
Tidehaven ISD

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

Tidehaven ISD

State Compensatory Education Plan: An Addendum to the District Improvement Plan

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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 failure and/or of dropping out of school.

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 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 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 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. 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 situations, 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-five percent (45%); however, each district must use at least fifty-five percent (55%) of its allotment for instructional purposes.

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 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 45 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 be 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 districts will use the same auditable poverty data it uses for Title I, Part A for identifying campuses in the Standard Application System (SAS) for Federal Funding for schoolwide eligibility.

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 education 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 determining 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 that 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, as required by TEC §42.152(q)?

District Profile and Needs Assessment

The Tidehaven ISD serves approximately seven hundred forty-eight students in grades Pre-K through 12. In its application for federal funding, Tidehaven ISD reported that over sixty-nine percent of the students (69.5%) meet the low-income criteria for eligibility for free or reduced-price lunches.

Using the state's criteria to identify students in at-risk situations, Blessing Elementary has identified two students in grade 2, two students in grade 3, three students in grade 4 and seven students in grade 5 (17%) who have not advanced from one grade to the next for one or more years.

Five students in grade 4 (14%) and seventeen students in grade 5 (41%) performed unsatisfactorily on the TAKS and have not achieved 110% of the performance standard on subsequent administrations.

Six students in grade PK (40%), six students in grade K (27%), six students in grade 1 (21%), eleven students in grade 2 (37%) and twelve students in grade 3 (32%) have been placed in an alternative education program during this or the previous school year.

Six students in grade PK (40%), one student in grade K, five students in grade 1 (18%), six students in grade 2 (20%), six students in grade 3 (16%) and five students in grade 5 (12%) have been identified as having limited English proficiency (LEP).

One student at Blessing Elementary has been identified as being homeless.

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).

Using the state's criteria to identify students in at-risk situations, Tidehaven Intermediate has identified two students who have not advanced from one grade to the next for one or more years.

Six students in grade 7 (10%) and ten student in grade 8 (14%) have or have had an average below 70 in two or more foundation courses during this or the previous school year.

Twenty-four students in grade 6 (39%), twenty-five students in grade 7 (42%) and twenty-six students in grade 8 (36%) have performed unsatisfactorily on the TAKS test and have not achieved 110% of the performance standard on subsequent test administrations.

One student at the Intermediate campus is pregnant or parenting. Two students have been placed at an alternative education program during this or the previous school year. One student has been expelled during this or the previous school year.

Three students have been identified as having limited English proficiency (LEP).

Using the state's criteria to identify students in at-risk situations, Tidehaven High School has found that eight students in grade 9 (13%), four students in grade 10, two students in grade 11 and two students in grade 12 have not advanced from one grade to the next for one or more years.

Seven students in grade 9 (11%), eleven students in grade 10 (24%), ten students in grade 11 (20%) and ten students in grade 12 (20%) have or have had an average of below 70 in two or more foundation courses during this or the previous school year.

Twenty-one students in grade 9 (34%), thirteen students in grade 10 (29%), twenty students in grade 11 (40%) and five students in grade 12 (10%) have performed unsatisfactorily on the TAKS test and have not achieved 110% or greater on following administrations.

Three students in grade 10, five students in grade 11 (10%) and five students in grade 12 (10%) have been placed in an alternative education program during this or the previous school year.

Six students have been identified as having limited English proficiency (LEP). Two students have been identified as being homeless.

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.

