plan, as required by TEC §11.252 and §11.253? [These sections of law require the there be a comprehensive needs assessment, measurable performance objectives identified strategies for improvement of student performance, identified resources for each strategy, identification of staff responsible for ensuring the accomplishment of each strategy, timelines for monitoring implementation of each strategy, and evaluation criteria.]

2) Will the effectiveness of the proposed program or service be evaluated locally, as required by TEC §29.081(c)?

3) Is the program or service designed to reduce the dropout rate for students identified in TEC §29.081 as being at risk of dropping out of school?

4) Is the program or service designed to increase the achievement of students identified in TEC §29.081 as being at risk of dropping out of school?

5) Is the program or service designed to supplement the regular education program, a required by TEC §42.152(q)?

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## DISTRICT PROFILE AND NEEDS ASSESSMENT

The Tidehaven ISD serves approximately seven hundred seventy-four students in grades Pre-K through 12. In its application for federal funding, Tidehaven ISD reported that over sixty-four percent (64.4%) of the students meet the low-income criteria for eligibility for free or reduced-price lunches.

Blessing Elementary School serves approximately two hundred and thirty-four students in grades PK through 5. Over seventy-four percent (74.7%) of students 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, Blessing Elementary School has identified three students in grade 2, two students in grade 3, eight students in grade 4 (21%) and two students in grade 5 have not been promoted for one or more school years.

There are twenty-one students in grade 4 (54%) and fourteen students in grade 5 (41%) who have previously performed unsuccessfully on STAAR and have not achieved 110% of the performance standard on subsequent administrations.

The campus has found that 5 students in grade PK (28%), eighteen students in grade K (50%), fourteen students in grade 1 (35%), fifteen students in grade 2 (38%), and nine students in grade 5 who have failed a readiness assessment during the current school year.

In grade PK there are six students (33%) who have been identified as having limited English proficiency (LEP) and in K there are 10 students (28%) identified as LEP. In grades one through five the number of LEP-identified students are: thirteen in grade 1 (33%), eleven students in grade 2 (28%), five students in grade 3 (18%), eight students in grade 4 (21%), two students in grade 5.

During the present school year, two students at the campus have been identified as homeless.

Markham Elementary School serves approximately one hundred fifty-six students in grades PK through 5. Over seventy-five percent of students (75.4%) 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, Markham Elementary School has found one student in each grade 1 and 2, four students in grade 3 (21%) and three students in each grade 4 (16%) and 5 (17%) have not advanced from one grade to the next for one or more years.

One student in grade 3, eight students in grade 4 (42%) and eleven students in grade 5 (61%) have previously performed unsatisfactorily on STAAR and have not achieved 110% of the performance standard on subsequent administrations.

Twelve students in grade K (34%), six students in grade 1 (30%), thirteen students in grade 2 (59%), and eight students in grade 3 (42%) have performed unsatisfactorily on a readiness assessment during the current school year.

The campus has identified seven students as having limited English proficiency (LEP) with five of those in grades PK and K.

Four students have been identified as being homeless.

Tidehaven Intermediate School serves approximately one hundred ninety-one students in grades 6 through 8. Sixty-four percent of students (64%) 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 Intermediate School has found five students in grade 6, eleven students in grade 7 and six students in grade 8 have not advanced from one grade to the next for one or more years.

Two students in grade 7 and eight students in grade 8 (13%) have or have had an average below 70 in two or more foundation courses during this or the previous school year.

There are twelve students in grade 6 (22%), forty-one students in grade 7 (55%) and thirty-two students in grade 8 (51%) who have previously performed unsatisfactorily on TAKS/STAAR and have not achieved 110% of the performance standard on subsequent administrations.

Three intermediate students have been placed in an alternative educational program during this or the previous school year.

The campus has identified seven students as having limited English proficiency (LEP).

