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# Tidehaven ISD

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

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# Tidehaven ISD

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## State Compensatory Education Plan: An Addendum to the District Improvement Plan

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# 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 failure and/or of dropping out of school.

## 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 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 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 or care of the Department of Protective and Regulatory 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 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 situations, 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-five percent (45%); however, each district must use at least fifty-five percent (55%) of its allotment for instructional purposes.

## 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 45 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 only 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 be 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 districts will use the same auditable poverty data it uses for Title I, Part A for identifying campuses in the Standard Application System (SAS) for Federal Funding for schoolwide eligibility.

## 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 education 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.

Originally developed by TEA, the following five questions may be used by LEAs as guidelines in order to determine the allowable use of SCE funds:

- 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 that 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, as required by TEC §42.152(q)?

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## District Profile and Needs Assessment

The Tidehaven ISD serves approximately 811 students in grades PK through 12. In its application for federal funding, Tidehaven ISD reported that 58 percent of students meet the low-income criteria for eligibility for free or reduced-prices lunches.

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 (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, Tidehaven ISD has determined that one hundred eighty-six students (22.9 percent) have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards. Eighty students (9.9 percent) performed unsatisfactorily on readiness assessment.

Sixty-four students (7.9 percent) were not advanced from one grade level to the next for one or more years. Fifty students (6.2 percent) were identified as being Limited English Proficient (LEP). Forty-five students (5.5 percent) did not maintain at least a 70 average in two or more foundation courses.

Additionally, five students were placed in an AEP. Four students were pregnant or parenting. One student was in the custody or care of the Texas Department of Family and Protective Services.

## Tidehaven ISD TAKS Performance, Spring 2009

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
<b>Reading</b>									
State percentage passing 2009	95.0%	84.0%	93.0%	91.0%	84.0%	96.0%	87.0%		
District percentage passing 2009	92.5%	79.5%	94.0%	83.0%	85.0%	95.0%	93.0%		
District percentage passing 2008	93.0%	82.0%	88.0%	96.0%	92.0%	96.0%	91.0%		
Percentage Change, 2008-2009	-0.5%	-2.5%	6.0%	-13.0%	-7.0%	-1.0%	2.0%		
<b>Math</b>									
State percentage passing 2009	84.0%	86.0%	90.0%	80.0%	79.0%	88.0%	67.0%	65.0%	83.0%
District percentage passing 2009	78.5%	75.5%	90.0%	66.0%	75.0%	92.0%	76.0%	50.0%	94.0%
District percentage passing 2008	81.0%	73.0%	91.0%	77.0%	68.0%	78.0%	64.0%	75.0%	86.0%
Percentage Change, 2008-2009	-2.5%	2.5%	-1.0%	-11.0%	7.0%	14.0%	12.0%	-25.0%	8.0%
<b>Writing</b>									
State percentage passing 2009		91.0%			93.0%				
District percentage passing 2009		73.0%			94.0%				
District percentage passing 2008		86.0%			96.0%				
Percentage Change, 2008-2009		-13.0%			-2.0%				
<b>Science</b>									
State percentage passing 2009			84.0%			75.0%		66.0%	87.0%
District percentage passing 2009			92.5%			72.0%		45.0%	92.0%
District percentage passing 2008			84.0%			61.0%		85.0%	80.0%
Percentage Change, 2008-2009			8.5%			11.0%		-40.0%	12.0%
<b>Social Studies</b>									
State percentage passing 2009						93.0%		90.0%	97.0%
District percentage passing 2009						95.0%		85.0%	100.0%
District percentage passing 2008						92.0%		95.0%	100.0%
Percentage Change, 2008-2009						3.0%		-10.0%	0.0%
<b>Language Arts</b>									
State percentage passing 2009								88.0%	94.0%
District percentage passing 2009								89.0%	98.0%
District percentage passing 2008								95.0%	96.0%
Percentage Change, 2008-2009								-6.0%	2.0%

# Description of SCE Programs and Services, 2009-2010

## Blessing Elementary School

<b>Objective:</b> 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 .44 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 3.5 FTE	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 .54 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 \$8,891 & Aides \$962 Instructional supplies \$125	Principal	Weekly during Summer 2010	Daily work	Promotion

## Markham Elementary School

<b>Objective:</b> 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.					
<b>Strategy/Activity</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
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

