

COUNTY DISTRICT NO: 158902

Multiple Attendance District

Grades: PK-12

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE DISTRICT IMPROVEMENT PLAN

SCHOOL YEAR 2015-2016

## CONTENTS

Overview of State Compensatory Education.....	3
Students in At-Risk Situations.....	4
Policies and Procedures.....	5
Use of Funds.....	7
District Profile and Needs Assessment.....	8
Description of SCE Programs and Services 2015-2016.....	10
Use of Other Resources for Compensatory Activities.....	14
Appendices.....	15
Appendix A: Needs Assessment.....	16
Appendix B: Student Performance on the STAAR.....	19
Appendix C: Evaluation of 2014-2015 Programs.....	27
Appendix D: Assurances and Good Practices.....	30
Appendix E: State Compensatory Education Budget.....	31

## 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 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 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 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 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 one thousand seven hundred ninety-eight students in grades Pre-K through 12. In its application for federal funding, Tidehaven ISD reported that over sixty-eight percent of the students (68.56%) meet the low-income criteria for eligibility for free or reduced-price lunches (2015-16 NCLB application-SCE-5000).

Using the state's criteria to identify students in at-risk situations, Blessing Elementary has found that nineteen students (8%) in grades PK-5 have not been promoted from one grade to the next for one or more years while Markham found eleven students (6%) in grades PK-5.

Twenty Blessing Elementary students (8%) in grades 4-5 and ten Markham Elementary students (5%) in grades 4-5 that have previously performed unsatisfactorily on STAAR and have not achieved 110% of the performance standard on subsequent administrations.

A total of thirty-eight Blessing Elementary students (15%) and a total of 16 (8%) of Markham Elementary students have performed unsatisfactorily on a readiness test or on an assessment instrument administered during the 2015-2016 school year.

Twenty students (8%) at Blessing Elementary and ten students (10%) have previously performed unsatisfactorily on STAAR and have not achieved 100% of the performance standard on subsequent administrations.

While Blessing Elementary had thirty-eight students (15%) that have performed unsatisfactorily on a readiness test or on an assessment instrument administered during the 2015-2016 school year, Markham Elementary had 16 students (8%) that fell into this at-risk category.

Both elementary schools identified students with Limited English Proficiency. Blessing Elementary identified a total of 57 students (23%), while Markham Elementary identified seven students (7%).

Using the state's criteria to identify students in at-risk situations, Tidehaven Intermediate has found ten students (13%) in grade 6, eight students (11%) in grade 7 and three students (4%) in grade 8 who have not been promoted for one or more years.

Seven students (10%) in grade 7 and nine students (13%) in grade 8 have or have had an average below 70 in two or more foundation courses during this, or the previous, school year.

A total of four students (2%) in grades 6 and 7 at Tidehaven Intermediate have previously performed unsatisfactorily on STAAR and have not achieved 110% of the performance standard on subsequent administrations.

Six students (8%) in grade 6 and three students (4%) in both grades 7 and 8 have been identified as having limited English proficiency (LEP) skills.

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 that have not advanced from one grade to the next for one or more years.

Six students (8%) in grade 9, six students (12%) in grade 10, two students (3%) in grade 11 and seven students (15%) have or have had a semester average below 70 in two or more foundation courses during this or the previous school year.

Only ten students (20%) in grade 9 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 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 2015-2016

**BLESSING ELEMENTARY (#158902-101)**

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
Math and ELA tutorials – Students are provided additional instructional time after school.	Certified teachers 1.33 FTE	Principal	Each six weeks of SY 2015-2016	Passing semester grades	Meeting STAAR standards
Instructional Support – Instructional aides working under direct supervision of classroom teachers, provide accelerated instruction for students who need extra help either in small groups or one-on-one.	Instructional aides 1.83 FTE	Principal	Each six weeks of school year 2015-2016	Report card grades	Passing final grades
Supplemental instruction provided by teachers for students in small groups or one to one settings.	Teachers .67 FTE	Principal	Each six weeks of school year 2015-2016	Report card grades	Passing final grades
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 adults from the community and highly recommended high school students from different high school organizations.	Certified counselor .92 FTE	Principal	School year 2015-2016	Mastery of TEKS objectives	Satisfactory performance on the STAAR and/or report card.