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 ISD 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. 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 2013-2014

**BLESSING ELEMENTARY 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/or after school.	Certified teachers 1.67 FTE	Principal	Each six weeks of SY 2013-2014	Six weeks report card grades	Passing final 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

## MARKHAM ELEMENTARY 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/or after school.	Certified teachers 1.475 FTE	Principal	Each six weeks of SY 2013-2014	Six weeks report card grades	Passing final grades
Remediation/Instructional Support – Instructional aides provide supplemental small-group instruction, in pull-out program, to students who need supplemental assistance to master TEKS objectives.	Instructional aides 4.489 FTE	Principal	Each six weeks of SY 2013-2014	Six weeks report card grades	Passing final 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

**TIDEHAVEN INTERMEDIATE 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 .7423 FTE	Principal	Each six weeks of SY 2013-2014	Six weeks report card grades	Passing final 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

**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

***Federal Programs***

1. ESEA, Title I, Part A – The district operates a Title I, Part A schoolwide campus on the Elementary and Intermediate campuses and utilizes these funds to upgrade the entire instructional programs at these campuses so that all students may benefit.
2. 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.

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## APPENDICES

APPENDIX A: NEEDS ASSESSMENT

APPENDIX B: PERCENTAGE OF STUDENTS PASSING THE STAAR

APPENDIX C: EVALUATION OF THE 2012-2013 PROGRAM

APPENDIX D: ASSURANCES AND GOOD PRACTICES

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

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## APPENDIX A: NEEDS ASSESSMENT

The requirement for Texas districts and campuses to conduct a comprehensive needs assessment (CNA) as part of the planning and decision-making process is contained in the Texas Education Code (TEC) Sections 11.252(a)(1-2) and 11.253. A Comprehensive Needs Assessment should identify and prioritize district and campus needs by analyzing and interpreting multiple sources of data.

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

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This table presents the 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. At-risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school, divided by the total number of students in membership.

A column showing at-risk student performance is shown on the district, region, and state AEIS reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the Profile section of the campus reports (as well as the district, region, and state reports).

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

	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		Failed Readiness (PK-3)		Pregnant/ Parenting		AEP		Parole		LEP		Homeless	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	39	0	0%					5	13%	0	0%	0	0%	0	0%	8	21%	2	5%
K	71	0	0%					30	42%	0	0%	0	0%	0	0%	13	18%	0	0%
1	60	1	2%					20	33%	0	0%	0	0%	0	0%	13	22%	1	2%
2	61	4	7%					28	46%	0	0%	0	0%	0	0%	12	20%	2	3%
3	47	6	13%			1	2%	17	36%	0	0%	0	0%	0	0%	5	11%	0	0%
4	58	11	19%			29	50%			0	0%	0	0%	0	0%	9	16%	1	2%
5	52	5	10%			25	48%			0	0%	0	0%	0	0%	2	4%	0	0%
6	55	5	9%			12	22%			0	0%	1	2%	0	0%	2	4%	0	0%
7	75	11	15%	2	3%	41	55%			0	0%	2	3%	0	0%	3	4%	0	0%
8	63	6	10%	8	13%	32	51%			0	0%	0	0%	0	0%	2	3%	0	0%
9	59	9	15%	17	29%	16	27%			2	3%	3	5%	0	0%	0	0%	0	0%
10	75	15	20%	17	23%	36	48%			1	1%	4	5%	1	1%	0	0%	2	3%
11	46	5	11%	9	20%	20	43%			2	4%	0	0%	0	0%	0	0%	0	0%
12	46	2	4%	4	9%	7	15%			1	2%	5	11%	0	0%	0	0%	1	2%
<b>Total</b>	<b>807</b>	<b>80</b>	<b>10%</b>	<b>57</b>	<b>7%</b>	<b>219</b>	<b>27%</b>	<b>100</b>	<b>13%</b>	<b>6</b>	<b>1%</b>	<b>15</b>	<b>2%</b>	<b>1</b>	<b>0%</b>	<b>69</b>	<b>9%</b>	<b>9</b>	<b>1%</b>