## Tidehaven Intermediate School

<b>Objective:</b> 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.					
<b>Strategy/Activity</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Tutorials—Students are provided with additional instructional time before and after school to promote mastery of TEKS objectives.	Certified teachers .36 FTE	Principal	Each semester of SY 2009-2010	Practice TAKS tests	Pass all sections of TAKS
TAKS remediation—Students at-risk of failing one or more TAKS tests are provided supplemental instruction to improve mastery of TAKS objectives.	Certified teachers .25 FTE	Principal	Each semester of SY 2009-2010	Practice TAKS tests	Pass all sections of TAKS
Title I, Part A schoolwide program support – SCE funds are coordinated with Title I, Part A to upgrade the entire instructional program.	Certified teachers 1.35 FTEs Instructional aides 1.16 FTEs	Principal	Each semester of SY 2009-2010	Passing semester grades	Promotion
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 \$8,246 & Aides \$1,169 Instructional supplies \$500	Principal	Weekly during Summer 2010	Daily work	Promotion

## Tidehaven High School

<b>Objective:</b> 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.					
<b>Strategy/Activity</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Tutorials and TAKS remediation — Students are provided with additional instructional time before and after school to promote mastery of TEKS and TAKS objectives. Saturday tutorials – Students who are falling behind because of grades or attendance are provided additional instructional time to promote mastery of TEKS.	Certified teachers 1.34 FTE  Extra duty pay \$4,000	Principal  Principal	Each semester of SY 2009-2010  Each six weeks of SY 2009-2010	Practice TAKS tests  Six-weeks report card grades and attendance reports	Pass all sections of TAKS  Promotion
DAEP – Students placed in the AEP are provided with additional instructional time to promote mastery of TAKS objectives.	Certified teachers 1.07 FTE	Principal	Each semester of SY 2009-2010	TAKS practice tests	Pass all sections of TAKS
Instructional Support – Instructional aides work under close supervision of classroom teacher and provide supplemental, one-on-one assistance to eligible students.	Instructional aide 1 FTE	Principal	Each semester of SY 2009-2010	Passing semester grades	Passing final grades
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 \$2,596 & Aides \$1,169 Instructional supplies \$500	Principal	Weekly during Summer 2010	Daily work	Promotion

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# Use of Other Resources for Compensatory Activities

## Federal Programs

- 1) ESEA, Title I, Part A – The district operates Title I, Part A schoolwide programs at Blessing and Markham Elementary and Tidehaven Intermediate. Tidehaven ISD 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.
- 4) ESEA, Title IV: Safe and Drug-Free Schools and Communities – The district is part of a consortium with the ESC to provide drug and violence prevention activities.

## 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.

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## 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

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## 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.

