

# MARKHAM ELEMENTARY

TIDEHAVEN ISD

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COUNTY DISTRICT NO: 158902-102

GRADES: PK-5

TITLE I SCHOOL-WIDE PROGRAM

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE CAMPUS IMPROVEMENT PLAN

SCHOOL YEAR 2015-2016

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## CAMPUS PROFILE AND NEEDS ASSESSMENT

Markham Elementary serves approximately one hundred and eighty nine students in grades PK through 5. In the 2015-2016 application for federal funding, Markham Elementary reported that over seventy-four percent of students (74.03%) 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 has identified 11 students (6%) who have not advanced from one grade to the next for one or more years.

Four students (13%) in grade 4 and six students (25%) in grade 5 have previously performed unsatisfactorily on STAAR and have not achieved 110% of the performance standard on subsequent administrations.

Sixteen students (8%) in grade K (61%), have performed unsatisfactorily on a readiness test.

Seven students (4%) have been identified as having limited English proficiency (LEP).

Five students (3%) at Markham Elementary have been identified as homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments.

Markham Elementary conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems which may inhibit academic success (see Appendix 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

### MARKHAM ELEMENTARY #158902-102

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
STAAR Tutorials for grades 3-5 students are provided before and/or after school.	Certified teachers 0.20 FTE	Principal	Each six weeks of SY 2015-2016	Six weeks report cards	Semester grades, CCA's benchmarks and STARR results
Daily tutorials in grades K-2 are provided by certified teachers to accelerate instruction for students who need extra help either in small groups or one-on-one.	Certified teachers 0.33 FTE	Principal	Each six weeks of SY 2015-2016	Report Card grades, CCA's and benchmarks	Semester grades, CCA's benchmarks and STARR results
Instructional Support – Instructional aides working under direct supervision of classroom teachers, provide accelerated instruction for students in grades K-2, who need extra help either in small groups or one-on-one.	Instructional aides 4 FTE	Principal	Each six weeks of SY 2015-2016	Report Card grades, CCA's and benchmarks	Semester grades, CCA's benchmarks and STARR results
Tiger Time for grades K-5 is provided daily. Tiger Time is 45 minutes of additional daily instruction is provided to students needing assistance with math, science, writing, and reading.	Certified teachers 0.30 FTE	Principal	Each six weeks of SY 2015-2016	Report Card grades, CCA's and benchmarks	Semester grades, CCA's benchmarks and STARR results
Counselor- Provides supplemental academic counseling services to assist at-risk students to be academically successful. The counselor also facilitates a mentor program for at-risk students utilizing community adults and high school students.	Certified counselor 0.9184 FTE	Principal	School Year 2015-2016	Mastery of TEKS objectives	Satisfactory performance on the STAAR and/or report card.

## USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

### FEDERAL PROGRAMS

1. ESEA, Title I, Part A-The campus operates a Title I, Part A schoolwide program with its Title I, Part A funds that is designed to upgrade the entire instructional program in the areas of reading/ELA and math. Other planned Title I program activities include supplemental instructional services that are delivered with use of tutorials and small group instruction.
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. They also conduct a mentoring program for teachers.
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.

### 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.

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## 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

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## 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

