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# Tidehaven Intermediate Tidehaven ISD

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

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# Tidehaven Intermediate Tidehaven ISD

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

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## Campus Profile and Needs Assessment

Tidehaven Intermediate serves approximately 174 students in grades 6 through 8. In its application for federal funding, Tidehaven ISD reported that 48.8 percent of students meet the low-income criteria for eligibility for free or reduced-priced lunches at this campus.

Tidehaven Intermediate 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 Intermediate School has determined that 51 students (29.3 percent) have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards. Nineteen students in grade 6, eighteen in grade 7, and fourteen students in grade 8 were identified using this criterion.

Twenty-four students (13.8 percent) were not advanced from one grade level to the next for one or more years. Eleven students in grade 6, seven students in grade 7, and six students in grade 8 were not advanced from one grade level to the next.

Thirteen students (7.5 percent) did not maintain at least a 70 average in two or more foundation courses with four students in grade 7 and nine students in grade 8.

Additionally, four students (2.3 percent) were identified as being Limited English Proficient (LEP).

## Description of SCE Programs and Services, 2009-2010

### 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

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# Use of Other Resources for Compensatory Activities

## Federal Programs

- 1) ESEA, Title I, Part A – Tidehaven Intermediate School 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.

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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

## 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
199-11-6399-00-041-0-30-0-00	Instrl / Supplies / Summer School Supplies	\$500.00

041 TIDEHAVEN INT Total \$77,586.63

**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 begin at risk of dropping out of school.

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

Projected Student Enrollment by grade level		6	7	8	TOTAL
		63	61	50	174
<b>Number of students . . .</b>					
<b>A</b>	not advanced from one grade to next for one or more years	11	7	6	24
<b>B</b>	with below 70 average in 2 or more foundation courses during a semester of SY2008-2009 or SY2009-2010		4	9	13
<b>C</b>	who have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards	19	18	14	51
<b>D</b>	performing unsatisfactorily on readiness test or assessment instrument during 2009-2010				0
<b>E</b>	pregnant or parenting during 2009-2010				0
<b>F</b>	placed in alternative education program during 2008-2009 and/or 2009-2010				0
<b>G</b>	expelled during 2008-2009 and/or 2009-2010				0
<b>H</b>	currently on parole, probation, deferred prosecution, or other conditional release				0
<b>I</b>	previously reported through PEIMS as having dropped out of school				0
<b>J</b>	identified as Limited English Proficient (LEP) during 2009-2010	2	1	1	4
<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
<b>L</b>	who are homeless during 2009-2010				0
<b>M</b>	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 . . .		6	7	8
<b>A</b>	not advanced from one grade to next for one or more years	17%	11%	12%
<b>B</b>	with below 70 average in 2 or more foundation courses during a semester of SY2008-2009 or SY2009-2010		7%	18%
<b>C</b>	who have previously performed unsatisfactorily on TAKS and who have not, on subsequent administrations, achieved 110% of TAKS performance standards	30%	30%	28%
<b>D</b>	performing unsatisfactorily on readiness test or assessment instrument during 2009-2010			
<b>E</b>	pregnant or parenting during 209-2010	0%	0%	0%
<b>F</b>	placed in alternative education program during 2008-2009 and/or 2009-2010	0%	0%	0%
<b>G</b>	expelled during 2008-2009 and/or 2009-2010	0%	0%	0%
<b>H</b>	currently on parole, probation, deferred prosecution, or other conditional release	0%	0%	0%
<b>I</b>	previously reported through PEIMS as having dropped out of school	0%	0%	0%
<b>J</b>	identified as Limited English Proficient (LEP) during 2009-2010	3%	2%	2%
<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%
<b>L</b>	who are homeless during 2009-2010	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%

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## Appendix C: Percentage of Students Passing the TAKS

