

TIDEHAVEN HIGH SCHOOL

TIDEHAVEN ISD

COUNTY DISTRICT NO: 158902-001

GRADES: 9-12

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE CAMPUS IMPROVEMENT PLAN

SCHOOL YEAR 2015-2016

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CAMPUS PROFILE AND NEEDS ASSESSMENT

Tidehaven High School serves approximately two hundred and forty-three students in grades 9 through 12. Over fifty-one percent of students (51.74%) meet the low-income criteria for eligibility for free or reduced-price lunches at this campus (2015-16 NCLB application-SC-5000).

Using the state's criteria to identify students in at-risk situations, Tidehaven High School has found ten students (13%) in grade 9; thirteen students (25%) in grade 10, four students (6%) in grade 11 and ten students (22%) in grade 12 have not advanced from one grade to the next for one or more years. This is a total of 37 students (15%) out of the 243 students identified as an at-risk population at the high school.

A total of twenty-one students (9%) in grades 9- 12 have or have had a semester average below 70 in two or more foundation courses during this or the previous school year.

The data also indicated that ten students (20%) in grade 10 have previously performed unsatisfactorily on STAAR and have not achieved 110% of the performance standard on subsequent administrations.

Thirteen high school students (5%) have been placed in an alternative education program during this or the prior school year and two students (1%) have been identified as having limited English proficiency (LEP) skills.

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

DESCRIPTION OF SCE PROGRAMS AND SERVICES, 2015-2016

TIDEHAVEN HIGH SCHOOL # 158902-001

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
Students receive assistance in mastering class objectives with up to 60 minutes of instructional time before or after school tutoring.	Certified teacher .10 FTE	Principal	Each six weeks of SY 2015-2016	Passing semester grades	Passing EOC
DAEP – Core subject area instruction for students who have been expelled from the regular education program.	Certified teacher .85 FTE	Principal	Each six weeks of SY 2015-2016	Passing semester grades	Passing EOC
TSI Math and TSI English classes are offered to Grade 12 students who did not pass the TSI test in order to become College Ready.	Certified teacher .10 FTE	Principal	Each six weeks of SY 2015-2016	Passing semester grades	Passing TSI test

USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

FEDERAL PROGRAMS

1. ESEA, Title I, Part A – These funds are not utilized at Tidehaven High School.
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.
3. ESEA, Title III, Part A (LEP) – The district is in a Shared Services Arrangement with ESC 3 to provide relevant services to students identified as English language learners.
4. Title I, Part C, Carl D. Perkins Career and Technology Education Improvement Act - The district is in a Shared Services Arrangement with ESC 3 to provide relevant services to students in grades 9-12. The students benefit from this consortium and focus in the areas of English, Science, Math, Social Studies, with a focus in the areas of career and technology.

STATE PROGRAMS

1. English As A Second Language (ESL) - Funds received from the State for this program are used to supplement the district's resources to develop special language programs for students classified as English language learners by the Language Proficiency Assessment Committee (LPAC). The goal of these programs is to transition students from their home language to English while maintaining the student's skills in his/her home language and creating an appreciation of the student's culture. English language learners are considered as being in an at-risk situation by definition.
2. Special Education - This program is designed to meet the special education needs of students who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as having a disability. The ARD designs an individual education plan (IEP) for each student so identified. Special education services are then provided in accordance with the individual education plan and funded with Federal and/or State funds. Services include, but are not limited to, resource, self-contained, physical and speech therapy, occupational therapy, and inclusion. In every case, the least restrictive environment is selected to provide these services in an atmosphere as close to the regular classroom as possible.

APPENDICES

APPENDIX A: NEEDS ASSESSMENT

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

APPENDIX C: EVALUATION OF THE 2014-2015 PROGRAM

APPENDIX D: ASSURANCES AND GOOD PRACTICES

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

APPENDIX A: NEEDS ASSESSMENT

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

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are “at risk,” that is, those who are eligible to receive SCE services. As amended by S.B. 702 and H.B. 2703, “student at risk of dropping out of school” includes each student under 26 years of age who:

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

(2) if the student is in grades 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

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

(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Texas Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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

TIDEHAVEN HIGH SCHOOL 9-12

Grade	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		Pregnant/ Parenting		AEP		Parole		LEP	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	80	10	13%	6	8%	0	0%	0	0%	5	6%	1	1%	1	1%
10	51	13	25%	6	12%	10	20%	0	0%	2	4%	0	0%	1	2%
11	66	4	6%	2	3%	0	0%	1	2%	5	8%	0	0%	0	0%
12	46	10	22%	7	15%	0	0%	0	0%	1	2%	0	0%	0	0%
Total	243	37	15%	21	9%	10	4%	1	0%	13	5%	1	0%	2	1%