MARKHAM ELEMENTARY PK-5

COUNTY DISTRICT # 158902-102

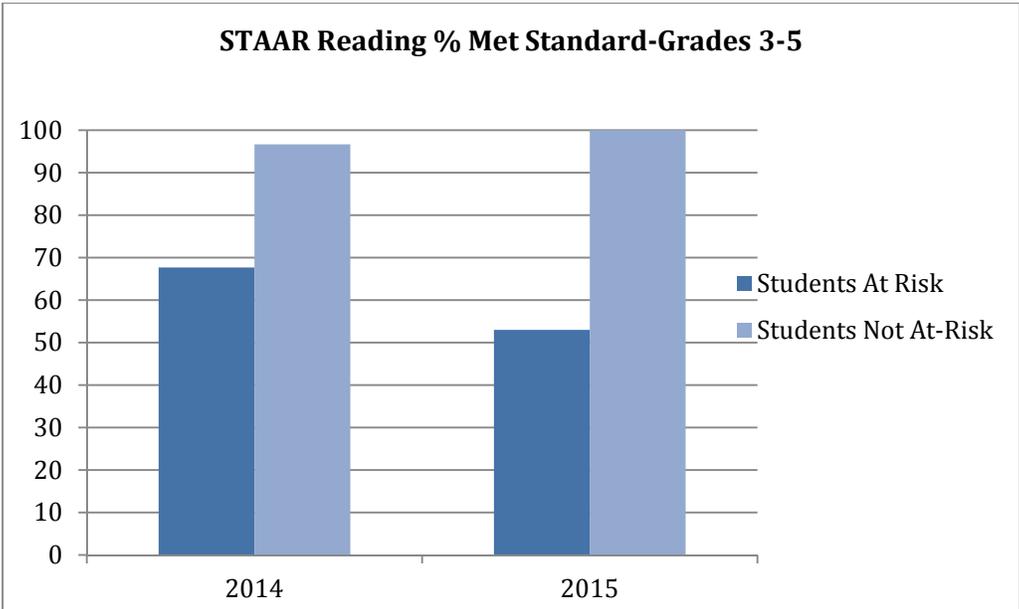
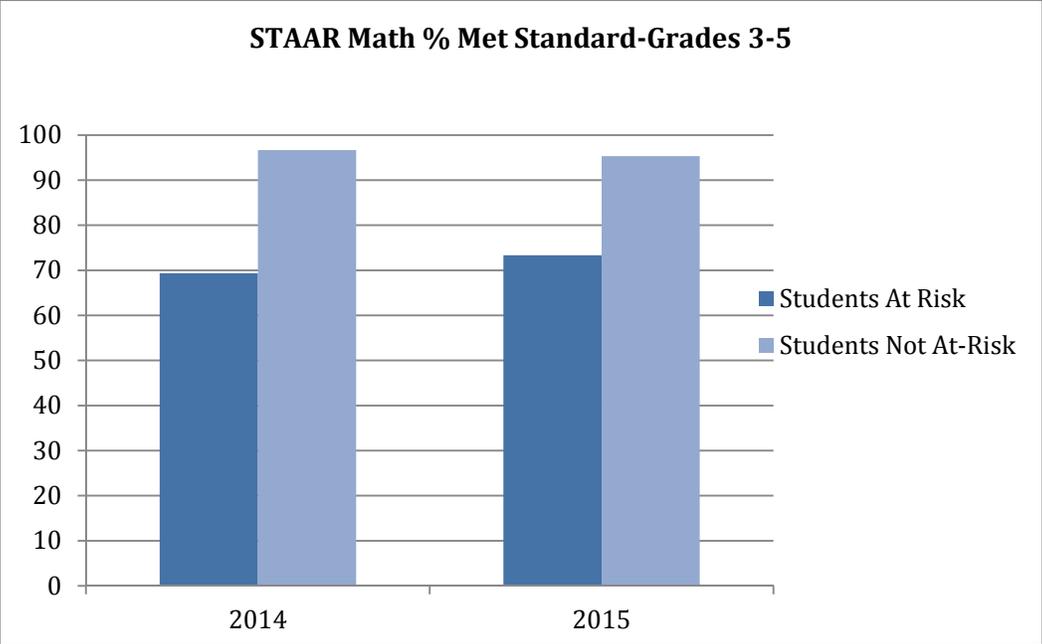
Grade	# of Students	Not Promoted		Failed STAAR		Failed Readiness (PK-3)		LEP		Homeless	
		#	%	#	%	#	%	#	%	#	%
PK	16	0	0%			0	0%	0	0%	1	6%
K	30	0	0%			16	53%	1	3%	1	3%
1	36	0	0%			0	0%	2	6%	0	0%
2	28	1	4%			0	0%	0	0%	1	4%
3	24	3	13%	0	0%	0	0%	0	0%	1	4%
4	31	3	10%	4	13%			4	13%	1	3%
5	24	4	17%	6	25%			0	0%	0	0%
<b>Total</b>	<b>189</b>	<b>11</b>	<b>6%</b>	<b>10</b>	<b>5%</b>	<b>16</b>	<b>8%</b>	<b>7</b>	<b>4%</b>	<b>5</b>	<b>3%</b>