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## APPENDIX B: PERCENTAGE OF STUDENT PASSING THE STAAR

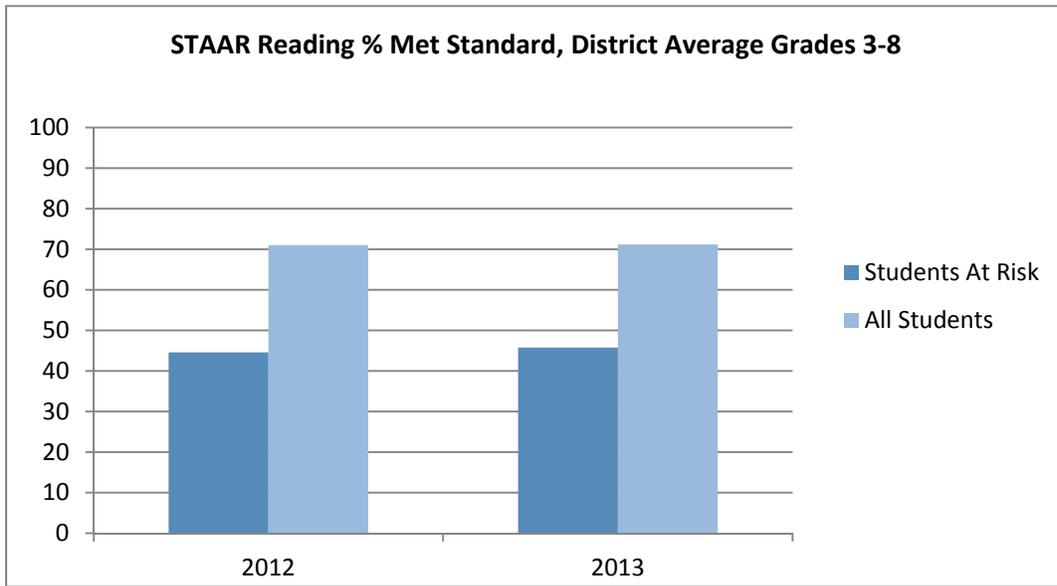
The following tables and graphs present the percentage of students passing the Reading, Math, Writing, Science, Social Studies and Language Arts sections of the STAAR. Additionally, the STAAR results for At-Risk students are compared with the results for All students. The goal of State Compensatory Education 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 STAAR, THREE YEAR HISTORY

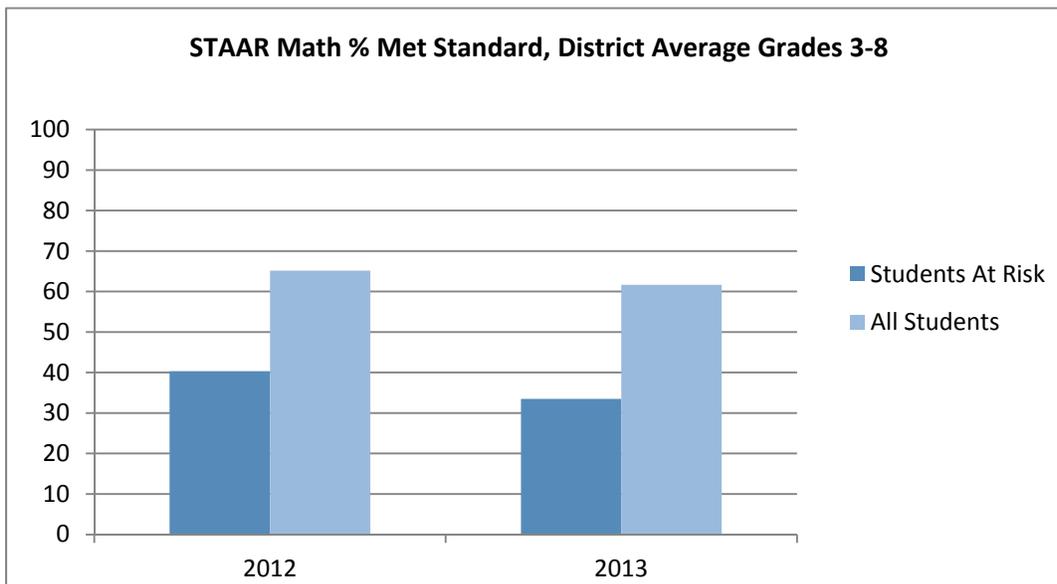
2011-2013 STAAR RESULTS

State Compensatory Education Program										
At Risk Students Academic Comparison - Grades 3-11 - State Assessment Results										
Tidehaven ISD										
STAAR	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % Met Standard	
<b>Third Grade</b>	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Students At-Risk	52	33	49	50						
All Students	69	56	69	66						
<b>Fourth Grade</b>	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Students At-Risk	7	32	69	32	47	41				
All Students	53	67	87	63	72	56				
<b>Fifth Grade</b>	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Students At-Risk	31	59	41	59			40	64		
All Students	62	79	72	75			67	80		
<b>Sixth Grade</b>	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Students At-Risk	51	21	46	23						
All Students	58	48	73	62						
<b>Seventh Grade</b>	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Students At-Risk	43	14	16	48		20				
All Students	70	58	49	77		56				
<b>Eighth Grade</b>	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Students At-Risk	59	43	48	64			40	41	41	59
All Students	80	63	77	84			67	71	71	79