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

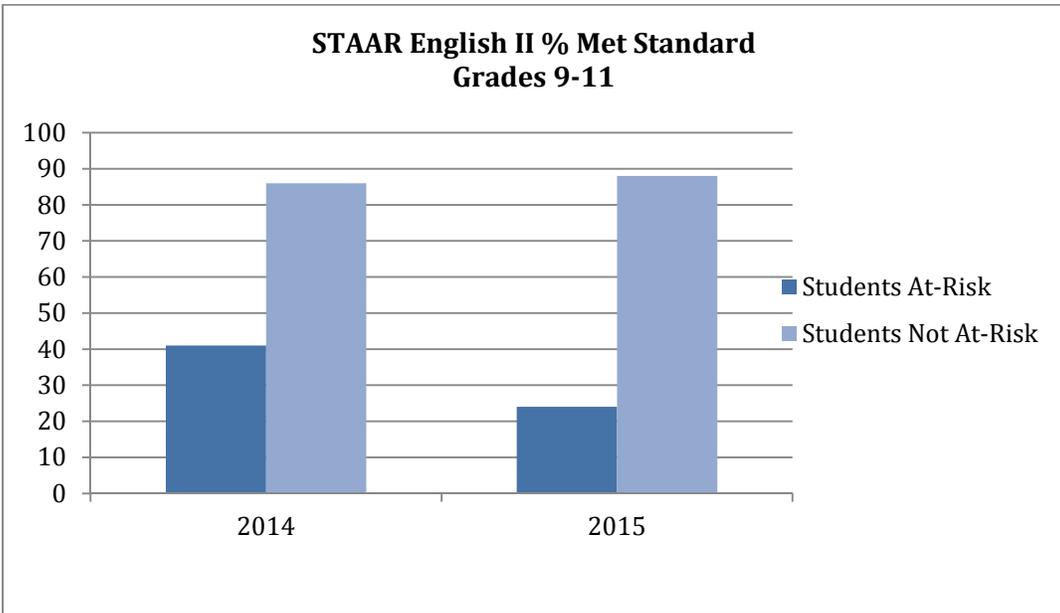
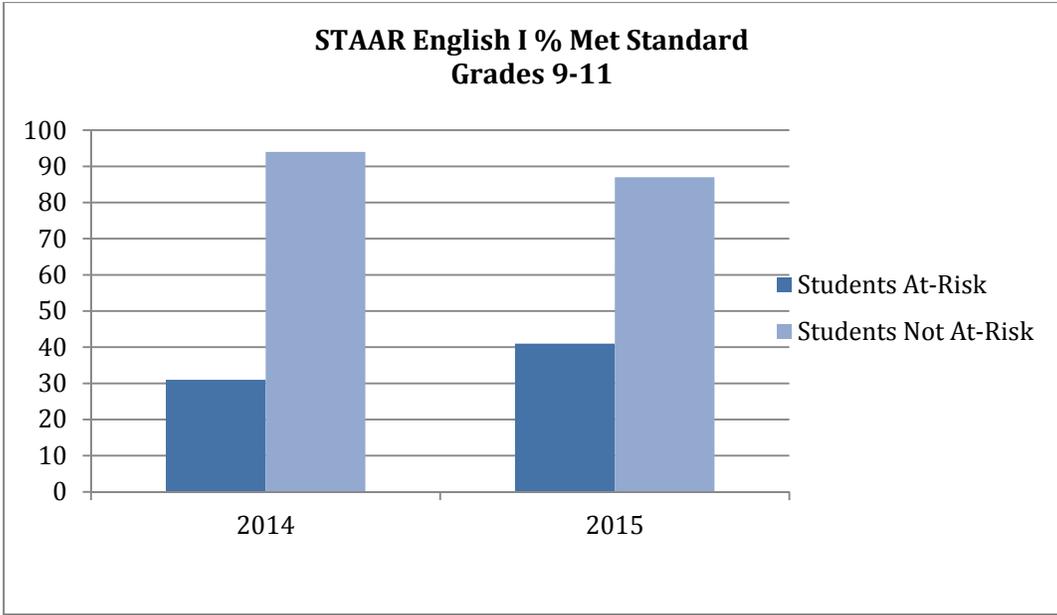
The following tables and graphs present the percentage of students making satisfactory performance on the Reading, Math, Writing, Science, Social Studies, and Language Arts sections of the STAAR. The results for the At Risk students are compared with the results for Not At Risk students. The goal of 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.