Tidehaven ISD TAKS Performance, Spring 2011

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Reading									
State percentage passing 2011	90.0%	86.0%	87.0%	85.0%	86.0%	89.0%	89.0%		
District percentage passing 2011	89.0%	67.0%	90.0%	82.0%	87.0%	93.0%	96.0%		
District percentage passing 2010	78.0%	87.0%	83.0%	80.0%	80.0%	90.0%	98.0%		
Percentage Change, 2010-2011	11.0%	-20.0%	7.0%	2.0%	7.0%	3.0%	-2.0%		
Math									
State percentage passing 2011	88.0%	89.0%	86.0%	83.0%	81.0%	80.0%	72.0%	75.0%	90.0%
District percentage passing 2011	77.0%	77.0%	76.0%	75.0%	73.0%	84.0%	65.0%	79.0%	92.0%
District percentage passing 2010	73.0%	74.0%	81.0%	75.0%	73.0%	65.0%	82.0%	74.0%	94.0%
Percentage Change, 2010-2011	4.0%	3.0%	-5.0%	0.0%	0.0%	19.0%	-17.0%	5.0%	-2.0%
Writing									
State percentage passing 2011		91.0%			93.0%				
District percentage passing 2011		82.0%			93.0%				
District percentage passing 2010		86.0%			88.0%				
Percentage Change, 2010-2011		-4.0%			5.0%				
Science									
State percentage passing 2011			86.0%			79.0%		76.0%	90.0%
District percentage passing 2011			90.0%			72.0%		76.0%	92.0%
District percentage passing 2010			89.0%			63.0%		71.0%	88.0%
Percentage Change, 2010-2011			1.0%			9.0%		5.0%	4.0%
Social Studies									
State percentage passing 2011						95.0%		93.0%	98.0%
District percentage passing 2011						98.0%		91.0%	100.0%
District percentage passing 2010						96.0%		92.0%	98.0%
Percentage Change, 2010-2011						2.0%		-1.0%	2.0%
Language Arts									
State percentage passing 2011								91.0%	94.0%
District percentage passing 2011								90.0%	100.0%
District percentage passing 2010								92.0%	94.0%
Percentage Change, 2010-2011								-2.0%	6.0%

Percentage passing rates from primary administration results

Description of SCE Programs and Services, 2011-2012

Blessing 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 2.52 FTEs \$ 50,358. 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 0.61 FTEs \$ 30,892.	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.	Teacher Aides Extra duty \$ 10,600.	Principal	Each week of Summer 2012 program	Weekly progress reports	Promotion

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

Tidehaven Intermediate

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.	Teachers 2.46 FTEs \$120,875.	Principal	Each semester of SY 2011-2012	Semester grades	Passing final course 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 \$ 9,250. Supplies \$ 2,000.	Principal	Summer 2012	Progress reports	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.	Teachers .93 FTEs \$49,016.	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 \$ 5,850. Supplies \$ 2,000.	Principal	Summer 2012	Progress reports	Promotion

