
Markham Elementary School Tidehaven ISD

State Compensatory Education: An Addendum
to the Campus Improvement Plan
School Year 2009-2010

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Campus Profile and Needs Assessment.....	2
Description of SCE Programs and Services, 2009-2010.....	3
Use of Other Resources for Compensatory Activities.....	4
Appendices	5
Appendix A: State Compensatory Education Budget	6
Appendix B: Needs Assessment	7
Appendix C: Percentage of Students Passing the TAKS	10
Appendix D: Evaluation of 2008-2009 Programs.....	14
Appendix E: Assurances and Good Practices	16

Campus Profile and Needs Assessment

Markham Elementary School serves approximately 183 students in grades PK through 5. In its application for federal funding, Tidehaven ISD reported that 75.5 percent of students meet the low-income criteria for eligibility for free or reduced-priced lunches at this campus.

Markham 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 B: 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.

Using the state's criteria to identify students in at-risk situations, Markham Elementary School has determined that 30 students (16.4 percent) performed unsatisfactorily on a readiness assessment. Eleven students in Kindergarten, thirteen in grade 1, and six students in grade 2 were identified using this criterion.

Nineteen students (10.4 percent) have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards. Seven students in grade 4 and twelve students in grade 5 were identified using this criterion.

Seventeen students (9.3 percent) were not advanced from one grade level to the next for one or more years. Additionally, eleven students (6 percent) were identified as being Limited English Proficient (LEP).

Description of SCE Programs and Services, 2009-2010

Markham 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
Title I, Part A Schoolwide Program – SCE funds and programs compliment the Title I, Part A schoolwide program to upgrade the entire instructional program.	Certified teacher .50 FTE (PK) Counselor .48 FTE	Principal	Each semester of SY 2009-2010	PK skills test	Passing Kindergarten readiness test
Instructional Support – Instructional aides work under close supervision of classroom teacher and provide supplemental, one-on-one assistance to eligible students.	Instructional aides 2.37 FTEs	Principal	Each semester of SY 2009-2010	Core subject grades (above 70)	Promotion
Tutorials – Students are provided additional instructional time before and after school.	Certified teachers 3.74 FTEs	Principal	Each semester of SY 2009-2010	Core subject grades (above 70)	Passing final course grade in core subjects
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.	Extra Duty Pay for Teachers \$7,569 & Aides \$962 Instructional supplies \$125	Principal	Weekly during Summer 2010	Daily work	Promotion

Use of Other Resources for Compensatory Activities

Federal Programs

- 1) ESEA, Title I, Part A – Markham Elementary operates a Title I, Part A schoolwide program and utilizes the Title I funds to upgrade the entire instructional program.
- 2) ESEA, Title II, Part A: Teacher and Principal Training and Recruiting Fund – These funds are being used to improve the quality of teachers and for supplemental personnel to reduce the class size.
- 3) ESEA, Title II, Part D: Enhancing Education Through Technology – These federal funds are being used to provide professional development in the integration of advanced technologies and to purchase technology supplies and materials.

State Programs

- 1) English as a Second Language (ESL) – A special language program is offered to students of limited English proficiency to bridge the transition for Spanish to English.
- 2) Optional Extended Year (OEY) – An extended-year program is offered to students who do not earn passing grades or who do not pass the state-mandated assessments.

Appendices

Appendix A: State Compensatory Education Budget

Appendix B: Needs Assessment

Appendix C: Percentage of Students Passing the TAKS

Appendix D: Evaluation of 2008-2009 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.

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 begin 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	TOTAL
		12	21	33	21	35	33	28	183
	Number of students . . .								
A	not advanced from one grade to next for one or more years			3	1	4	4	5	17
B	with below 70 average in 2 or more foundation courses during a semester of SY2008-2009 or SY2009-2010								0
C	who have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards						7	12	19
D	performing unsatisfactorily on readiness test or assessment instrument during 2009-2010		11	13	6				30
E	pregnant or parenting during 2009-2010								0
F	placed in alternative education program during 2008-2009 and/or 2009-2010								0
G	expelled during 2008-2009 and/or 2009-2010								0
H	currently on parole, probation, deferred prosecution, or other conditional release								0
I	previously reported through PEIMS as having dropped out of school								0
J	identified as Limited English Proficient (LEP) during 2009-2010	2	2	4	1	1		1	11
K	in custody or care of the Texas Department of Family and Protective Services or referred to that Department during 2009-2010								0
L	who are homeless during 2009-2010								0
M	residing in a residential placement facility in the district during 2008-2009 and/or 2009-2010								0