**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 the 2015-2016 SY	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

**TIDEHAVEN INTERMEDIATE (#158902-041)**

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
<u>Supplemental Instruction-Pull-out</u> : Through direct supervision and planning with certified teachers, instructional aides pull out students in grades 6-8 that need additional assistance in mastering reading skills that are in direct correlation to the TEKS objectives.	Highly qualified instructional aides 0.74 FTE	Principal	Each six weeks of SY 2015-2016	Passing semester grades	Passing STAAR
<u>Math Fundamentals</u> : Students receive supplemental assistance in mastering math skills that are in direct correlation to the TEKS objectives during a 45 minute additional Math Fundamentals class.	Certified teachers 0.40 FTE	Principal	Each six weeks of SY 2015-2016	Passing Semester grades	Passing STAAR

**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

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## USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

### FEDERAL PROGRAMS

1. ESEA, Title I, Part A – The district operates a Title I, Part A schoolwide program 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.
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. ESEA, Title I, Part C (Carl D Perkins)- The district is in a Shared Services Arrangement with ESC 3 to provide relevant services to students in at-risk situations in grades 9-12. The program provides supplemental funds to support the Career and Technology Education Program at the high school.

### 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 the 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

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 TAPR 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

Tidehaven ISD-At-Risk Criteria

Grade	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		Failed Readiness (PK-3)		Pregnant/ Parenting		AEP		Parole		LEP		Homeless	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	70	0	0%					8	11%	0	0%	0	0%	0	0%	8	11%	2	3%
K	132	4	3%					42	32%	0	0%	0	0%	0	0%	26	20%	2	2%
1	160	4	3%					16	10%	0	0%	0	0%	0	0%	20	13%	0	0%
2	138	6	4%					32	23%	0	0%	0	0%	0	0%	26	19%	2	1%
3	132	18	14%			0	0%	10	8%	0	0%	0	0%	0	0%	18	14%	2	2%
4	134	12	9%			24	18%			0	0%	0	0%	0	0%	22	16%	2	1%
5	112	15	13%			36	32%			0	0%	0	0%	0	0%	8	7%	0	0%
6	160	20	13%			6	4%			0	0%	0	0%	0	0%	12	8%	0	0%
7	140	16	11%	14	10%	2	1%			0	0%	0	0%	0	0%	6	4%	0	0%
8	134	6	4%	18	13%	0	0%			0	0%	0	0%	0	0%	6	4%	0	0%
9	160	20	13%	12	8%	0	0%			0	0%	10	6%	2	1%	2	1%	0	0%
10	102	26	25%	12	12%	20	20%			0	0%	4	4%	0	0%	2	2%	0	0%
11	132	8	6%	4	3%	0	0%			2	2%	10	8%	0	0%	0	0%	0	0%
12	92	20	22%	14	15%	0	0%			0	0%	2	2%	0	0%	0	0%	0	0%
<b>Total</b>	<b>1798</b>	<b>175</b>	<b>10%</b>	<b>74</b>	<b>4%</b>	<b>88</b>	<b>5%</b>	<b>108</b>	<b>6%</b>	<b>2</b>	<b>0%</b>	<b>26</b>	<b>1%</b>	<b>2</b>	<b>0%</b>	<b>156</b>	<b>9%</b>	<b>10</b>	<b>1%</b>