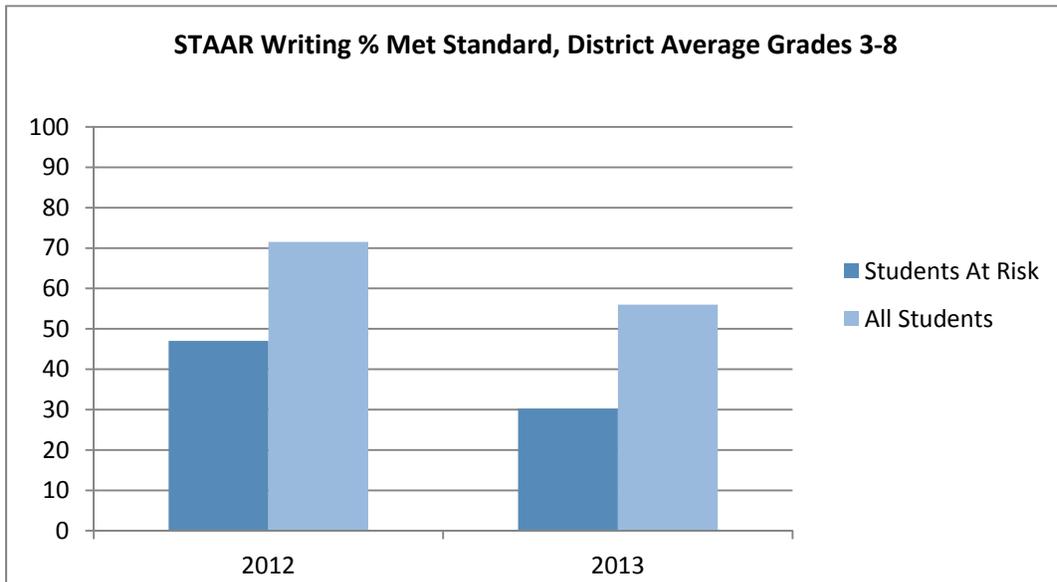
*PERCENTAGE OF STUDENTS PASSING THE STAAR IN TIDEHAVEN ISD, READING*



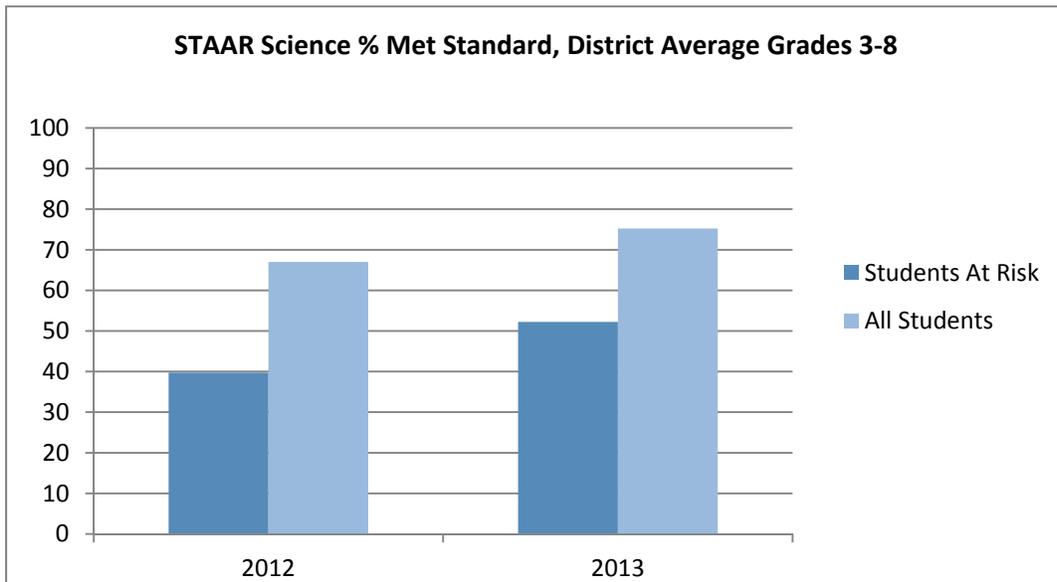
*PERCENTAGE OF STUDENTS PASSING THE STAAR IN TIDEHAVEN ISD, MATH*



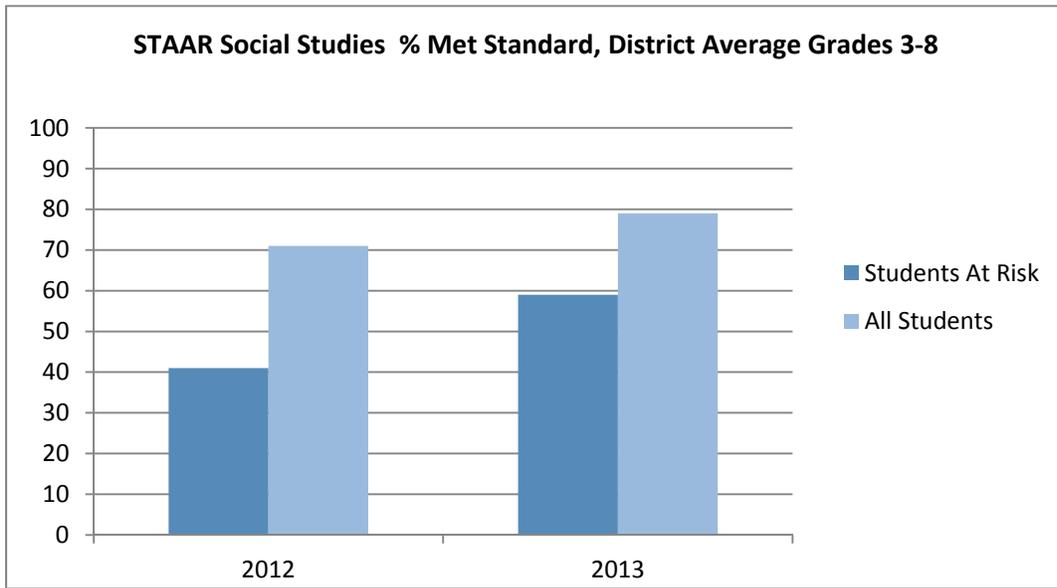
*PERCENTAGE OF STUDENTS PASSING THE STAAR IN TIDEHAVEN ISD, WRITING*



*PERCENTAGE OF STUDENTS PASSING THE STAAR IN TIDEHAVEN ISD, SCIENCE*