Percentage of Students in At-Risk Situations Identified by Criterion

Percentage of students . . .		PK	K	1	2	3	4	5
A	not advanced from one grade to next for one or more years	0%	0%	9%	5%	11%	12%	18%
B	with below 70 average in 2 or more foundation courses during a semester of SY2008-2009 or SY2009-2010							
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%	21%	43%
D	performing unsatisfactorily on readiness test or assessment instrument during 2009-2010	0%	52%	39%	29%	0%		
E	pregnant or parenting during 2009-2010	0%	0%	0%	0%	0%	0%	0%
F	placed in alternative education program during 2008-2009 and/or 2009-2010	0%	0%	0%	0%	0%	0%	0%
G	expelled during 2008-2009 and/or 2009-2010	0%	0%	0%	0%	0%	0%	0%
H	currently on parole, probation, deferred prosecution, or other conditional release	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%
J	identified as Limited English Proficient (LEP) during 2009-2010	17%	10%	12%	5%	3%	0%	4%
K	in custody or care of the Texas Department of Family and Protective Services or referred to that Department during 2009-2010	0%	0%	0%	0%	0%	0%	0%
L	who are homeless during 2009-2010	0%	0%	0%	0%	0%	0%	0%
M	residing in a residential placement facility in the district during 2008-2009 and/or 2009-2010	0%	0%	0%	0%	0%	0%	0%

Appendix C: Percentage of Students Passing the TAKS

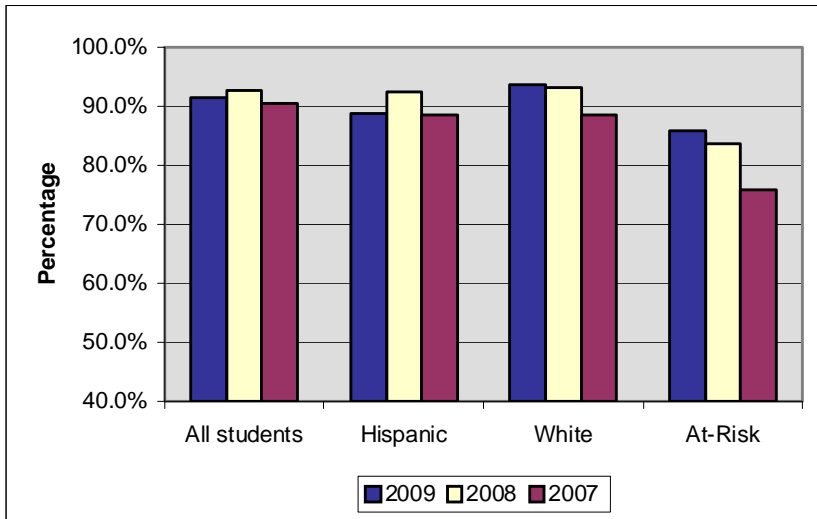
The following tables and graphs present the percentage of students passing the Reading, Math, Writing, Science, Social Studies, and Language Arts sections of the TAKS. Additionally, the TAKS results for At-Risk students are compared with the results for Other students. The goal of State Compensatory 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