# TECS Budget Worksheet

FY2010 State Compensatory Education

Tidehaven ISD

158-902

Total Amount Budgeted for  
FY2010

Account Code	Account Title	
<b>6100 Payroll Costs</b>		
001 TIDEHAVEN H S		
199-11-6119-00-001-0-24-0-00	Instrl / Salaries--Prof Prsnl	\$61,375.92
199-11-6119-00-001-0-28-0-00	Instrl / Salaries--Prof Prsnl	\$46,474.00
199-11-6122-00-001-0-24-0-00	Instrl / Resvd for State Defin/Summer School Subs	\$300.00
199-11-6129-00-001-0-24-0-00	Instrl / Salaries--Sup Prsnl	\$8,647.00
199-11-6141-00-001-0-24-0-00	Instrl / Soc Sec/Medicare	\$1,326.20
199-11-6141-00-001-0-28-0-00	Instrl / Soc Sec/Medicare	\$673.87
199-11-6142-00-001-0-24-0-00	Instrl / Grp Health/Life Insur	\$7,799.56
199-11-6142-00-001-0-28-0-00	Instrl / Grp Health/Life Insur	\$2,185.07
199-11-6143-00-001-0-24-0-00	Instrl / Workers Comp	\$231.73
199-11-6143-00-001-0-28-0-00	Instrl / Workers Comp	\$163.13
	<b>Campus 001 Subtotal:</b>	<b>\$129,176.48</b>
041 TIDEHAVEN INT		
199-11-6119-00-041-0-30-0-00	Instrl / Salaries--Prof Prsnl	\$54,864.60
199-11-6122-00-041-0-30-0-00	Instrl / Resvd for State Defin/Summer School Subs	\$300.00
199-11-6129-00-041-0-30-0-00	Instrl / Salaries--Sup Prsnl	\$14,329.02
199-11-6141-00-041-0-30-0-00	Instrl / Soc Sec/Medicare	\$1,532.16
199-11-6142-00-041-0-30-0-00	Instrl / Grp Health/Life Insur	\$5,817.97
199-11-6143-00-041-0-30-0-00	Instrl / Workers Comp	\$242.88
	<b>Campus 041 Subtotal:</b>	<b>\$77,086.63</b>
101 BLESSING EL		
199-11-6119-00-101-0-30-0-00	Instrl / Salaries--Prof Prsnl	\$48,661.29
199-11-6122-00-101-0-30-0-00	Instrl / Resvd for State Defin/Summer School Subs	\$300.00
199-11-6129-00-101-0-30-0-00	Instrl / Salaries--Sup Prsnl	\$54,420.54
199-11-6141-00-101-0-30-0-00	Instrl / Soc Sec/Medicare	\$4,713.36
199-11-6142-00-101-0-30-0-00	Instrl / Grp Health/Life Insur	\$11,878.92
199-11-6143-00-101-0-30-0-00	Instrl / Workers Comp	\$361.83
199-31-6119-00-101-0-30-0-00	Counseling / Salaries--Prof Prsnl	\$24,898.72
199-31-6141-00-101-0-30-0-00	Counseling / Soc Sec/Medicare	\$361.03
199-31-6143-00-101-0-30-0-00	Counseling / Workers Comp	\$87.39
	<b>Campus 101 Subtotal:</b>	<b>\$145,683.08</b>

*School Information Only*

# TECS Budget Worksheet

FY2010 State Compensatory Education

Tidehaven ISD

158-902

Total Amount Budgeted for  
FY2010

Account Code	Account Title		
<b>6100</b>	<b>Payroll Costs</b>		
102	MARKHAM EL		
199-11-6119-00-102-0-30-0-00	Instrl / Salaries--Prof Prsnl		\$40,533.86
199-11-6122-00-102-0-30-0-00	Instrl / Resvd for State Defin/Summer School Subs		\$300.00
199-11-6129-00-102-0-30-0-00	Instrl / Salaries--Sup Prsnl		\$31,317.72
199-11-6141-00-102-0-30-0-00	Instrl / Soc Sec/Medicare		\$2,886.98
199-11-6142-00-102-0-30-0-00	Instrl / Grp Health/Life Insur		\$6,358.38
199-11-6143-00-102-0-30-0-00	Instrl / Workers Comp		\$252.23
199-31-6119-00-102-0-30-0-00	Counseling / Salaries--Prof Prsnl		\$27,162.24
199-31-6141-00-102-0-30-0-00	Counseling / Soc Sec/Medicare		\$393.85
199-31-6143-00-102-0-30-0-00	Counseling / Workers Comp		\$95.34
		<b>Campus 102 Subtotal:</b>	<b>\$109,300.60</b>
		<b>6100 Subtotal:</b>	<b>\$461,246.79</b>
<b>6200</b>	<b>Professional and Contracted Services</b>		
999	Districtwide		
199-21-6291-00-999-0-24-0-00	Instrl Ldrshp / Consulting Svcs./Consultative Svcs-TECS		\$12,404.00
		<b>Campus 999 Subtotal:</b>	<b>\$12,404.00</b>
		<b>6200 Subtotal:</b>	<b>\$12,404.00</b>
<b>6300</b>	<b>Supplies and Materials</b>		
001	TIDEHAVEN H S		
199-11-6399-00-001-0-24-0-00	Instrl / Supplies/Summer School Supplies		\$500.00
		<b>Campus 001 Subtotal:</b>	<b>\$500.00</b>
041	TIDEHAVEN INT		
199-11-6399-00-041-0-30-0-00	Instrl / Supplies/Summer School Supplies		\$500.00
		<b>Campus 041 Subtotal:</b>	<b>\$500.00</b>
101	BLESSING EL		
199-11-6399-00-101-0-30-0-00	Instrl / Supplies/Summer School Supplies		\$125.00
		<b>Campus 101 Subtotal:</b>	<b>\$125.00</b>
102	MARKHAM EL		
199-11-6399-00-102-0-30-0-00	Instrl / Supplies/Summer School Supplies		\$125.00
		<b>Campus 102 Subtotal:</b>	<b>\$125.00</b>
		<b>6300 Subtotal:</b>	<b>\$1,250.00</b>

