

BLESSING ELEMENTARY SCHOOL

TIDEHAVEN ISD

STATE COMPENSATORY EDUCATION:
AN ADDENDUM TO THE CAMPUS IMPROVEMENT PLAN
SCHOOL YEAR 2013-2014

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CAMPUS PROFILE AND NEEDS ASSESSMENT

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.

Blessing Elementary 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, 2012-2013

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

USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

FEDERAL PROGRAMS

1. ESEA, Title I, Part A – Blessing Elementary campus operates a Title I, Part A schoolwide program and utilizes these funds to upgrade the entire instructional program 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.

APPENDICES

APPENDIX A: NEEDS ASSESSMENT

APPENDIX B: PERCENTAGE OF STUDENTS PASSING THE STAAR

APPENDIX C: EVALUATION OF THE 2011-2012 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 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 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

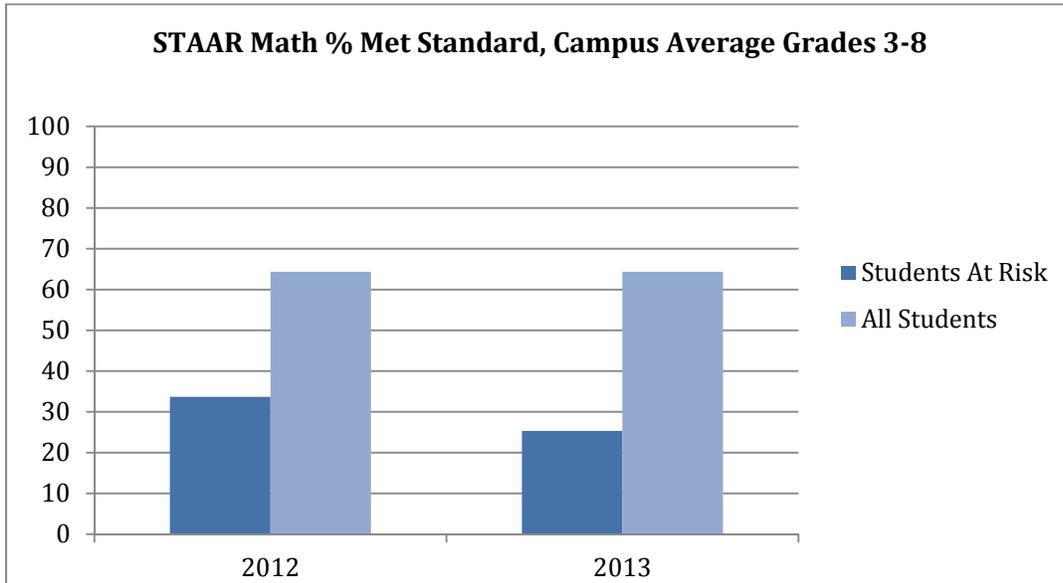
Grade	# of Students	Not Promoted		Failed STAAR		Failed Readiness (PK-3)		LEP		Homeless	
		#	%	#	%	#	%	#	%	#	%
PK	18	0	0%			5	28%	6	33%	0	0%
K	36	0	0%			18	50%	10	28%	0	0%
1	40	0	0%			14	35%	13	33%	0	0%
2	39	3	8%			15	38%	11	28%	1	3%
3	28	2	7%	0	0%	9	32%	5	18%	0	0%
4	39	8	21%	21	54%			8	21%	1	3%
5	34	2	6%	14	41%			2	6%	0	0%
Total	234	15	6%	35	15%	61	26%	55	24%	2	1%