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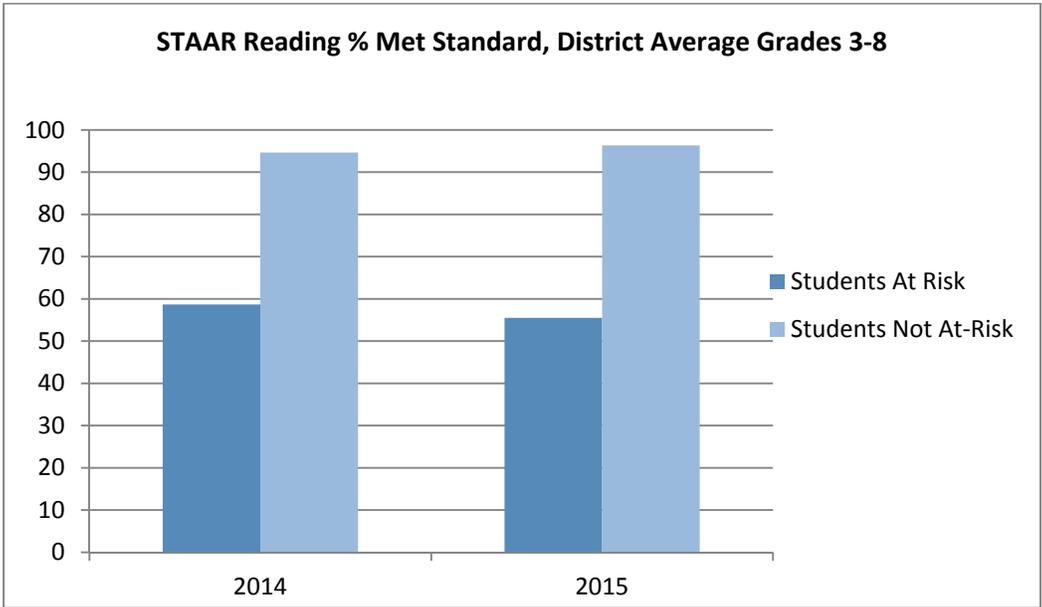
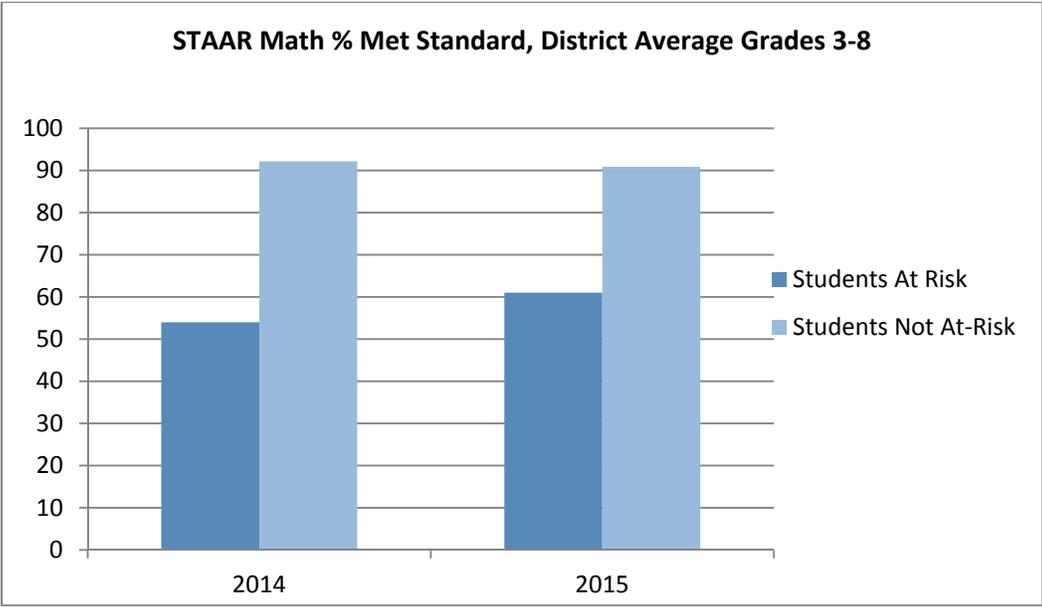
## APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

