
Tidehaven ISD

State Compensatory Education: An Addendum
to the District Improvement Plan
School Year 2010-2011

Tidehaven ISD

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 15 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)?

District Profile and Needs Assessment

The Tidehaven ISD serves approximately 802 students in grades PK through 12. In its application for federal funding, Tidehaven ISD reported that over 60% of the students (60.8%) meet the low-income criteria for eligibility for free or reduced-price lunches.

Using the state's criteria to determine students in at-risk situations, the Blessing Elementary has identified one student in grade K, three students in grade 1 (11%), two students in grade 2, three students in grade 3, eight students in grade 4 (18%), and two students in grade 5 who have not advanced from one grade to the next for one or more years.

Twelve students in grade 4 (27%) and eight students in grade 5 (22%) have performed unsatisfactorily on TAKS and have not achieved 110% of the performance standard on subsequent administrations.

Nine students in grade K (33%), eleven students in each grade 1 (39%) and 2 (30%), and nineteen students in grade 3 (54%) have performed unsatisfactorily on a readiness test during this school year.

The campus has identified students with limited English proficiency (LEP) and found one student in grade PK, five students in grade K (19%), six students in grade 1 (21%), nine students in grade 2 (24%), one student in grade 3, seven students in grade 4 (16%) and two students in grade 5.

Using the state's criteria to identify students in at-risk situations, Markham Elementary has found two students in grade 2, one student in grade 3, four students in grade 4 (12%) and four students in grade 5 (15%) who have not advanced from one year to the next for one or more years.

Twelve students in grade 4 (36%) and eleven students in grade 5 (42%) have performed unsatisfactorily on TAKS and have not, on subsequent administrations, met 110% of the performance standard.

Seventeen students in grade K (81%), ten students in grade 1 (53%), and twenty-two students in grade 2 (81%) have performed unsatisfactorily on a readiness test during this school year.

The campus has identified students who with limited English proficiency (LEP) and found eight students in grade PK (36%), two students in both grades K (10%) and 1 (11%), four students in grade 2 (15%), and one student in each grade 3 and 4 who meet this criteria.

Using the state's criteria to identify students in at-risk situations, Tidehaven Intermediate school has found nine students in grade 6 (15%), ten

students in grade 7 (14%) and seven students in grade 8 (11%) that have not advanced from one grade to the next for one or more years.

Four students in grade 7 and five students in grade 8 have or have had an average of 70 or below in two or more foundation courses during this, or the previous, school year.

Twenty-seven students in grade 6 (43%), twenty-seven students in grade 7 (39%) and twenty-four students in grade 8 (39%) have performed unsatisfactorily on TAKS and have not achieved 110% of the performance standard on subsequent administrations.

One student in grade 6, three students in grade 7, and two students in grade 8 have been placed in an alternative education program during this or the previous school year.

The intermediate campus has identified four students in grade 6 and two in each grade 7 and 8 who have limited proficiency in English (LEP).

Two students at the campus have been referred to protective services and three students have been identified as homeless.

Using the state's criteria to identify students in at-risk situations, Tidehaven High School has found ten students in grade 9 (19%), four students in grade 10, one student in both grades 11 and 12 who have not advanced from one grade to the next for one or more years.

Eight students in grade 9 (15%), nine students in grade 10 (15%), ten students in grade 11 (20%) and seven students in grade 12 (13%) have or have had an average below 70 in two or more foundation courses during this, or the previous, school year.

Twenty students in grade 9 (37%), ten students in grade 10 (16%), eighteen students in grade 11 (36%) and five students in grade 12 have performed unsatisfactorily on TAKS and have not achieved 110% of the performance standard on subsequent administrations.

Four high school students are pregnant or parenting.

One student in grade 9, six students in grade 10 (10%), three students in grade 11 and one student in grade 12 have been placed in an alternative education program during this or the previous school year. One student has been expelled and one student is currently on conditional judicial release.

The high school campus found two students in grade 9, one in grade 10 and one in grade 11 identified as having limited English proficiency (LEP).

One student has been referred to Protective Services during this school year.

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.