PERCENTAGE OF STUDENTS PASSING THE STAAR IN TIDEHAVEN ISD, SOCIAL STUDIES



2011-2013 END OF COURSE RESULTS

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

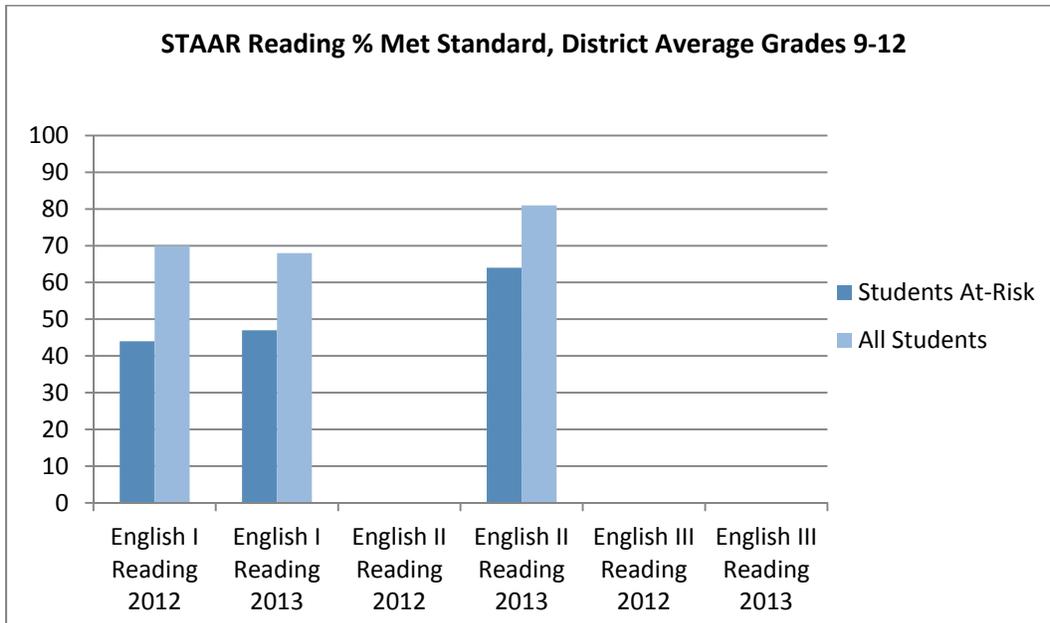
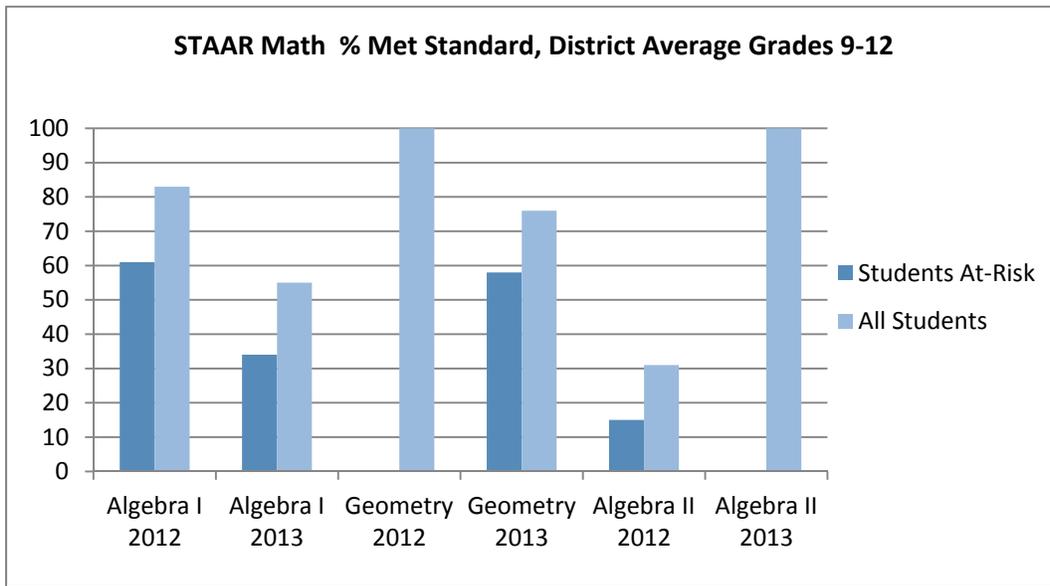
End of Course Math (9-12)	Algebra I % Met Standard		Geometry % Met Standard		Algebra II % Met Standard	
	Algebra I 2012	Algebra I 2013	Geometry 2012	Geometry 2013	Algebra II 2012	Algebra II 2013