Use of Other Resources for Compensatory Activities

Federal Programs

- 1) ESEA, Title I, Part A – Blessing 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 Object Category	Account Title	Total Amount Budgeted for FY2012
TIDEHAVEN H S		
199-11-6119-00-001-2-24-0-00	Instrl / Salaries--Prof Prsnl	\$40,581.54
199-11-6119-00-001-2-24-0-11	Instrl/Summer School - teachers	\$3,300.00
199-11-6119-00-001-2-24-0-12	Instrl/Tutorials	\$5,000.00
199-11-6129-00-001-2-24-0-11	Instrl/Summer School - aides	\$2,550.00
199-11-6141-00-001-2-24-0-00	Instrl / Soc Sec/Medicare	\$580.04
199-11-6142-00-001-2-24-0-00	Instrl / Grp Health/Life Insur	\$2,409.27
199-11-6143-00-001-2-24-0-00	Instrl / Workers Comp	\$138.95
199-11-6145-00-001-2-24-0-00	Instrl / Unemployment	\$306.02
	Campus001 Sub Total:	\$54,865.82
TIDEHAVEN INT		
199-11-6119-00-041-2-30-0-00	Instrl / Salaries--Prof Prsnl	\$111,701.95
199-11-6119-00-041-2-30-0-11	Instrl/Summer School - teachers	\$8,100.00
199-11-6119-00-041-2-30-0-12	Instrl/Tutorials	\$2,000.00
199-11-6129-00-041-2-30-0-11	Instrl/Summer School - aides	\$1,150.00
199-11-6141-00-041-2-30-0-00	Instrl / Soc Sec/Medicare	\$1,619.68
199-11-6142-00-041-2-30-0-00	Instrl / Grp Health/Life Insur	\$4,310.66
199-11-6143-00-041-2-30-0-00	Instrl / Workers Comp	\$388.04
199-11-6145-00-041-2-30-0-00	Instrl / Unemployment	\$854.52
	Campus041 Sub Total:	\$130,124.85
BLESSING EL		
199-11-6119-00-101-2-30-0-00	Instrl / Salaries--Prof Prsnl	\$26,368.43
199-11-6119-00-101-2-30-0-11	Instrl/Summer School - teachers	\$8,700.00
199-11-6119-00-101-2-30-0-12	Instrl/Tutorials	\$2,000.00
199-11-6129-00-101-2-30-0-00	Instrl / Salaries--Sup Prsnl	\$39,446.66
199-11-6129-00-101-2-30-0-11	Instrl/Summer School - aides	\$1,900.00
199-11-6141-00-101-2-30-0-00	Instrl / Soc Sec/Medicare	\$1,917.87
199-11-6142-00-101-2-30-0-00	Instrl / Grp Health/Life Insur	\$10,916.53
199-11-6143-00-101-2-30-0-00	Instrl / Workers Comp	\$228.64
199-11-6145-00-101-2-30-0-00	Instrl / Unemployment	\$371.95
	Campus101 Sub Total:	\$91,850.08

TECS Budget Worksheet

FY2012 State Compensatory Education

Tidehaven ISD

158-902

Account Code	Account Title	Total Amount Budgeted for FY2012
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

Campus102 Sub Total: \$74,587.49

6100 \$351,428.24

Object Category

Districtwide

199-21-6291-00-999-2-24-0-00	Instrl Ldrshp/TECS Consulting Fees	\$13,085.00
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Campus999 Sub Total: \$13,085.00

6200 \$13,085.00

TECS Budget Worksheet

FY2012 State Compensatory Education

Tidehaven ISD

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Account Code	Account Title	Total Amount Budgeted for FY2012	
TIDEHAVEN H S			
199-11-6399-00-001-2-24-0-00	Instrl/Supplies		\$2,000.00
		Campus001 Sub Total:	\$2,000.00
TIDEHAVEN INT			
199-11-6399-00-041-2-30-0-00	Instrl/Supplies		\$2,000.00
		Campus041 Sub Total:	\$2,000.00
BLESSING EL			
199-11-6399-00-101-2-30-0-00	Instrl/Supplies		\$2,000.00
		Campus101 Sub Total:	\$2,000.00
MARKHAM EL			
199-11-6399-00-102-2-30-0-00	Instrl/Supplies		\$2,000.00
		Campus102 Sub Total:	\$2,000.00
			<hr/>
		6300	\$8,000.00
			<hr/>
		State Compensatory Education Grand Total:	\$372,513.24
			<hr/>
Compensatory Education Allotment:			\$654,250.00
Less Total SCE Budget:			\$372,513.24
Less 45% Administrative Allowable:			\$294,412.50
Balance:			(\$12,675.74)