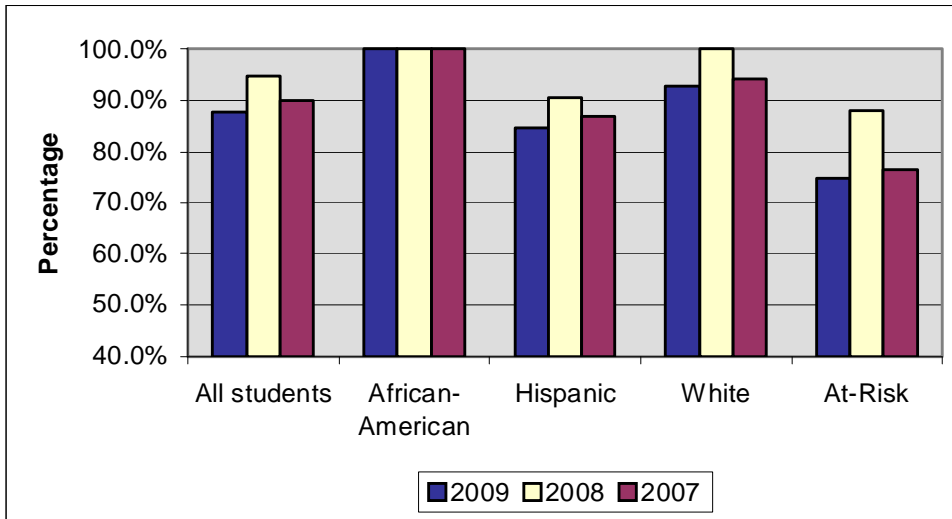
The following tables and graphs present the percentage of students passing the Reading, Math, Writing, Science, Social Studies, and Language Arts sections of the TAKS. Additionally, the TAKS results for At-Risk students are compared with the results for Other students. The goal of State Compensatory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

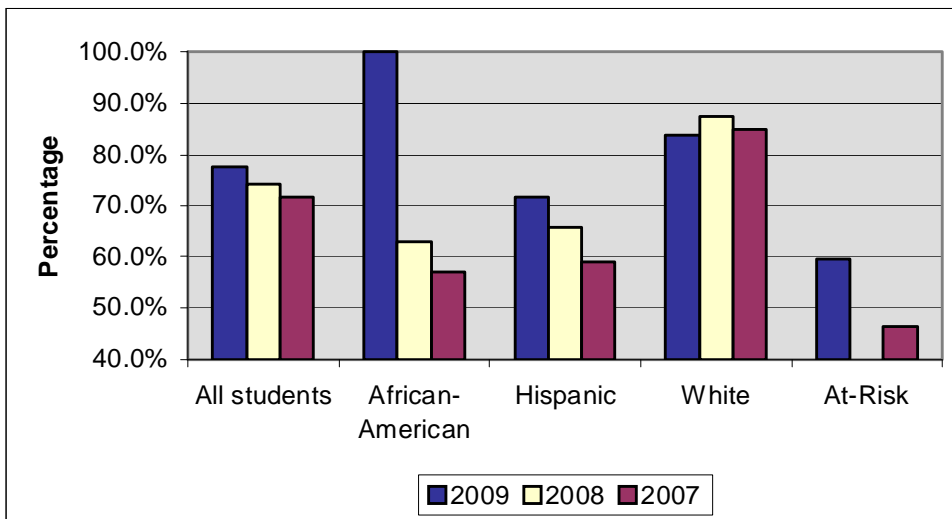
### 2007-2009 TAKS Results

Grade	Subject	Year	All students	African-American	Hispanic	White	At-Risk
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%	
Eighth	Reading	2009	95.0%	100.0%	91.0%	100.0%	90.0%
		2008	96.0%	*	93.0%	100.0%	100.0%
		2007	96.0%	*	100.0%	97.0%	100.0%
	Math	2009	92.0%	100.0%	89.0%	94.0%	83.0%
		2008	78.0%	*	74.0%	84.0%	40.0%
		2007	75.0%	*	65.0%	79.0%	58.0%
	Social St.	2009	95.0%	100.0%	90.0%	100.0%	90.0%
		2008	92.0%	*	85.0%	100.0%	80.0%
		2007	84.0%	*	80.0%	89.0%	75.0%
	Science	2009	72.0%	50.0%	65.0%	90.0%	50.0%
		2008	61.0%	*	54.0%	68.0%	62.0%
		2007	67.0%	*	50.0%	79.0%	46.0%

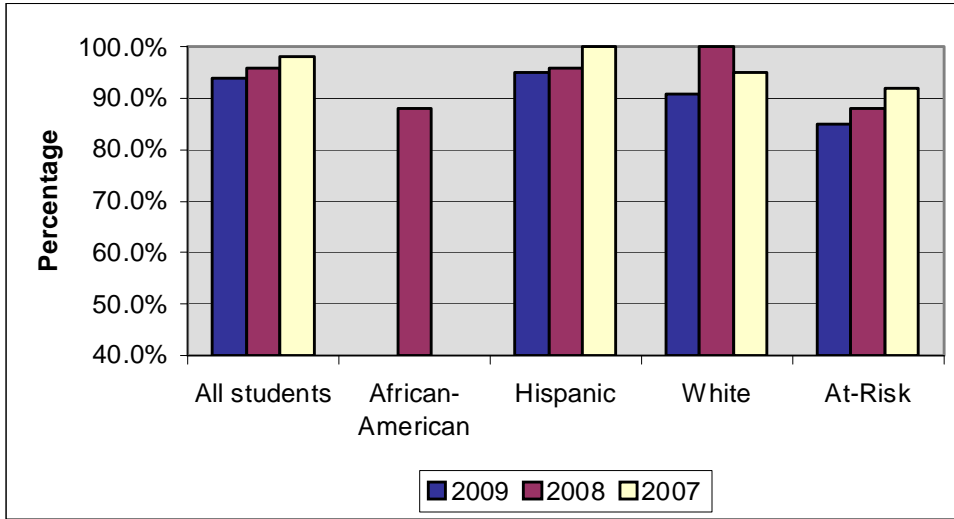
## Percentage of Students Passing the TAKS at Tidehaven Intermediate, Reading