Tidehaven ISDTAKS Performance, Spring 2010

Percentage passing rates from primary administration results

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Reading									
State percentage passing 2010	92.0%	86.0%	86.0%	86.0%	86.0%	91.0%	92.0%		
District percentage passing 2010	78.0%	87.0%	83.0%	80.0%	80.0%	90.0%	98.0%		
District percentage passing 2009	91.0%	78.0%	77.0%	80.0%	75.0%	89.0%	93.0%		
Percentage Change, 2009-2010	-13.0%	9.0%	6.0%	0.0%	5.0%	1.0%	5.0%		
Math									
State percentage passing 2010	87.0%	89.0%	86.0%	83.0%	82.0%	81.0%	72.0%	75.0%	89.0%
District percentage passing 2010	73.0%	74.0%	81.0%	75.0%	73.0%	65.0%	82.0%	74.0%	94.0%
District percentage passing 2009	77.0%	75.0%	78.0%	66.0%	77.0%	69.0%	75.0%	50.0%	94.0%
Percentage Change, 2009-2010	-4.0%	-1.0%	3.0%	9.0%	-4.0%	-4.0%	7.0%	24.0%	0.0%
Writing									
State percentage passing 2010		92.0%			75.0%				
District percentage passing 2010		86.0%			88.0%				
District percentage passing 2009		78.0%			94.0%				
Percentage Change, 2009-2010		8.0%			-6.0%				
Science									
State percentage passing 2010			88.0%			78.0%		75.0%	92.0%
District percentage passing 2010			89.0%			63.0%		71.0%	88.0%
District percentage passing 2009			91.0%			73.0%		47.0%	92.0%
Percentage Change, 2009-2010			-2.0%			-10.0%		24.0%	-4.0%
Social Studies									
State percentage passing 2010						95.0%		93.0%	98.0%
District percentage passing 2010						96.0%		92.0%	98.0%
District percentage passing 2009						95.0%		85.0%	100.0%
Percentage Change, 2009-2010						1.0%		7.0%	-2.0%
Language Arts									
State percentage passing 2010								91.0%	93.0%
District percentage passing 2010								92.0%	94.0%
District percentage passing 2009								89.0%	98.0%
Percentage Change, 2009-2010								3.0%	-4.0%

Description of SCE Programs and Services, 2010-2011

Blessing Elementary

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.	Counselor .94 FTE	Principal	Each semester SY 2010-2011	Semester grades	Passing final course grades
Instructional Support – Instructional aides work under close supervision of classroom teacher and provide supplemental, one-on-one assistance to eligible students.	Instructional aide 2.8 FTE	Principal	Each semester SY 2010-2011	Semester grades	Passing final course grades
Tutorials – Students are provided additional instructional time before and after school.	Certified teachers .798 FTE	Principal	Each semester SY 2010-2011	Semester grades	Passing final course 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.	Certified teachers \$8,700 Instructional aides \$950	Principal	Summer 2011	Progress reports	Promotion

Markham Elementary

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.	Counselor .94 FTE	Principal	Each semester SY 2010-2011	Semester grades	Passing final course grades
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 SY 2010-2011	Semester grades	Passing final course grades
Tutorials – Students are provided additional instructional time before and after school.	Certified teachers .338 FTE Instructional aides 1.01 FTE	Principal	Each semester SY 2010-2011	Semester grades	Passing final course grades
Summer School – A summer program providing extended learning opportunities in core subject areas to assist students with mastery of content as well as passing the subject-area TAKS test.	Certified teachers \$7,500 Instructional aides \$950	Principal	Summer 2011	Progress reports	Promotion

Tidehaven Intermediate

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
Fundamentals - TAKS remediation—Students, who have failed or at-risk of failing one or more TAKS tests are provided supplemental instruction to improve mastery of TAKS objectives.	Certified teachers .471 FTE	Principal	Each semester SY 2010-2011	Practice tests	Passing all sections of TAKS
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.	Certified teachers \$8,100 Instructional aides \$1,150	Principal	Summer 2011	Progress reports	Promotion