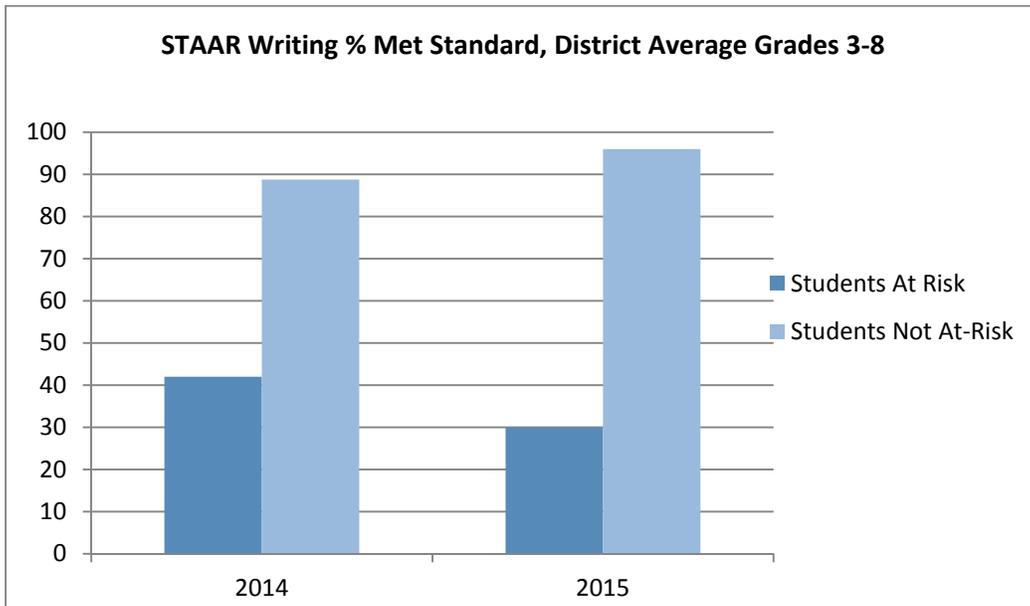
The following tables and graphs present the percentage of students making satisfactory performance on the Reading, Math, Writing, Science and Social Studies sections of the STAAR. Additionally, the STAAR results for At-Risk students are compared with the results for All students. The goal of State Compensatory 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 three through eight and the End-of-Course results for grades 9-11 to facilitate the analysis of the results for each campus and grade level.

STUDENT PERFORMANCE ON THE STAAR, TWO-YEAR HISTORY

2014-2015 STAAR RESULTS, GRADES 3-8

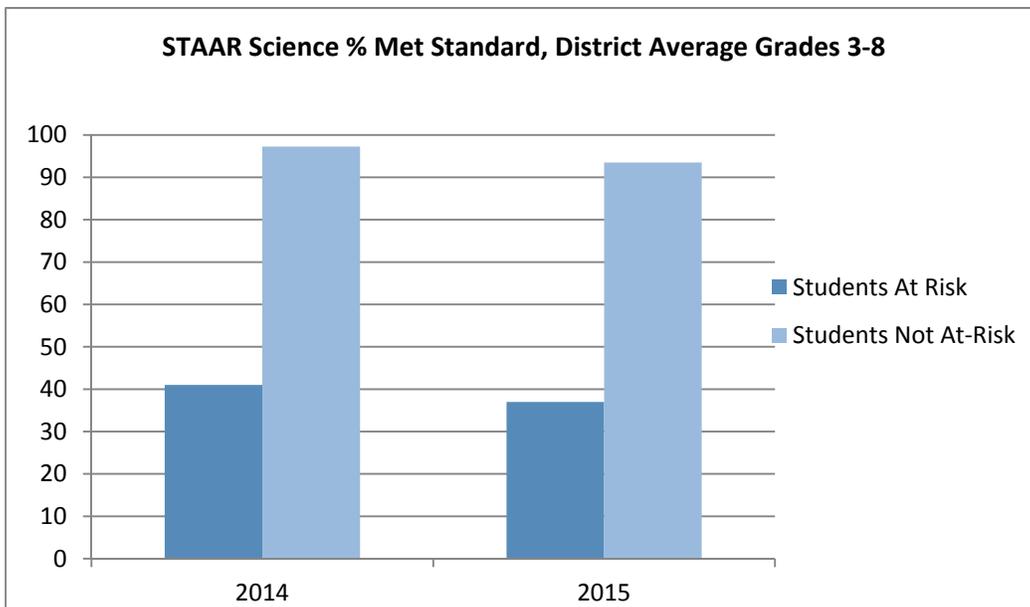
State Compensatory Education Program										
At Risk Students Academic Comparison - Grades 3-11 - State Assessment Results										
Tidehaven ISD										
STAAR	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % Met Standard	
<b>Third Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	53	81	65	74						
Students Not At-Risk	89	90	92	93						
<b>Fourth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	60	45	47	25	39	25				
Students Not At-Risk	100	90	100	97	96	100				
<b>Fifth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	78	71	74	43			51	43		
Students Not At-Risk	100	100	97	100			95	96		
<b>Sixth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	45	63	42	75						
Students Not At-Risk	83	89	90	96						
<b>Seventh Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	30	47	56	53	45	35				
Students Not At-Risk	89	86	93	92	82	92				
<b>Eighth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	59	59	69	63			31	31	50	26
Students Not At-Risk	92	90	96	100			100	91	100	91