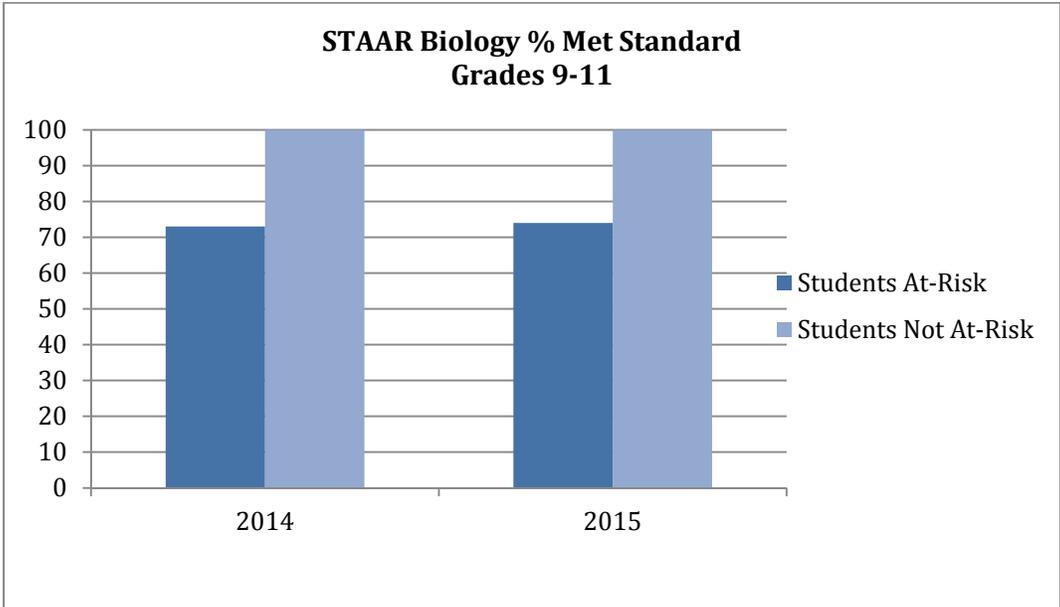
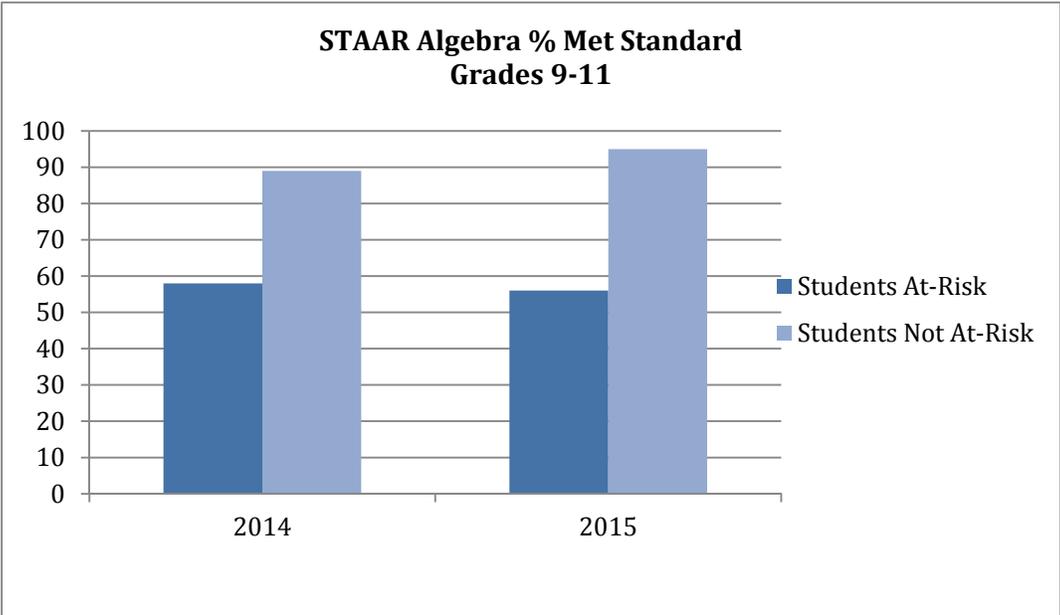
STUDENT PERFORMANCE ON THE STAAR