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 being 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	6	7	8	9	10	11	12	TOTAL
		31	57	50	51	67	53	72	61	60	72	61	45	50	49	779
	Number of students . . .															
A	not advanced from one grade to next for one or more years	0	0	1	3	4	4	9	1	0	1	8	4	2	2	39
B	with below 70 average in 2 or more foundation courses during a semester of SY 10-11 or SY 11-12									6	10	7	11	10	10	54
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	10	30	24	25	26	21	13	20	5	174
D	performing unsatisfactorily on readiness test or assessment instrument during 2011-12	20	34	22	23	32										131
E	pregnant or parenting during 2011-12	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
F	placed in alternative education program during 2010-11 and/or 2011-12	0	0	0	0	0	0	0	0	1	1	0	3	5	5	15
G	expelled during 2010-11 and/or 2011-12	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
H	currently on parole, probation, deferred prosecution, or other conditional release	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
J	identified as Limited English Proficient (LEP) during 2011-12	11	9	7	9	7	1	5	1	0	2	1	3	1	1	58
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	0	0	0	0	0	0	0	0
L	who are homeless during 2011-12	1	0	0	0	0	0	0	0	0	0	2	0	0	0	3
M	residing in a residential placement facility in the district during 2010-11 and/or 2011-12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Percentage of Students in At-Risk Situations Identified by Criterion

Percentage of students . . .		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
A	not advanced from one grade to next for one or more years	0%	0%	2%	6%	6%	8%	13%	2%	0%	1%	13%	9%	4%	4%
B	with below 70 average in 2 or more foundation courses during a semester of SY 10-11 or SY 11-12									10%	14%	11%	24%	20%	20%
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%	19%	42%	39%	42%	36%	34%	29%	40%	10%
D	performing unsatisfactorily on readiness test or assessment instrument during 2011-12	65%	60%	44%	45%	48%									
E	pregnant or parenting during 2011-12	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
F	placed in alternative education program during 2010-11 and/or 2011-12	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	0%	7%	10%	10%
G	expelled during 2010-11 and/or 2011-12	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
H	currently on parole, probation, deferred prosecution, or other conditional release	0%	0%	0%	0%	0%	0%	0%	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%	0%	0%	0%	0%	0%	0%	0%
J	identified as Limited English Proficient (LEP) during 2011-12	35%	16%	14%	18%	10%	2%	7%	2%	0%	3%	2%	7%	2%	2%
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%	0%	0%	0%	0%	0%	0%	0%
L	who are homeless during 2011-12	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	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%	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