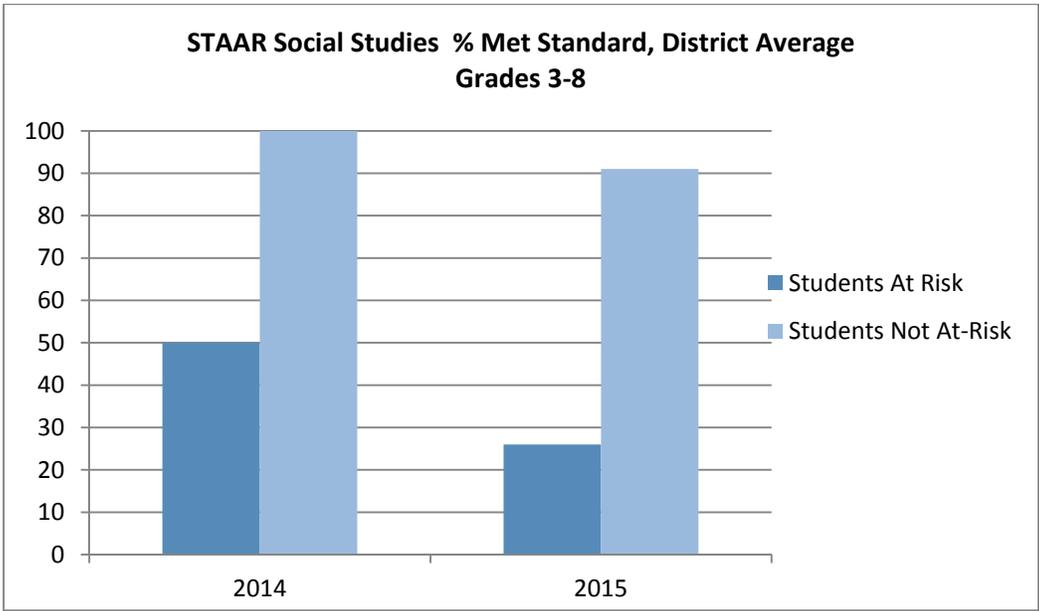





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*STUDENT PERFORMANCE ON THE STAAR IN TIDEHAVEN ISD, 2014-2015, GRADES 3-8*