Students At-Risk	61	34	#DIV/0!	58	15	*
All Students	83	55	100	76	31	100

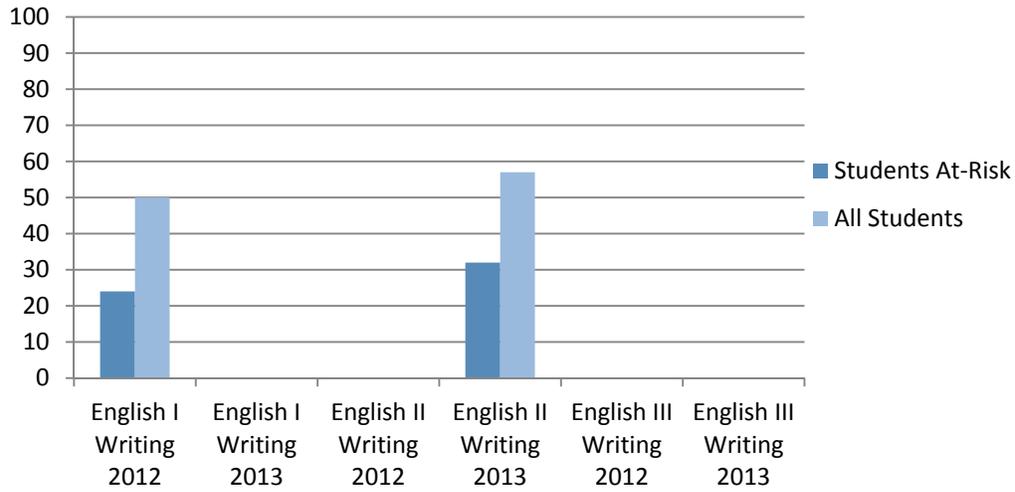
End of Course Science (9-12)	Biology % Met Standard		Chemistry % Met Standard		Physics % Met Standard	
	Biology 2012	Biology 2013	Chemistry 2012	Chemistry 2013	Physics 2012	Physics 2013
Students At-Risk	52	68	*	65	0	*
All Students	81	84	*	83	8	*