*School Information Only*

# TECS Budget Worksheet

FY2010 State Compensatory Education

Tidehaven ISD

158-902

Total Amount Budgeted for  
FY2010

Account Code

Account Title

State Compensatory Education    Grand Total:    \$474,900.79

<b>Compensatory Education Allotment:</b>	<b>\$620,219.00</b>
<b>Less Total SCE Budget:</b>	<b>\$474,900.79</b>
<b>Less 45% Administrative Allowable:</b>	<b>\$279,098.55</b>
<b>Balance:</b>	<b>(\$133,780.34)</b>

*School Information Only*

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## 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 being 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	6	7	8	9	10	11	12	TOTAL
		30	46	72	55	78	68	61	63	61	50	61	56	61	49	811
Number of students . . .																
<b>A</b>	not advanced from one grade to next for one or more years	1	1	5	3	11	5	7	11	7	6	3	2	1	1	64
<b>B</b>	with below 70 average in 2 or more foundation courses during a semester of SY2008-2009 or SY2009-2010									4	9	5	8	12	7	45
<b>C</b>	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	13	25	19	18	14	21	26	31	19	186
<b>D</b>	performing unsatisfactorily on readiness test or assessment instrument during 2009-2010	0	19	20	16	25										80
<b>E</b>	pregnant or parenting during 2009-2010	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4
<b>F</b>	placed in alternative education program during 2008-2009 and/or 2009-2010	0	0	0	0	0	0	0	0	0	0	0	1	2	2	5
<b>G</b>	expelled during 2008-2009 and/or 2009-2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>H</b>	currently on parole, probation, deferred prosecution, or other conditional release	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>I</b>	previously reported through PEIMS as having dropped out of school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>J</b>	identified as Limited English Proficient (LEP) during 2009-2010	7	6	13	3	9	4	2	2	1	1	1	1	0	0	50
<b>K</b>	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	0	0	0	1	0	0	0	1
<b>L</b>	who are homeless during 2009-2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>M</b>	residing in a residential placement facility in the district during 2008-2009 and/or 2009-2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Percentage of Students in At-Risk Situations Identified by Criterion

Percentage of students . . .		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>A</b>	not advanced from one grade to next for one or more years	3%	2%	7%	5%	14%	7%	11%	17%	11%	12%	5%	4%	2%	2%
<b>B</b>	with below 70 average in 2 or more foundation courses during a semester of SY2008-2009 or SY2009-2010									7%	18%	8%	14%	20%	14%
<b>C</b>	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%	19%	41%	30%	30%	28%	34%	46%	51%	39%
<b>D</b>	performing unsatisfactorily on readiness test or assessment instrument during 2009-2010	0%	41%	28%	29%	32%									
<b>E</b>	pregnant or parenting during 2009-2010	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	2%
<b>F</b>	placed in alternative education program during 2008-2009 and/or 2009-2010	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	3%	4%
<b>G</b>	expelled during 2008-2009 and/or 2009-2010	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>H</b>	currently on parole, probation, deferred prosecution, or other conditional release	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>I</b>	previously reported through PEIMS as having dropped out of school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>J</b>	identified as Limited English Proficient (LEP) during 2009-2010	23%	13%	18%	5%	12%	6%	3%	3%	2%	2%	2%	2%	0%	0%
<b>K</b>	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%	0%	0%	0%	2%	0%	0%	0%
<b>L</b>	who are homeless during 2009-2010	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>M</b>	residing in a residential placement facility in the district during 2008-2009 and/or 2009-2010	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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## 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