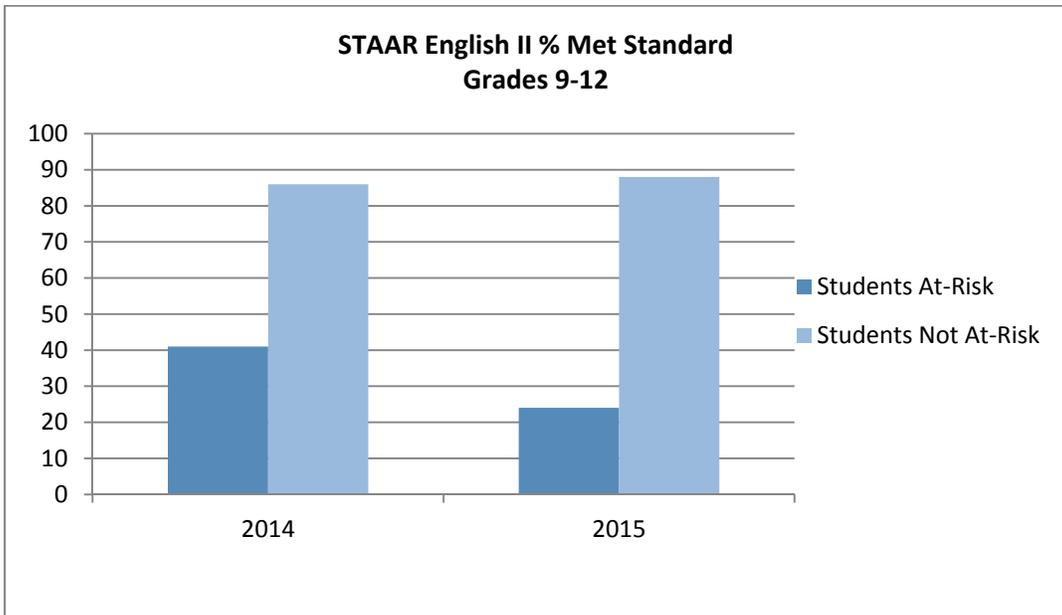
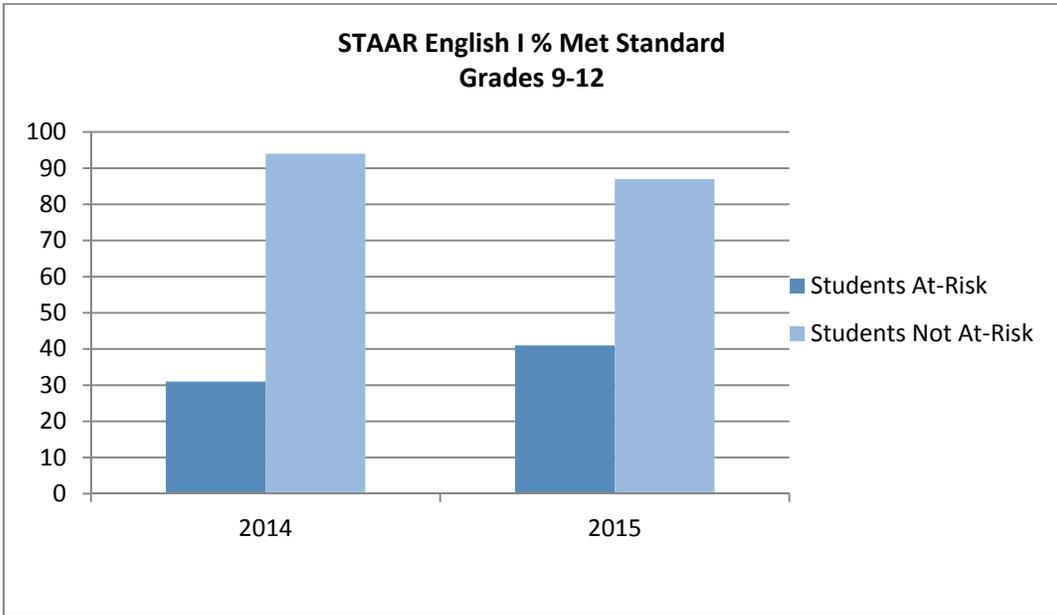
2014-2015 STAAR END-OF-COURSE RESULTS, GRADES 9-11