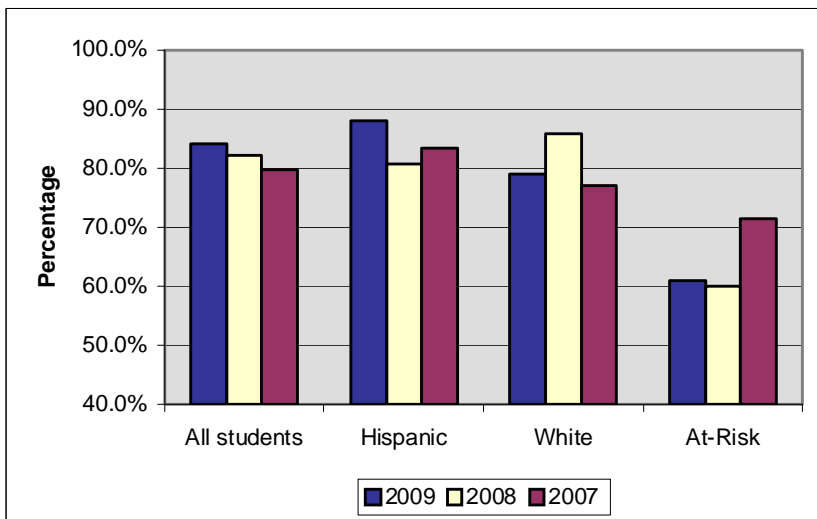
2007-2009 TAKS Results

Grade	Subject	Year	All students	Hispanic	White	At-Risk
Third	Reading	2009	94.0%	89.0%	100.0%	90.0%
		2008	96.0%	100.0%	93.0%	92.0%
		2007	91.0%	100.0%	82.0%	88.0%
	Math	2009	79.0%	78.0%	73.0%	36.0%
		2008	84.0%	86.0%	86.0%	77.0%
		2007	74.0%	86.0%	71.0%	75.0%
Fourth	Reading	2009	84.0%	86.0%	81.0%	67.0%
		2008	87.0%	85.0%	86.0%	75.0%
		2007	85.0%	82.0%	83.0%	50.0%
	Math	2009	80.0%	86.0%	81.0%	67.0%
		2008	81.0%	85.0%	71.0%	63.0%
		2007	70.0%	64.0%	67.0%	50.0%
	Writing	2009	57.0%	43.0%	73.0%	33.0%
		2008	87.0%	83.0%	86.0%	75.0%
		2007	86.0%	100.0%	67.0%	67.0%
Fifth	Reading	2009	96.0%	91.0%	100.0%	100.0%
		2008	95.0%	92.0%	100.0%	*
		2007	95.0%	83.0%	100.0%	89.0%
	Math	2009	93.0%	100.0%	83.0%	80.0%
		2008	81.0%	71.0%	100.0%	40.0%
		2007	95.0%	100.0%	93.0%	89.0%
	Science	2009	100.0%	100.0%	100.0%	100.0%
		2008	95.0%	93.0%	100.0%	80.0%
		2007	91.0%	83.0%	93.0%	89.0%

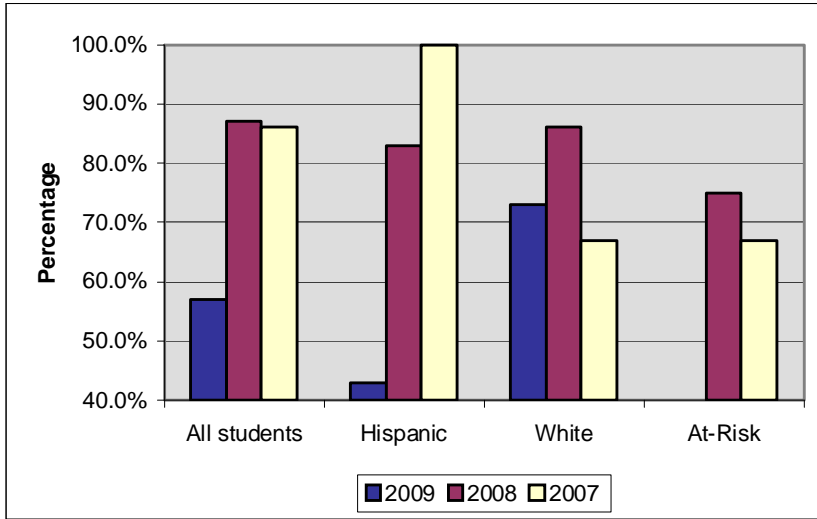
Percentage of Students Passing the TAKS at Markham Elementary School, Reading



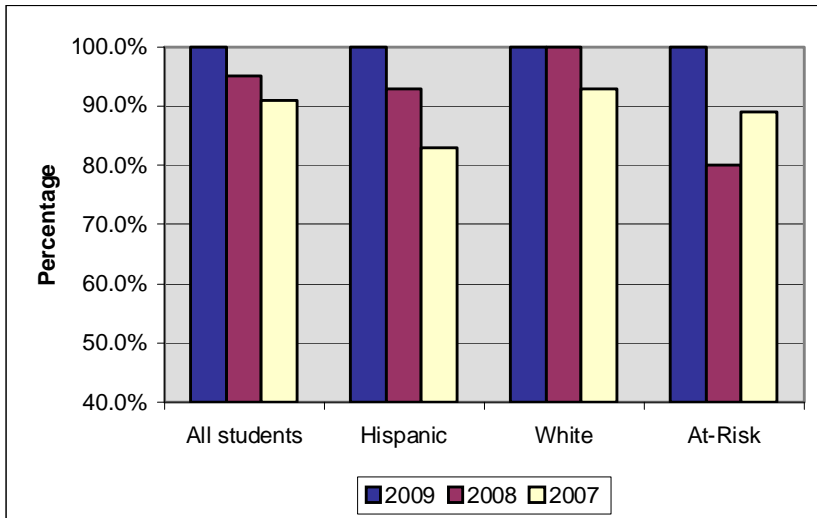
Percentage of Students Passing the TAKS at Markham Elementary School, Math



Percentage of Students Passing the TAKS at Markham Elementary School, Writing



Percentage of Students Passing the TAKS at Markham Elementary School, Science



Appendix D: Evaluation of 2008-2009 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 2008-2009 Programs at Markham Elementary School

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Final Report Card Grade, Above 70 in Core Subjects	105	96	91.43%
Support Title I Schoolwide Program	Success on Kindergarten Readiness Test	32	27	84.38%
Instructional Support	Final Report Card Grade, Above 70 in Core Subjects	180	180	100.00%

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.