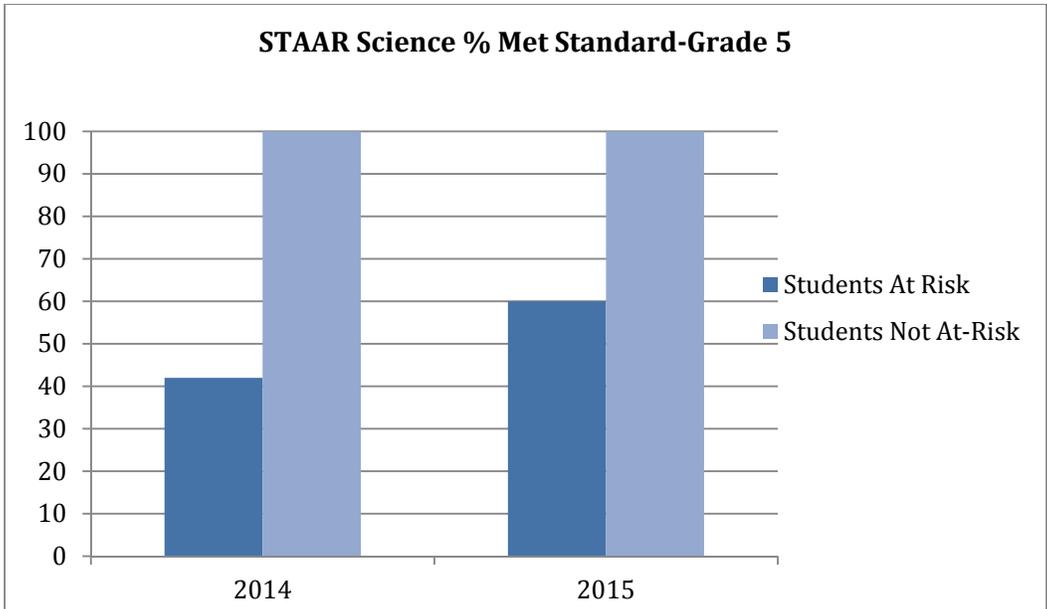
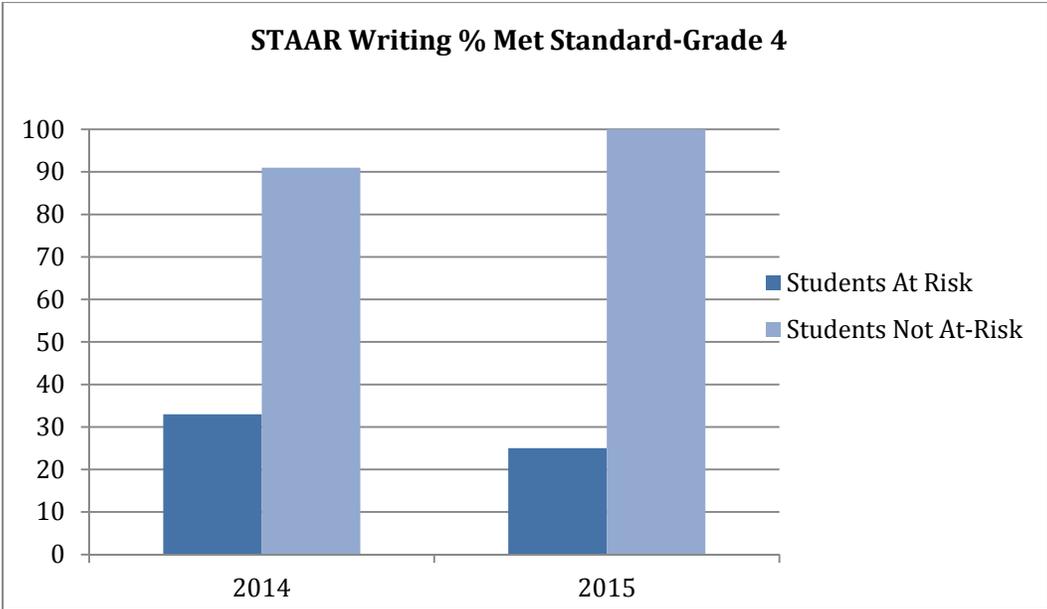
## APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

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.

<b>State Compensatory Education Program</b>
At Risk Students Academic Comparison - Grades 3-5 - State Assessment Results
Markham Elementary-Tidehaven ISD

STAAR	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard	
	2014	2015	2014	2015	2014	2015	2014	2015
<b>Third Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	55	92	80	71				
Students Not At-Risk	90	100	90	100				
<b>Fourth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	78	38	56	38	33	25		
Students Not At-Risk	100	86	100	100	91	100		
<b>Fifth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	75	90	67	50			42	60
Students Not At-Risk	100	100	100	100			100	100





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## 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.

<b>Markham Elementary County Dist. # 158902-102</b>				
<b>PROGRAM/SERVICE</b>	<b>MEASURE/CRITERIA</b>	<b>NUMBER SERVED</b>	<b>NUMBER MEETING CRITERIA</b>	<b>SUCCESS RATE</b>
Tutorials	Passing final grades	96	91	94.79%
Instructional Support	Passing final grades	43	38	88.37%
Summer School	Promotion	14	14	100.00%
Extended day PK	Promotion	17	17	100.00%

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## 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.

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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 in which the student's parent or legal guardian does not reside, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2. The adjusted basic allotment is multiplied by 2.41 for each full-time equivalent student who is in a remedial and support program under §29.081 because the student is pregnant.

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

# TECS Budget Worksheet

FY2016 State Compensatory Education

Tidehaven ISD

158-902

Account Code	Account Title	Total Amount Budgeted for FY2016
<b>102 MARKHAM EL</b>		
199-11-6119-00-102-6-24-0-00	Instrl / Salaries--Prof Prsnl	\$61,826.30
199-11-6129-00-102-6-24-0-00	Instrl / Salaries--Sup Prsnl	\$57,141.00
199-11-6141-00-102-6-24-0-00	Instrl / Soc Sec/Medicare	\$8,922.57
199-11-6142-00-102-6-24-0-00	Instrl / Grp Health/Life Insur	\$11,478.48
199-11-6143-00-102-6-24-0-00	Instrl / Workers Comp	\$299.07
<b>102 MARKHAM EL Total</b>		<b>\$139,667.42</b>