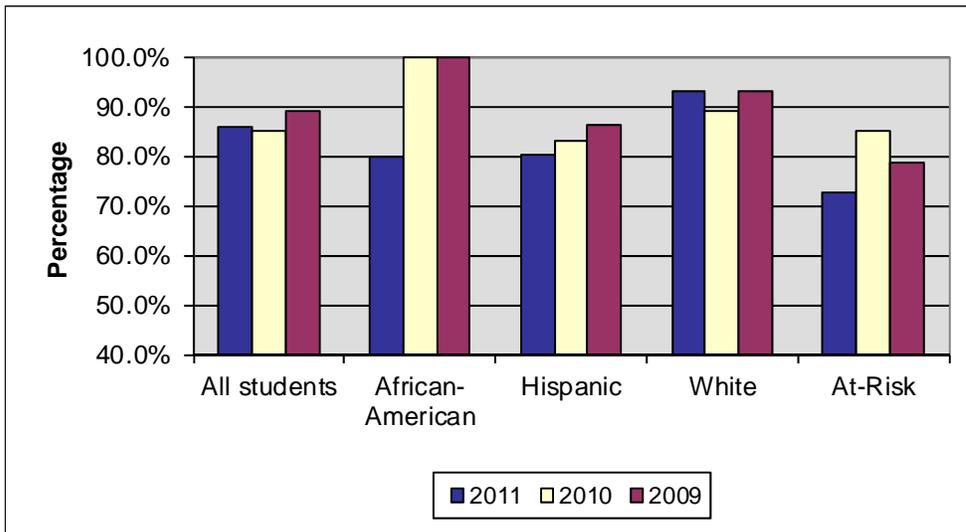
2009-2011 TAKS Results

Grade	Subject	Year	All students	African-American	Hispanic	White	At-Risk
Third	Reading	2011	87.5%	*	82.5%	89.0%	76.5%
		2010	77.5%	*	76.0%	86.0%	77.5%
		2009	92.5%	*	88.5%	100.0%	88.0%
	Math	2011	74.5%	*	69.5%	79.0%	61.0%
		2010	72.0%	*	65.0%	88.0%	71.5%
		2009	78.5%	*	68.5%	86.5%	49.0%
Fourth	Reading	2011	66.5%	*	48.5%	94.5%	35.5%
		2010	86.5%	*	80.5%	92.0%	87.0%
		2009	79.5%	*	82.5%	79.0%	58.5%
	Math	2011	77.0%	*	63.5%	100.0%	58.5%
		2010	73.0%	*	71.5%	71.0%	74.0%
		2009	75.5%	*	82.5%	75.0%	40.0%
	Writing	2011	83.0%	*	71.0%	100.0%	71.0%
		2010	86.5%	*	80.0%	96.5%	87.0%
		2009	73.0%	*	71.5%	79.0%	54.0%
Fifth	Reading	2011	90.0%	*	81.0%	100.0%	81.0%
		2010	83.0%	*	87.5%	81.0%	82.5%
		2009	94.0%	*	88.5%	100.0%	92.5%
	Math	2011	76.0%	*	69.0%	82.0%	42.0%
		2010	81.0%	*	84.0%	78.5%	84.0%
		2009	90.0%	*	90.5%	88.5%	77.5%
	Science	2011	90.5%	*	82.0%	100.0%	77.0%
		2010	90.0%	*	87.0%	90.0%	85.5%
		2009	92.5%	*	85.5%	100.0%	85.0%
Sixth	Reading	2011	82.0%	80.0%	84.0%	81.0%	69.0%
		2010	80.0%	*	73.0%	92.0%	77.0%
		2009	83.0%	*	77.0%	87.0%	64.0%
	Math	2011	75.0%	80.0%	84.0%	68.0%	48.0%
		2010	75.0%	*	63.0%	88.0%	74.0%
		2009	66.0%	*	58.0%	74.0%	41.0%
Seventh	Reading	2011	87.0%	*	83.0%	90.0%	74.0%
		2010	80.0%	*	77.0%	81.0%	80.0%
		2009	85.0%	*	86.0%	91.0%	70.0%
	Math	2011	73.0%	*	64.0%	81.0%	50.0%
		2010	73.0%	*	63.0%	81.0%	74.0%
		2009	75.0%	*	68.0%	83.0%	55.0%
	Writing	2011	93.0%	*	91.0%	94.0%	91.0%
		2010	88.0%	*	83.0%	92.0%	89.0%
		2009	94.0%	*	95.0%	91.0%	85.0%

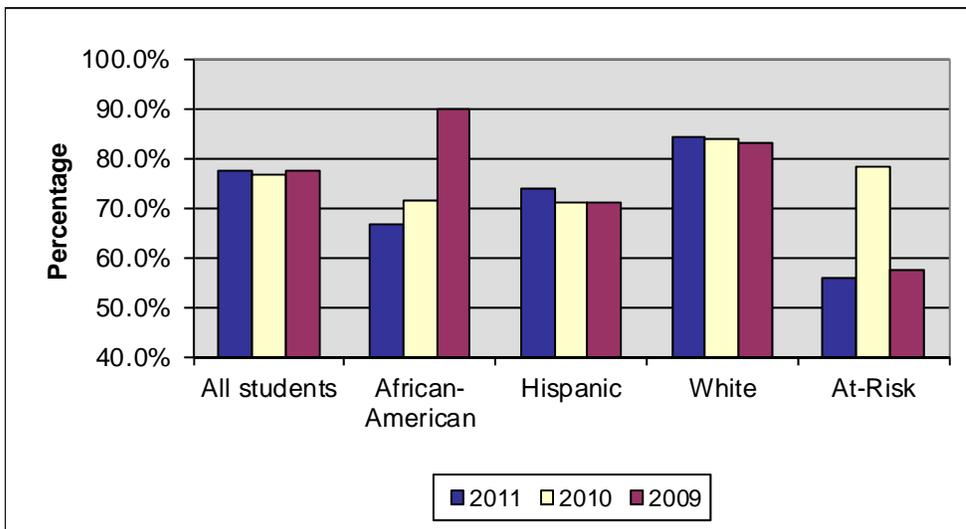
2009-2011 TAKS Results (con't)