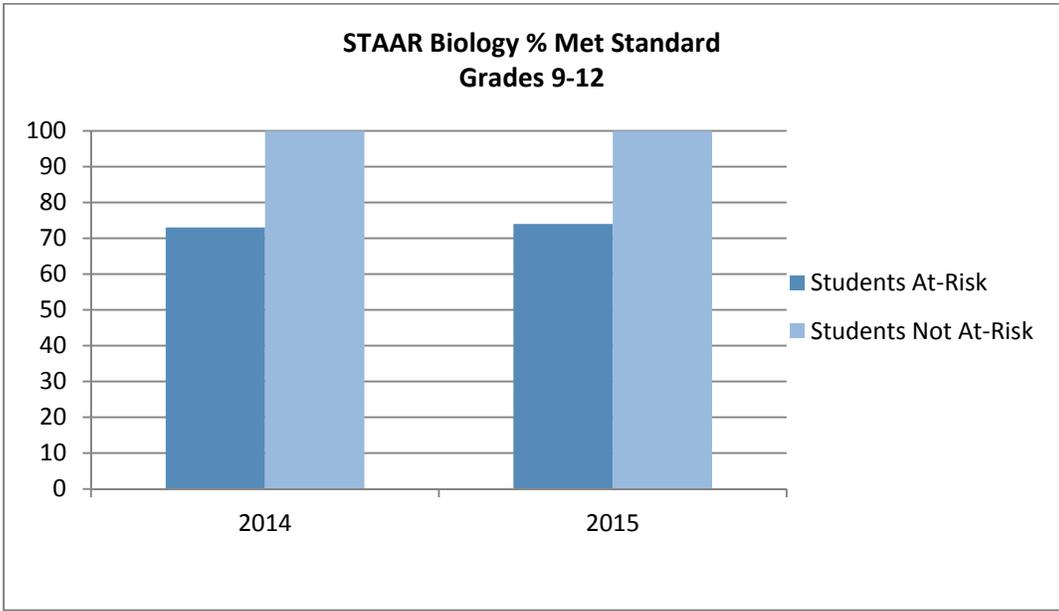
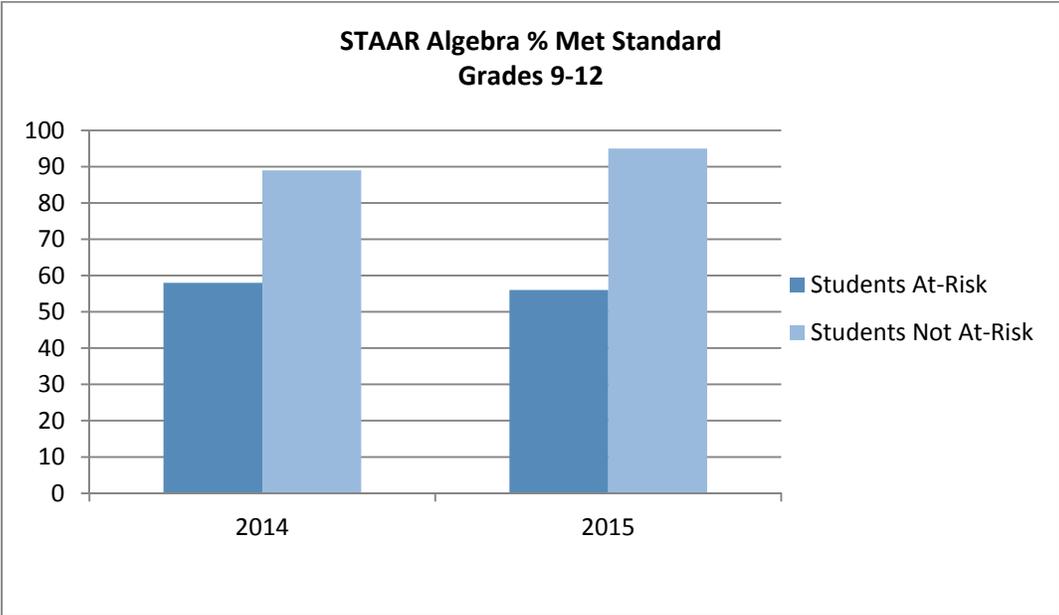
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End of Course	English I % Met Standard		End of Course	English II % Met Standard	
	2014	2015		2014	2015
Students At-Risk	31	41	Students At-Risk	41	24
Students Not At-Risk	94	87	Students Not At-Risk	86	88