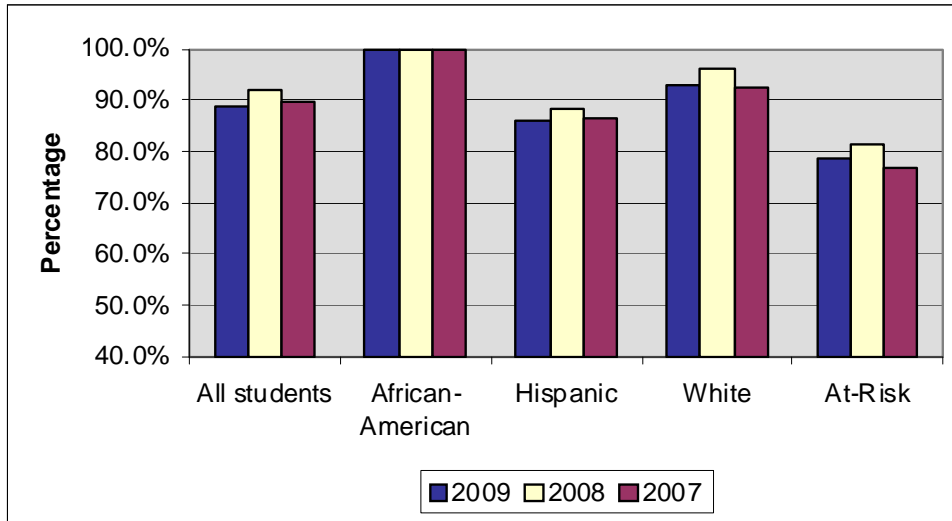
### 2007-2009 TAKS Results

Grade	Subject	Year	All students	African-American	Hispanic	White	At-Risk
Third	Reading	2009	92.5%	*	88.5%	100.0%	88.0%
		2008	93.5%	*	97.0%	92.5%	87.0%
		2007	94.0%	*	97.0%	91.0%	91.0%
	Math	2009	78.5%	*	68.5%	86.5%	49.0%
		2008	81.5%	*	87.5%	78.5%	77.5%
		2007	83.5%	*	89.5%	82.0%	77.5%
Fourth	Reading	2009	79.5%	*	82.5%	79.0%	58.5%
		2008	82.5%	*	76.0%	89.0%	66.0%
		2007	79.5%	*	75.0%	82.5%	46.0%
	Math	2009	75.5%	*	82.5%	75.0%	40.0%
		2008	75.0%	*	67.5%	81.5%	46.0%
		2007	73.0%	*	71.5%	80.5%	58.5%
	Writing	2009	73.0%	*	71.5%	79.0%	54.0%
		2008	87.5%	*	80.5%	93.0%	73.0%
		2007	86.0%	*	89.5%	80.5%	67.0%
Fifth	Reading	2009	94.0%	*	88.5%	100.0%	92.5%
		2008	92.0%	*	90.5%	96.5%	75.0%
		2007	96.0%	*	88.0%	100.0%	89.5%
	Math	2009	90.0%	*	90.5%	88.5%	77.5%
		2008	82.5%	*	73.0%	96.5%	54.5%
		2007	97.5%	*	100.0%	96.5%	94.5%
	Science	2009	92.5%	*	85.5%	100.0%	85.0%
		2008	85.0%	*	86.0%	83.5%	71.5%
		2007	92.0%	*	84.5%	96.5%	85.5%
Sixth	Reading	2009	83.0%	*	77.0%	87.0%	64.0%
		2008	96.0%	*	95.0%	100.0%	83.0%
		2007	93.0%	100.0%	89.0%	95.0%	86.0%
	Math	2009	66.0%	*	58.0%	74.0%	41.0%
		2008	77.0%	*	75.0%	83.0%	33.0%
		2007	67.0%	57.0%	52.0%	89.0%	50.0%
Seventh	Reading	2009	85.0%	*	86.0%	91.0%	70.0%
		2008	92.0%	100.0%	84.0%	100.0%	81.0%
		2007	81.0%	*	72.0%	91.0%	43.0%
	Math	2009	75.0%	*	68.0%	83.0%	55.0%
		2008	68.0%	63.0%	48.0%	95.0%	31.0%
		2007	73.0%	*	60.0%	87.0%	31.0%
	Writing	2009	94.0%	*	95.0%	91.0%	85.0%
		2008	96.0%	88.0%	96.0%	100.0%	88.0%
		2007	98.0%	*	100.0%	95.0%	92.0%