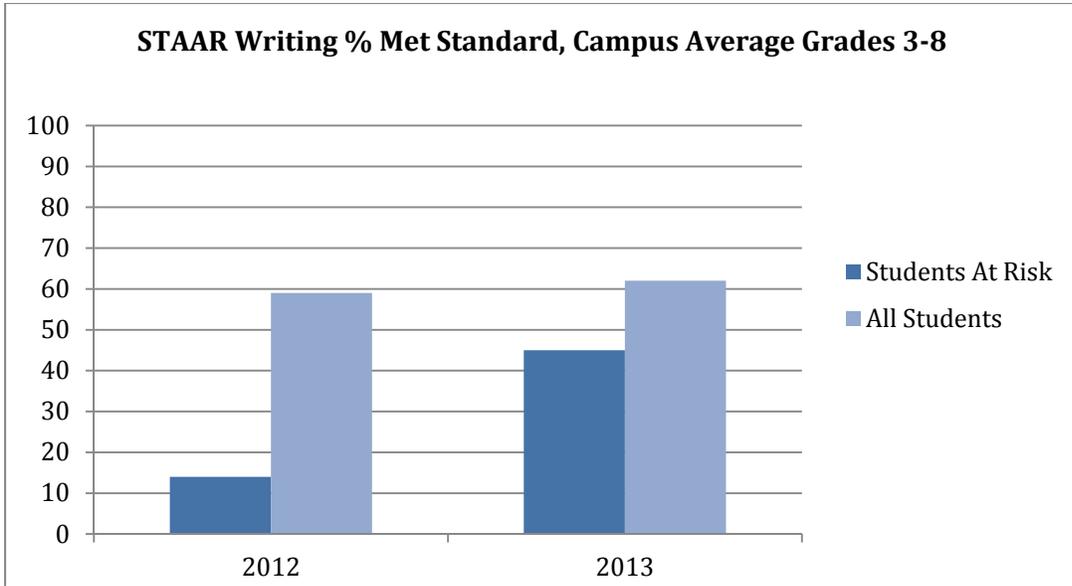
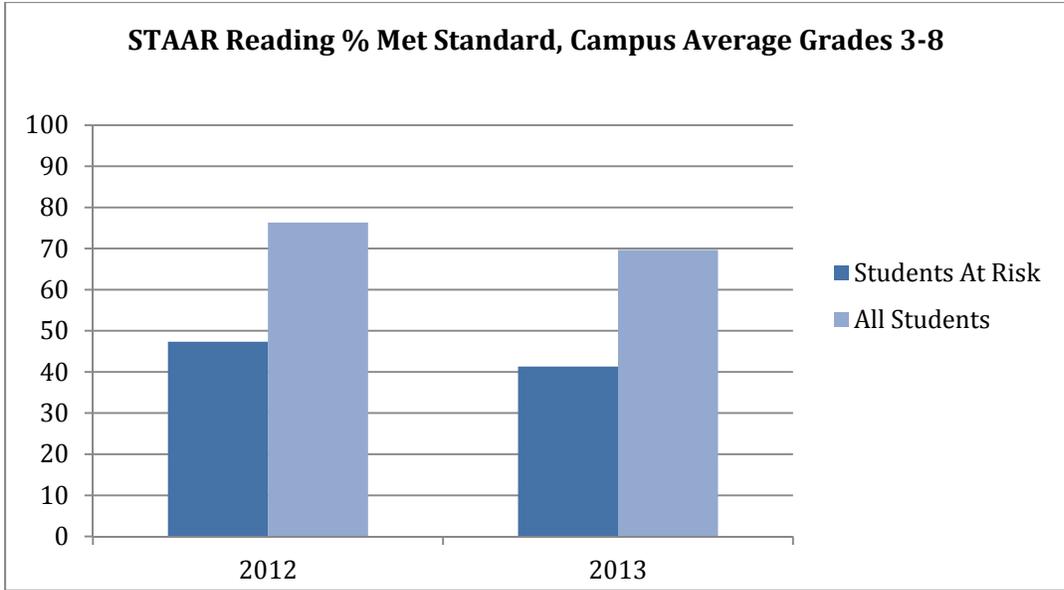
APPENDIX B: PERCENTAGE OF STUDENTS PASSING THE STAAR

The following tables and graphs present the percentage of students passing the Reading, Math, Writing, and Science sections of the STAAR. The results for the 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.

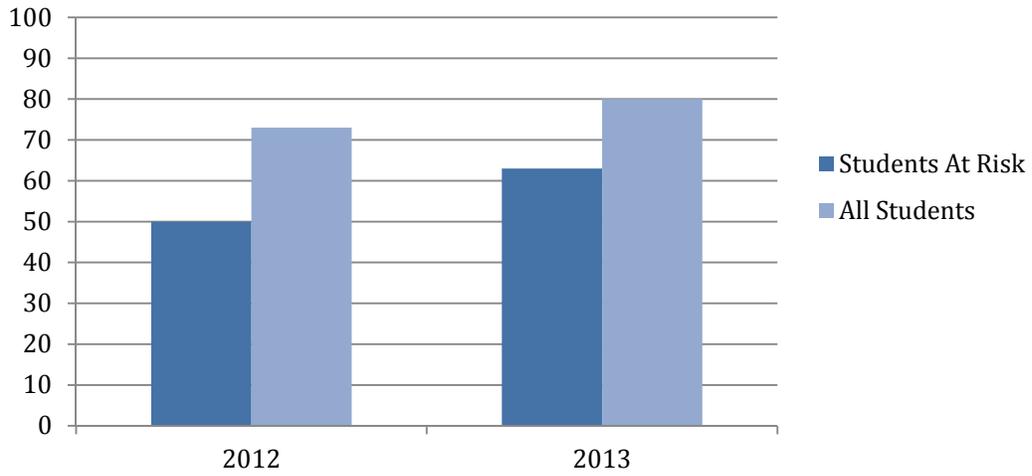
PERCENTAGE OF STUDENTS PASSING THE STAAR

STAAR	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard	
	2012	2013	2012	2013	2012	2013	2012	2013
Third Grade								
Students At-Risk	40	20	47	44				
All Students	65	56	78	67				
Fourth Grade								
Students At-Risk	14	18	57	36	14	45		
All Students	53	68	78	76	59	62		
Fifth Grade								
Students At-Risk	47	38	38	44			50	63
All Students	75	69	73	66			73	80





STAAR Science % Met Standard, Campus Average Grades 3-8



APPENDIX C: EVALUATION OF THE 2012-2013 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 2012-2013 PROGRAM

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Instructional Support	Passing final grades	212	205	96.70%
Tutorials	Passing final grades	56	50	89.29%
Summer School	Promotion	19	19	100.00%

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.

TECS Budget Worksheet

FY2014 State Compensatory Education

Tidehaven ISD

158-902

Account Code	Account Title	Total Amount Budgeted for FY2014
101 BLESSING EL		
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
101 BLESSING EL Total		\$89,604.84