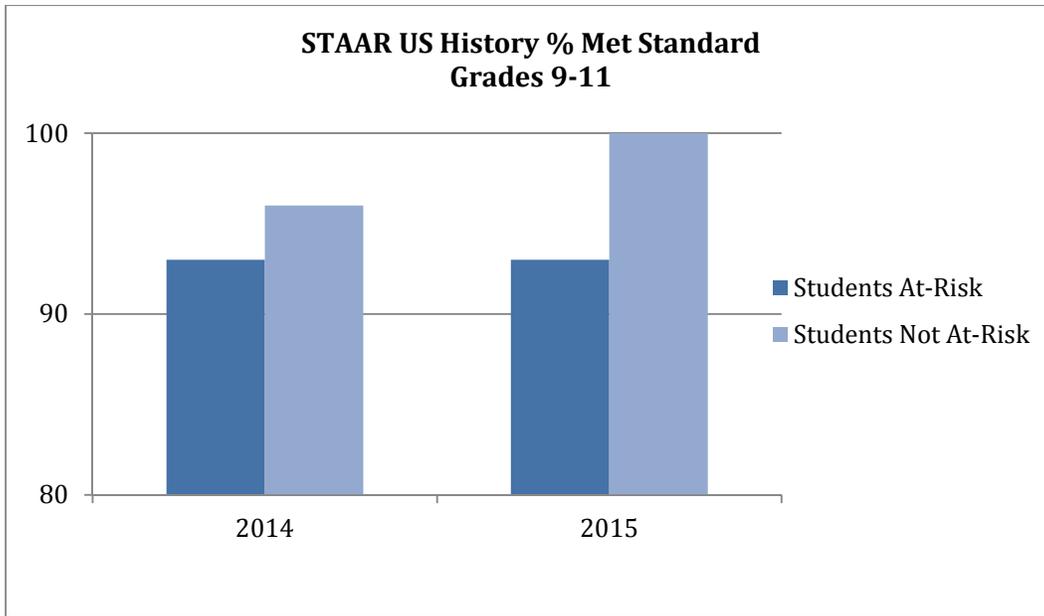
End of Course	English I % Met Standard		End of Course	English II % Met Standard	
	2014	2015		2014	2015
Students At-Risk	31	41	Students At-Risk	41	24
Students Not At-Risk	94	87	Students Not At-Risk	86	88

End of Course	Algebra I % Met Standard		End of Course	Biology % Met Standard	
	2014	2015		2014	2015
Students At-Risk	58	56	Students At-Risk	73	74
Students Not At-Risk	89	95	Students Not At-Risk	100	100

End of Course	US History % Met Standard	
	2014	2015
Students At-Risk	93	93
Students Not At-Risk	96	100







APPENDIX C: EVALUATION OF THE 2014-2015 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 2014-2015 PROGRAM

TIDEHAVEN HIGH SCHOOL	COUNTY DIST: 158902-001			
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Passing final grades	N/A	N/A	N/A
DAEP	Passing final grades	13	12	92.30%
Summer School	Promotion	0	0	NA

APPENDIX D: ASSURANCES AND GOOD PRACTICES

STATE AND LOCAL EFFORT

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

IMPROVEMENT AND ENHANCEMENT

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

COORDINATION OF FUNDING

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

COORDINATION OF INSTRUCTION

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

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

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

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

The district sufficiently funds the accelerated instructional activities for students who have failed to perform satisfactorily on an end-of-course (EOC) assessment as identified in the programs and activities section and prioritizes SCE funding for those activities per TEC §28.0217 .

TECS Budget Worksheet

FY2016 State Compensatory Education

Tidehaven ISD

158-902

Account Code	Account Title	Total Amount Budgeted for FY2016
001 TIDEHAVEN H S		
199-11-6119-00-001-6-24-0-00	Instrl / Salaries--Prof Prsnl	\$7,628.00
199-11-6119-00-001-6-28-0-00	Instrl / Salaries--Prof Prsnl	\$39,414.50
199-11-6141-00-001-6-24-0-00	Instrl / Soc Sec/Medicare	\$572.11
199-11-6141-00-001-6-28-0-00	Instrl / Soc Sec/Medicare	\$571.51
199-11-6142-00-001-6-24-0-00	Instrl / Grp Health/Life Insur	\$405.60
199-11-6142-00-001-6-28-0-00	Instrl / Grp Health/Life Insur	\$3,478.20
199-11-6143-00-001-6-24-0-00	Instrl / Workers Comp	\$19.17
001 TIDEHAVEN H S Total		\$52,089.09