Tidehaven High School

Objective: To reduce the dropout rate and decrease any disparity in performance on state assessments between students at risk of dropping out of school and all other district students.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Tutorials—Students are provided with additional instructional time before and after school to promote mastery of TEKS and TAKS objectives.	Certified teachers .73404 FTE	Principal	Each six weeks 2010-2011	Report Card Grades	Passing final course grade
TAKS Remediation – Intensive, supplemental core-subject instruction for struggling students.	Certified teachers .66 FTE	Principal	Each semester 2010-2011	Passing semester grades	Passing TAKS
DAEP – Students placed in the AEP are provided with additional instructional time to promote mastery of TAKS objectives.	Instructional Aide 1 FTE	Principal	Each semester 2010-2011	Passing semester grades	Passing final course grades
Summer School – A summer extended-learning opportunity in core subject areas provided to assist students with mastery of content as well as passing subject-area TAKS test.	Certified teachers \$3,300 Instructional Aides \$2,250	Principal	Summer 2011	Progress reports	Promotion

Use of Other Resources for Compensatory Activities

Federal Programs

- 1) ESEA, Title I, Part A – Blessing and Markham Elementary operate a Title I, Part A schoolwide programs and utilize these funds to upgrade the entire instructional program at these campuses.
- 2) ESEA, Title I, Part A: 2009-2011 NCLB Cons Federal ARRA/Stimulus – These funds are being used to accelerate the implementation of the technology plan.
- 3) 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 class size.
- 4) ESEA, Title II, Part D: Technology, ARRA/Stimulus – These funds are being used to supplement technology and technology training at the district.

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 from Spanish to English.

Appendices

Appendix A: State Compensatory Education Budget

Appendix B: Needs Assessment

Appendix C: Percentage of Students Passing the TAKS

Appendix D: Evaluation of 2009-2010 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.

TECS Budget Worksheet

FY2011 State Compensatory Education

Tidehaven ISD

158-902

Total Amount Budgeted for
FY2011

Account Code	Account Title	
6100 Payroll Costs		
001 TIDEHAVEN H S		
199-11-6119-00-001-1-24-0-00	Instrl / Salaries--Prof Prsnl	\$61,307.15
199-11-6119-00-001-1-24-0-10	Instrl / Salaries--Prof Prsnl/Summer School Teachers	\$3,300.00
199-11-6129-00-001-1-24-0-00	Instrl / Salaries--Sup Prsnl	\$15,616.00
199-11-6129-00-001-1-24-0-10	Instrl / Salaries--Sup Prsnl/Summer School Aides	\$2,550.00
199-11-6141-00-001-1-24-0-00	Instrl / Soc Sec/Medicare	\$1,115.37
199-11-6142-00-001-1-24-0-00	Instrl / Grp Health/Life Insur	\$6,206.26
199-11-6143-00-001-1-24-0-00	Instrl / Workers Comp	\$267.22
	Campus 001 Subtotal:	\$90,362.00
041 TIDEHAVEN INT		
199-11-6119-00-041-1-30-0-00	Instrl / Salaries--Prof Prsnl	\$19,693.42
199-11-6119-00-041-1-30-0-10	Instrl / Salaries--Prof Prsnl/Summer School Teachers	\$8,100.00
199-11-6129-00-041-1-30-0-10	Instrl / Salaries--Sup Prsnl/Summer School Aides	\$1,150.00
199-11-6141-00-041-1-30-0-00	Instrl / Soc Sec/Medicare	\$193.98
199-11-6142-00-041-1-30-0-00	Instrl / Grp Health/Life Insur	\$1,164.26
199-11-6143-00-041-1-30-0-00	Instrl / Workers Comp	\$68.41
	Campus 041 Subtotal:	\$30,370.07
101 BLESSING EL		
199-11-6119-00-101-1-30-0-00	Instrl / Salaries--Prof Prsnl	\$36,127.56
199-11-6119-00-101-1-30-0-10	Instrl / Salaries--Prof Prsnl/Summer School Teachers	\$8,700.00
199-11-6129-00-101-1-30-0-00	Instrl / Salaries--Sup Prsnl	\$55,666.34
199-11-6129-00-101-1-30-0-10	Instrl / Salaries--Sup Prsnl/Summer School Aides	\$950.00
199-11-6141-00-101-1-30-0-00	Instrl / Soc Sec/Medicare	\$1,232.82
199-11-6142-00-101-1-30-0-00	Instrl / Grp Health/Life Insur	\$14,184.13
199-11-6143-00-101-1-30-0-00	Instrl / Workers Comp	\$318.91
199-31-6119-00-101-1-30-0-00	Counseling / Salaries--Prof Prsnl	\$27,658.56
199-31-6141-00-101-1-30-0-00	Counseling / Soc Sec/Medicare	\$401.05
199-31-6143-00-101-1-30-0-00	Counseling / Workers Comp	\$96.09
	Campus 101 Subtotal:	\$145,335.46
102 MARKHAM EL		
199-11-6119-00-102-1-30-0-00	Instrl / Salaries--Prof Prsnl	\$14,550.30
199-11-6119-00-102-1-30-0-10	Instrl / Salaries--Prof Prsnl/Summer School Teachers	\$7,500.00
199-11-6129-00-102-1-30-0-00	Instrl / Salaries--Sup Prsnl	\$26,808.56
199-11-6129-00-102-1-30-0-10	Instrl / Salaries--Sup Prsnl/Summer School Aides	\$950.00
199-11-6141-00-102-1-30-0-00	Instrl / Soc Sec/Medicare	\$599.70
199-11-6142-00-102-1-30-0-00	Instrl / Grp Health/Life Insur	\$1,347.72
199-11-6143-00-102-1-30-0-00	Instrl / Workers Comp	\$143.69
199-31-6119-00-102-1-30-0-00	Counseling / Salaries--Prof Prsnl	\$27,658.56
199-31-6141-00-102-1-30-0-00	Counseling / Soc Sec/Medicare	\$401.05
199-31-6143-00-102-1-30-0-00	Counseling / Workers Comp	\$96.09
	Campus 102 Subtotal:	\$80,055.67