Grade	Subject	Year	All students	African-American	Hispanic	White	At-Risk
Eighth	Reading	2011	93.0%	*	88.0%	100.0%	84.0%
		2010	90.0%	*	91.0%	91.0%	92.0%
		2009	95.0%	100.0%	91.0%	100.0%	90.0%
	Math	2011	84.0%	*	85.0%	92.0%	64.0%
		2010	65.0%	*	57.0%	82.0%	76.0%
		2009	92.0%	100.0%	89.0%	94.0%	83.0%
	Social St.	2011	98.0%	*	100.0%	96.0%	96.0%
		2010	96.0%	*	91.0%	100.0%	96.0%
		2009	95.0%	100.0%	90.0%	100.0%	90.0%
	Science	2011	72.0%	*	69.0%	84.0%	40.0%
		2010	63.0%	*	48.0%	86.0%	63.0%
		2009	72.0%	50.0%	65.0%	90.0%	50.0%
Ninth	Reading	2011	96.0%	*	95.0%	96.0%	89.0%
		2010	98.0%	100.0%	97.0%	100.0%	98.0%
		2009	93.0%	100.0%	89.0%	95.0%	88.0%
	Math	2011	65.0%	*	62.0%	72.0%	39.0%
		2010	82.0%	60.0%	83.0%	86.0%	83.0%
		2009	76.0%	80.0%	58.0%	86.0%	56.0%
Tenth	Lang. Arts	2011	90.0%	80.0%	90.0%	91.0%	83.0%
		2010	92.0%	100.0%	92.0%	90.0%	92.0%
		2009	89.0%	*	84.0%	93.0%	83.0%
	Math	2011	79.0%	40.0%	77.0%	91.0%	57.0%
		2010	74.0%	83.0%	67.0%	79.0%	74.0%
		2009	50.0%	*	37.0%	59.0%	28.0%
	Social St.	2011	91.0%	80.0%	87.0%	100.0%	83.0%
		2010	92.0%	100.0%	91.0%	89.0%	92.0%
		2009	85.0%	*	77.0%	93.0%	79.0%
	Science	2011	76.0%	60.0%	63.0%	96.0%	43.0%
		2010	71.0%	83.0%	57.0%	84.0%	71.0%
		2009	45.0%	*	24.0%	61.0%	24.0%
Eleventh	Lang. Arts	2011	100.0%	100.0%	100.0%	100.0%	100.0%
		2010	94.0%	*	91.0%	96.0%	92.0%
		2009	98.0%	*	100.0%	96.0%	95.0%
	Math	2011	92.0%	80.0%	92.0%	94.0%	81.0%
		2010	94.0%	*	86.0%	100.0%	94.0%
		2009	94.0%	*	88.0%	100.0%	86.0%
	Social St.	2011	100.0%	100.0%	100.0%	100.0%	100.0%
		2010	98.0%	*	96.0%	100.0%	98.0%
		2009	100.0%	*	100.0%	100.0%	100.0%
	Science	2011	92.0%	100.0%	88.0%	94.0%	81.0%
		2010	88.0%	*	78.0%	96.0%	89.0%
		2009	92.0%	*	88.0%	95.0%	82.0%