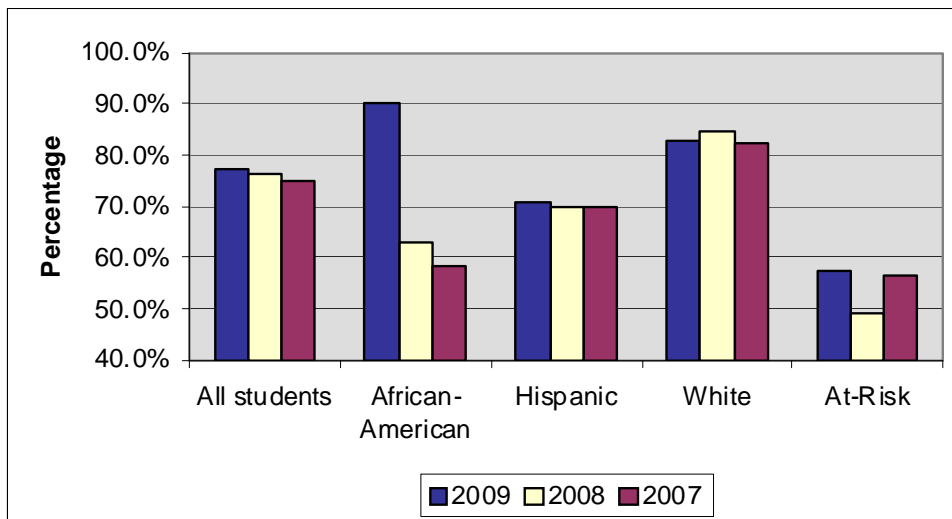
## 2007-2009 TAKS Results

<b>Eighth</b>	<b>Reading</b>	<b>2009</b>	95.0%	100.0%	91.0%	100.0%	90.0%
		<b>2008</b>	96.0%	*	93.0%	100.0%	100.0%
		<b>2007</b>	96.0%	*	100.0%	97.0%	100.0%
	<b>Math</b>	<b>2009</b>	92.0%	100.0%	89.0%	94.0%	83.0%
		<b>2008</b>	78.0%	*	74.0%	84.0%	40.0%
		<b>2007</b>	75.0%	*	65.0%	79.0%	58.0%
	<b>Social St.</b>	<b>2009</b>	95.0%	100.0%	90.0%	100.0%	90.0%
		<b>2008</b>	92.0%	*	85.0%	100.0%	80.0%
		<b>2007</b>	84.0%	*	80.0%	89.0%	75.0%
	<b>Science</b>	<b>2009</b>	72.0%	50.0%	65.0%	90.0%	50.0%
		<b>2008</b>	61.0%	*	54.0%	68.0%	62.0%
		<b>2007</b>	67.0%	*	50.0%	79.0%	46.0%
<b>Ninth</b>	<b>Reading</b>	<b>2009</b>	93.0%	100.0%	89.0%	95.0%	88.0%
		<b>2008</b>	91.0%	*	83.0%	96.0%	79.0%
		<b>2007</b>	89.0%	*	85.0%	92.0%	82.0%
	<b>Math</b>	<b>2009</b>	76.0%	80.0%	58.0%	86.0%	56.0%
		<b>2008</b>	64.0%	*	56.0%	71.0%	32.0%
		<b>2007</b>	71.0%	*	74.0%	69.0%	51.0%
<b>Tenth</b>	<b>Lang. Arts</b>	<b>2009</b>	89.0%	*	84.0%	93.0%	83.0%
		<b>2008</b>	95.0%	*	100.0%	94.0%	88.0%
		<b>2007</b>	87.0%	*	77.0%	100.0%	76.0%
	<b>Math</b>	<b>2009</b>	50.0%	*	37.0%	59.0%	28.0%
		<b>2008</b>	75.0%	*	71.0%	80.0%	50.0%
		<b>2007</b>	50.0%	*	42.0%	62.0%	19.0%
	<b>Social St.</b>	<b>2009</b>	85.0%	*	77.0%	93.0%	79.0%
		<b>2008</b>	95.0%	*	96.0%	97.0%	92.0%
		<b>2007</b>	80.0%	*	70.0%	96.0%	78.0%
	<b>Science</b>	<b>2009</b>	45.0%	*	24.0%	61.0%	24.0%
		<b>2008</b>	85.0%	*	79.0%	93.0%	67.0%
		<b>2007</b>	48.0%	*	34.0%	69.0%	15.0%
<b>Eleventh</b>	<b>Lang. Arts</b>	<b>2009</b>	98.0%	*	100.0%	96.0%	95.0%
		<b>2008</b>	96.0%	*	93.0%	100.0%	93.0%
		<b>2007</b>	96.0%	80.0%	93.0%	100.0%	90.0%
	<b>Math</b>	<b>2009</b>	94.0%	*	88.0%	100.0%	86.0%
		<b>2008</b>	86.0%	*	79.0%	94.0%	77.0%
		<b>2007</b>	85.0%	60.0%	74.0%	97.0%	67.0%
	<b>Social St.</b>	<b>2009</b>	100.0%	*	100.0%	100.0%	100.0%
		<b>2008</b>	100.0%	*	100.0%	100.0%	100.0%
		<b>2007</b>	99.0%	100.0%	96.0%	100.0%	97.0%
	<b>Science</b>	<b>2009</b>	92.0%	*	88.0%	95.0%	82.0%
		<b>2008</b>	80.0%	*	76.0%	94.0%	70.0%
		<b>2007</b>	77.0%	60.0%	63.0%	91.0%	73.0%