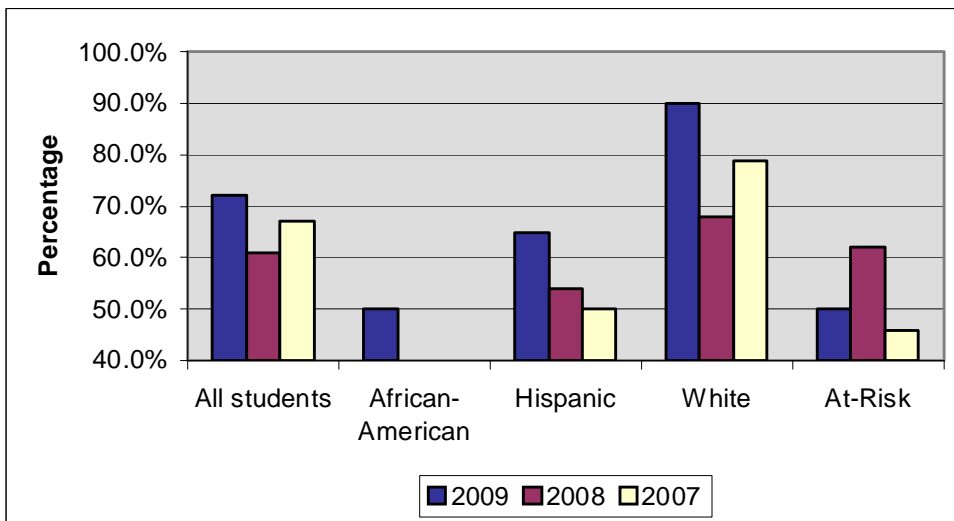
## Percentage of Students Passing the TAKS at Tidehaven Intermediate, Math



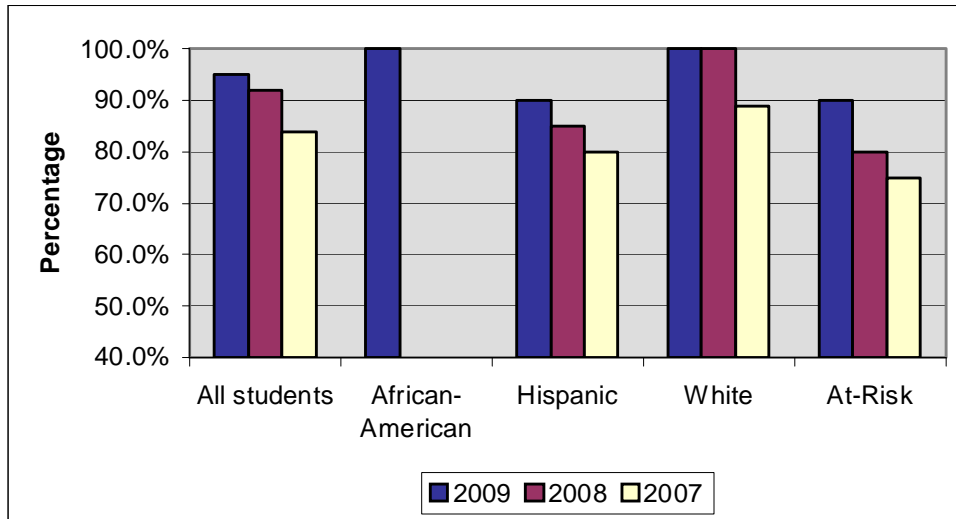
## Percentage of Students Passing the TAKS at Tidehaven Intermediate, Writing



## Percentage of Students Passing the TAKS at Tidehaven Intermediate, Science



## Percentage of Students Passing the TAKS at Tidehaven Intermediate, Social Studies



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## 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 Program at Tidehaven Intermediate

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

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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.