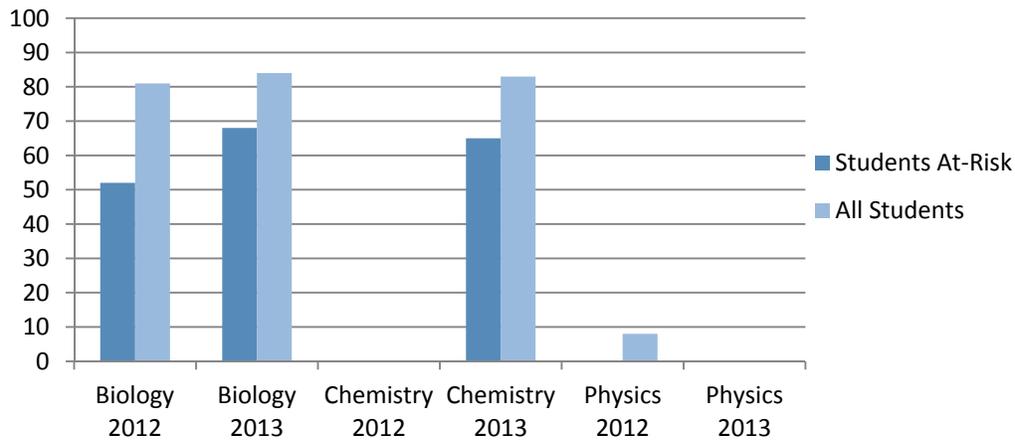
End of Course Social Studies (9-12)	World Geography % Met Standard		World History % Met Standard		US History % Met Standard	
	World Geography 2012	World Geography 2013	World History 2012	World History 2013	US History 2012	US History 2013
Students At-Risk	52	44	*	27	*	*
All Students	78	68	*	58	*	*



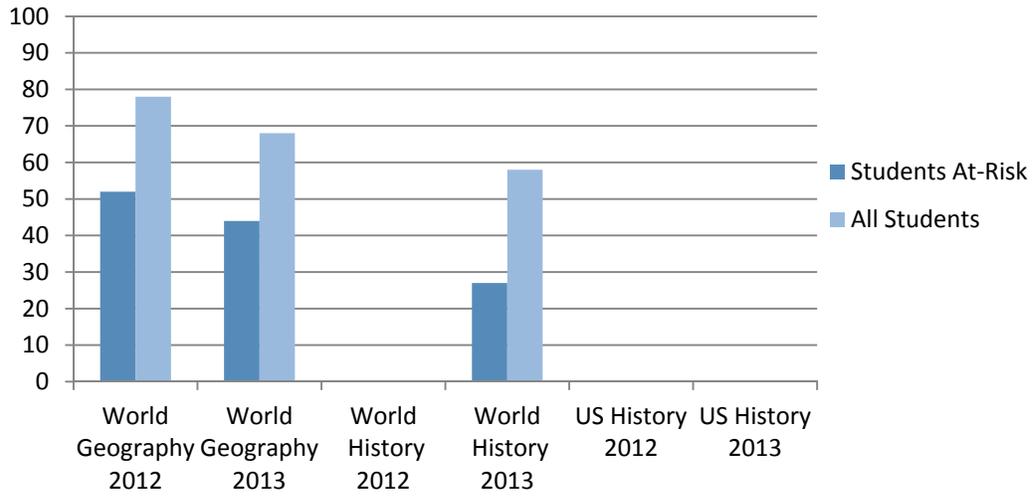
**STAAR Writing % Met Standard, District Average Grades 9-12**