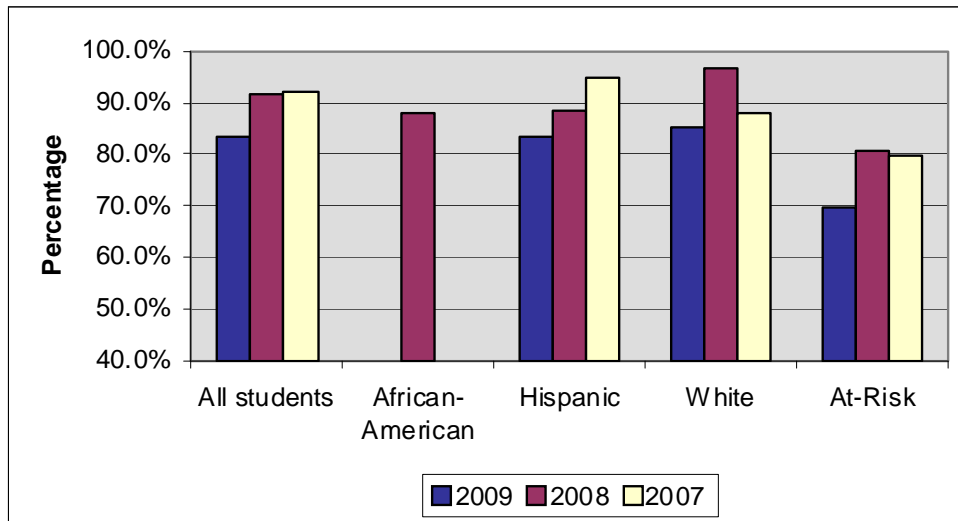
## Percentage of Students Passing the TAKS in Tidehaven ISD, Reading



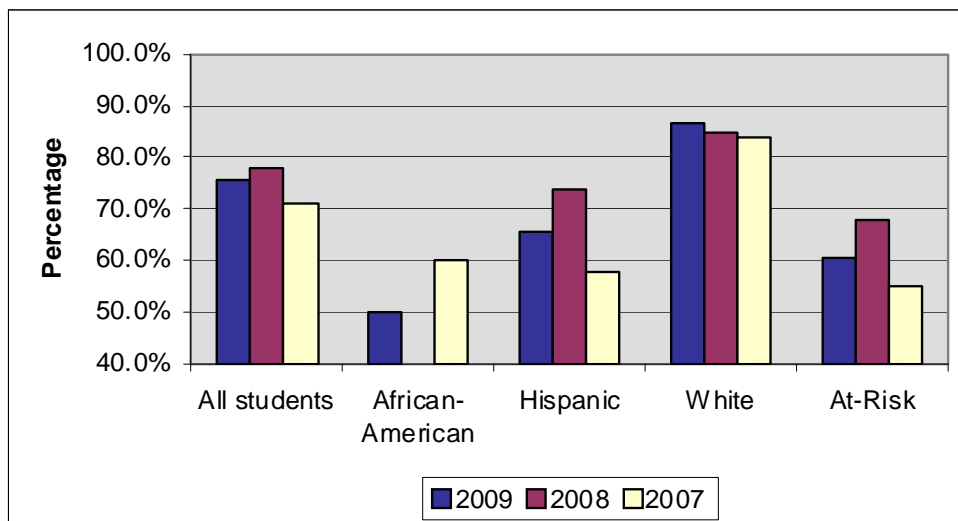
## Percentage of Students Passing the TAKS in Tidehaven ISD, Math