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





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## APPENDIX C: EVALUATION OF 2014-2015 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 2014-2015 PROGRAM*

BLESSING ELEMENTARY (#101)				
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Passing final grades	93	85	91.39%
Summer School	Promotion	24	22	91.66%
Instructional support (classroom aides)	Passing final grades	93	85	91.39%
Extended day PK	Promotion	17	17	100.00%

MARKHAM ELEMENTARY (#102)				
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
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%

TIDEHAVEN INTERMEDIATE (041)				
PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Passing final grades	125	120	96.00%
Summer School	Promotion	12	8	66.66%

TIDEHAVEN HIGH SCHOOL (#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

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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.

As allowed by the Financial Accountability System Resource Guide (§9.2.14.2), Tidehaven ISD uses SCE funds to support the Title I, Part A schoolwide program(s) at Blessing and Markham Elementary as well as Tidehaven Intermediate. The aforementioned campus(es) reported a low-income enrollment of 40 percent or above on the *2014-2015 NCLB Consolidated Application for Federal Funding*.

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 in keeping with TEC §28.0217.

# TECS Budget Worksheet

FY2016 State Compensatory Education

Tidehaven ISD

158-902

Account Code	Account Title	Total Amount Budgeted for FY2016
<b>001 TIDEHAVEN H S</b>		
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
<b>001 TIDEHAVEN H S Total</b>		<b>\$52,089.09</b>

# TECS Budget Worksheet

FY2016 State Compensatory Education

Tidehaven ISD

158-902

Account Code	Account Title	Total Amount Budgeted for FY2016
<b>041 TIDEHAVEN INT</b>		
199-11-6119-00-041-6-24-0-00	Instrl / Salaries--Prof Prsnl	\$17,984.60
199-11-6129-00-041-6-24-0-00	Instrl / Salaries--Sup Prsnl	\$9,322.52
199-11-6141-00-041-6-24-0-00	Instrl / Soc Sec/Medicare	\$2,048.04
199-11-6142-00-041-6-24-0-00	Instrl / Grp Health/Life Insur	\$4,661.28
199-11-6143-00-041-6-24-0-00	Instrl / Workers Comp	\$68.65
<b>041 TIDEHAVEN INT Total</b>		<b>\$34,085.09</b>

# TECS Budget Worksheet

FY2016 State Compensatory Education

Tidehaven ISD

158-902

Account Code	Account Title	Total Amount Budgeted for FY2016
<b>101 BLESSING EL</b>		
199-11-6119-00-101-6-24-0-00	Instrl / Salaries--Prof Prsnl	\$94,986.13
199-11-6129-00-101-6-24-0-00	Instrl / Salaries--Sup Prsnl	\$43,077.34
199-11-6141-00-101-6-24-0-00	Instrl / Soc Sec/Medicare	\$9,560.50
199-11-6142-00-101-6-24-0-00	Instrl / Grp Health/Life Insur	\$14,570.40
199-11-6143-00-101-6-24-0-00	Instrl / Workers Comp	\$347.11
199-11-6145-00-101-6-24-0-00	Instrl / Unemployment	\$40.76
199-31-6119-00-101-6-24-0-00	Counseling / Salaries--Prof Prsnl	\$27,645.08
199-31-6141-00-101-6-24-0-00	Counseling / Soc Sec/Medicare	\$2,073.38
199-31-6143-00-101-6-24-0-00	Counseling / Workers Comp	\$69.50
<b>101 BLESSING EL Total</b>		<b>\$192,370.20</b>

# 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	\$11,525.28
199-11-6143-00-102-6-24-0-00	Instrl / Workers Comp	\$299.07
<b>102 MARKHAM EL Total</b>		<b>\$139,714.22</b>