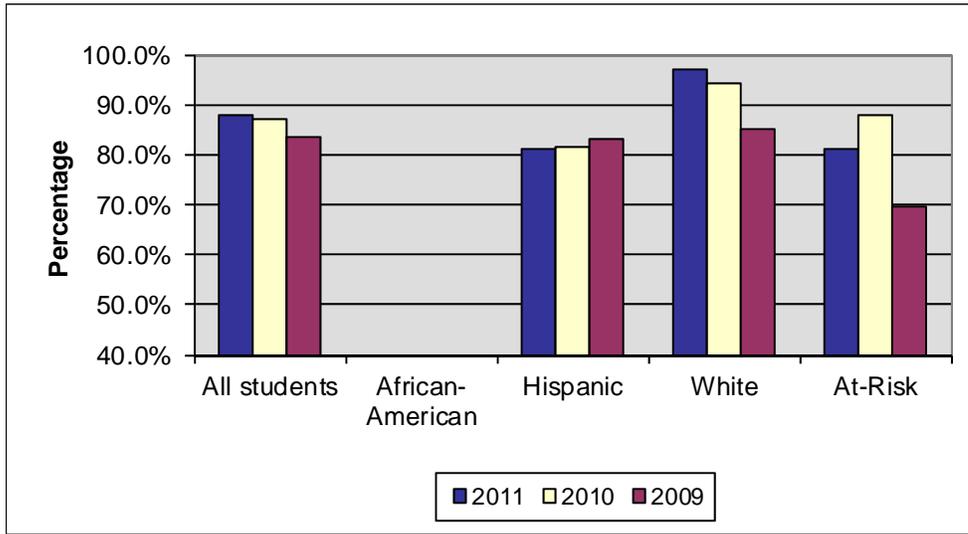
Percentage of Students Passing the TAKS in Tidehaven ISD, Reading



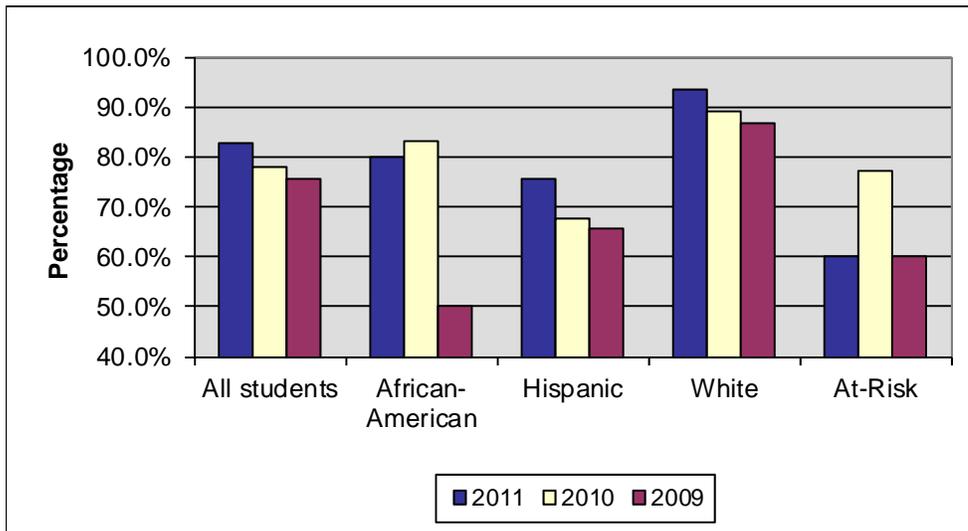
Percentage of Students Passing the TAKS in Tidehaven ISD, Math