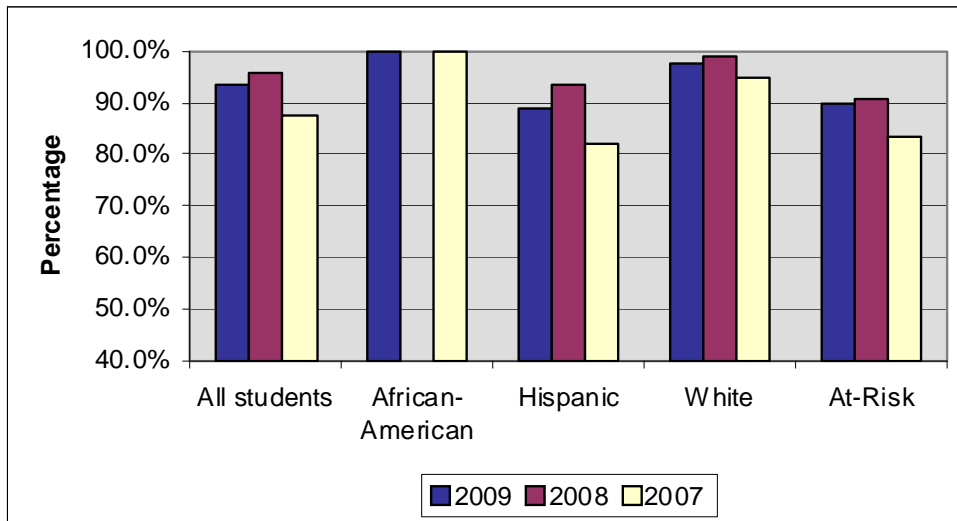
## Percentage of Students Passing the TAKS in Tidehaven ISD, Writing



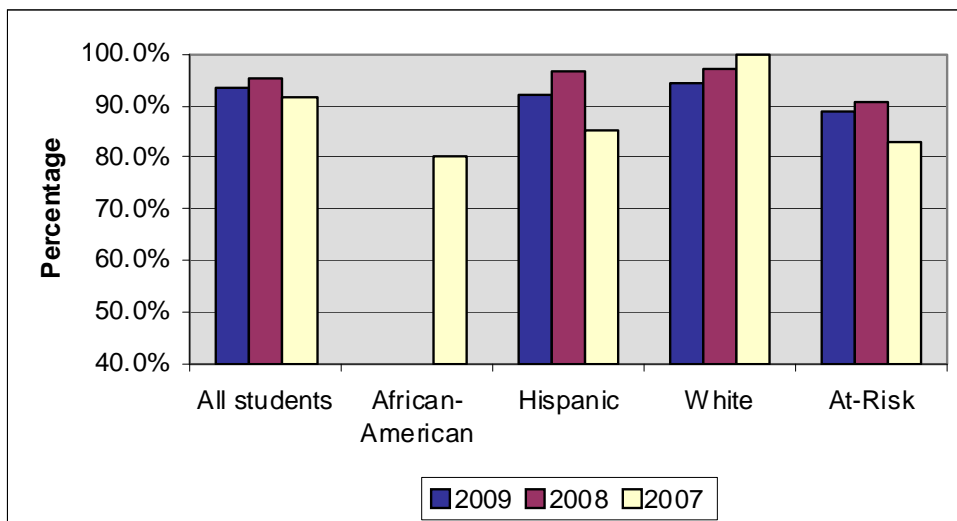
## Percentage of Students Passing the TAKS in Tidehaven ISD, Science



## Percentage of Students Passing the TAKS in Tidehaven ISD, Social Studies



## Percentage of Students Passing the TAKS in Tidehaven ISD, Language Arts



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## Appendix D: Evaluation of 2008-2009 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 2008-2009 Programs

## Blessing Elementary

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Support Title I Schoolwide Program (PK)	Success on Kindergarten Readiness Test	36	35	97.22%
Instructional Support	Promotion	224	118	52.68%
Tutorials	Final Report Card Grade, Above 70 in Core Subjects	79	72	91.14%

## Markham Elementary

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%

## Tidehaven Intermediate

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Support Title I Schoolwide Program	Promotion	185	172	92.97%
Tutorials	Pass all sections of TAKS	158	123	77.85%

## Tidehaven High School

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Pass all sections of TAKS	168	121	72.02%
Saturday Tutorials	Promotion	58	57	98.28%
DAEP	Pass all sections of TAKS	7	4	57.14%
Instructional Support	Pass final grades	18	17	94.44%

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## 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.