**STAAR Science % Met Standard, District Average Grades 9-12**



**STAAR Social Studies % Met Standard, District Average Grades 9-12**



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## APPENDIX C: EVALUATION OF 2012-2013 PROGRAMS

This 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*

Blessing Elementary				
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Instructional Support (P. Martinez, Perez, Longoria, Kacert)	Passing final grades	212	205	96.70%
Tutorials	Passing final grades	56	50	89.29%
Summer School	Promotion	19	19	100.00%
Markham Elementary				
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Passing final grades	71	58	81.69%
Instructional Support (A. Sanchez, Hammons, Garcia)	Passing final grades	155	142	91.61%
Summer School	Promotion	20	20	100.00%
Tidehaven Intermediate				
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Passing final grades	134	126	94.03%
Summer School	Promotion	8	4	50.00%
Tidehaven High School				
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Passing final grades	133	129	96.99%

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## APPENDIX D: ASSURANCES AND GOOD PRACTICES

### *STATE AND LOCAL EFFORT*

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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 building, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

### *IMPROVEMENT AND ENHANCEMENT*

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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*

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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*

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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.

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## 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 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 the Texas Education Code Section 42.152 (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>Payroll Costs</b>		
<b>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>Campus001 Sub Total:</b>		<b>\$68,511.80</b>
<b>TIDEHAVEN INT</b>		
199-11-6119-00-041-4-24-0-00	Instrl / Salaries--Prof Prsnl	\$31,543.65
199-11-6119-00-041-4-24-0-10	Instrl/Summer school salary	\$5,000.00
199-11-6141-00-041-4-24-0-00	Instrl / Soc Sec/Medicare	\$457.38
199-11-6142-00-041-4-24-0-00	Instrl / Grp Health/Life Insur	\$3,010.77
199-11-6143-00-041-4-24-0-00	Instrl / Workers Comp	\$86.56
199-11-6145-00-041-4-24-0-00	Instrl / Unemployment	\$241.31
<b>Campus041 Sub Total:</b>		<b>\$40,339.67</b>
<b>BLESSING EL</b>		
199-11-6119-00-101-4-24-0-00	Instrl / Salaries--Prof Prsnl	\$78,802.83
199-11-6119-00-101-4-24-0-10	Instrl/Summer school salary	\$5,000.00
199-11-6141-00-101-4-24-0-00	Instrl / Soc Sec/Medicare	\$1,060.80
199-11-6142-00-101-4-24-0-00	Instrl / Grp Health/Life Insur	\$3,922.15
199-11-6143-00-101-4-24-0-00	Instrl / Workers Comp	\$216.23
199-11-6145-00-101-4-24-0-00	Instrl / Unemployment	\$602.83
<b>Campus101 Sub Total:</b>		<b>\$89,604.84</b>

# TECS Budget Worksheet

FY2014 State Compensatory Education

Tidehaven ISD

158-902

Account Code	Account Title	Total Amount Budgeted for FY2014
<b>MARKHAM EL</b>		
199-11-6119-00-102-4-24-0-00	Instrl / Salaries--Prof Prsnl	\$68,134.87
199-11-6119-00-102-4-24-0-10	Instrl/Summer school salary	\$5,000.00
199-11-6129-00-102-4-24-0-00	Instrl / Salaries--Sup Prsnl	\$68,284.01
199-11-6141-00-102-4-24-0-00	Instrl / Soc Sec/Medicare	\$6,079.91
199-11-6142-00-102-4-24-0-00	Instrl / Grp Health/Life Insur	\$20,133.98
199-11-6143-00-102-4-24-0-00	Instrl / Workers Comp	\$374.36
199-11-6145-00-102-4-24-0-00	Instrl / Unemployment	\$1,043.60

**Campus102 Sub Total:** \$169,050.73

**6100** \$367,507.05

## Professional and Contracted Services

### Districtwide

199-21-6291-00-999-4-24-0-00	Instrl Ldrshp/TECS	\$13,398.00
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**Campus999 Sub Total:** \$13,398.00

**6200** \$13,398.00

**State Compensatory Education Grand Total:** \$380,905.05

**Compensatory Education Allotment:** \$669,893.00

**Less Total SCE Budget:** \$380,905.05

**Less 48% Administrative Allowable:** \$321,548.64

**Balance:** (\$32,560.69)