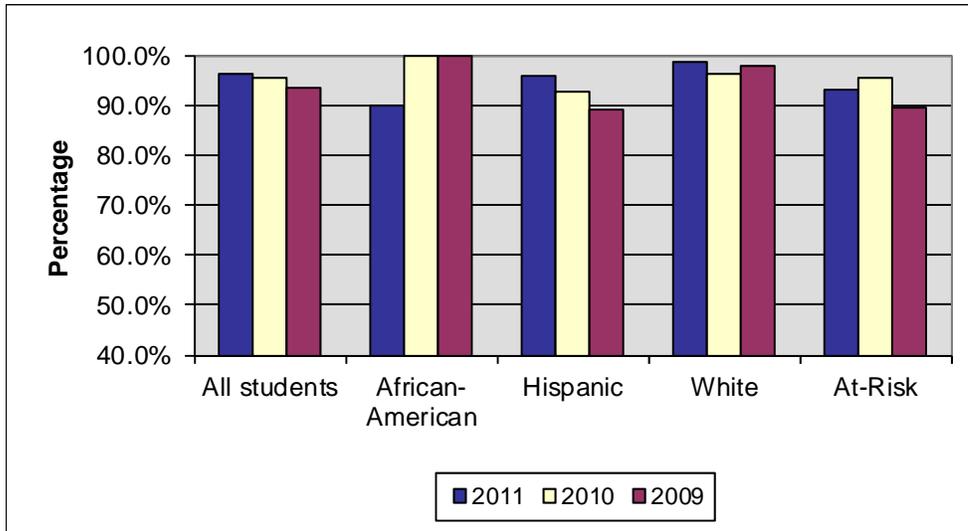
Percentage of Students Passing the TAKS in Tidehaven ISD, Writing



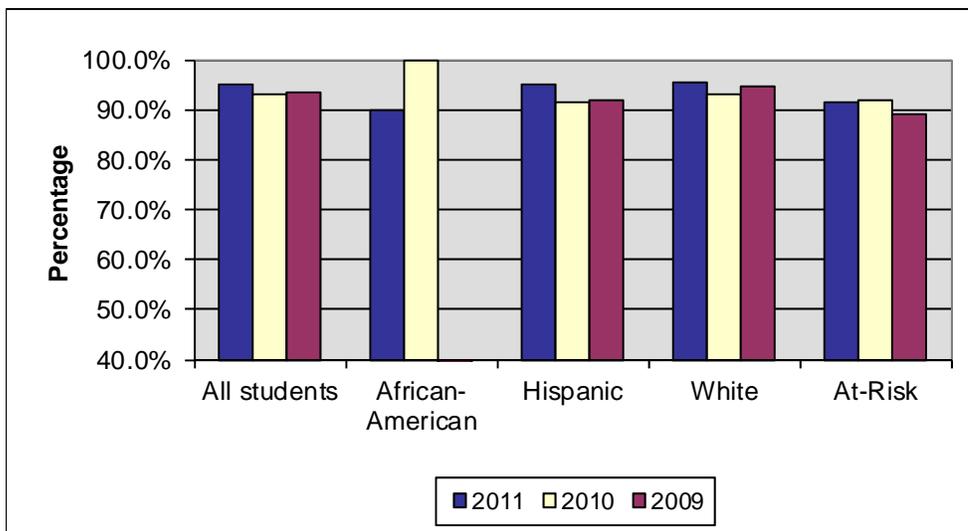
Percentage of Students Passing the TAKS in Tidehaven ISD, Science



Percentage of Students Passing the TAKS in Tidehaven ISD, Social Studies



Percentage of Students Passing the TAKS in Tidehaven ISD, Language Arts



Appendix D: Evaluation of 2010-2011 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 2010-2011 Program

Blessing Elementary

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Support Title I Schoolwide Program (PK)	Success on Kindergarten Readiness Test	27	27	100.00%
Instructional Support	Promotion	213	212	99.53%
Tutorials	Final Report Card Grade, Above 70 in Core Subjects	75	70	93.33%
Summer School	Promotion	24	24	100.00%

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%

Tidehaven Intermediate

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
TAKS Remediation	Pass all sections of TAKS	68	46	67.65%
Summer School	Promotion	7	0	0.00%

Tidehaven High School

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Pass all sections of TAKS	143	110	76.92%
TAKS Remediation	Promotion	43	28	65.12%
DAEP	Pass all sections of TAKS	14	8	57.14%
Summer School	Promotion	4	2	50.00%

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.