School Information Only

TECS Budget Worksheet

FY2011 State Compensatory Education

Tidehaven ISD

158-902

Total Amount Budgeted for
FY2011

Account Code Account Title

			6100	Subtotal:	\$346,123.21
6200	Professional and Contracted Services				
	999 Districtwide				
199-21-6291-00-999-1-24-0-00	Instl Ldrshp / Consulting Svcs./TECS Consulting Fees				\$12,389.00
		Campus	999	Subtotal:	\$12,389.00
			6200	Subtotal:	\$12,389.00
	State Compensatory Education			Grand Total:	\$358,512.21

Compensatory Education Allotment:	\$619,434.00
Less Total SCE Budget:	\$358,512.21
Less 45% Administrative Allowable:	\$278,745.30
Balance:	(\$17,823.51)

School Information Only

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
		33	48	47	64	54	77	63	63	70	61	54	62	50	56	802
	Number of students . . .															
A	not advanced from one grade to next for one or more years	0	1	3	4	4	12	6	9	10	7	10	4	1	1	72
B	with below 70 average in 2 or more foundation courses during a semester of SY 09-10 or SY 10-11									4	5	8	9	10	7	43
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	24	19	27	27	24	20	10	18	5	174
D	performing unsatisfactorily on readiness test or assessment instrument during 2010-11	0	26	21	33	19										99
E	pregnant or parenting during 2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4
F	placed in alternative education program during 2009-10 and/or 2010-11	0	0	0	0	0	0	0	1	3	2	1	6	3	1	17
G	expelled during 2009-10 and/or 2010-11	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
H	currently on parole, probation, deferred prosecution, or other conditional release	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
I	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
J	identified as Limited English Proficient (LEP) during 2010-11	9	7	8	13	2	8	2	4	2	2	2	1	1	0	61
K	in custody or care of the Texas Department of Family and Protective Services or referred to that Department during 2010-11	0	0	0	0	0	0	0	0	1	1	0	1	0	0	3
L	who are homeless during 2010-11	0	0	0	0	0	0	0	0	1	2	0	0	0	0	3
M	residing in a residential placement facility in the district during 2009-10 and/or 2010-11	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
A	not advanced from one grade to next for one or more years	0%	2%	6%	6%	7%	16%	10%	14%	14%	11%	19%	6%	2%	2%
B	with below 70 average in 2 or more foundation courses during a semester of SY 09-10 or SY 10-11									6%	8%	15%	15%	20%	13%
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%	31%	30%	43%	39%	39%	37%	16%	36%	9%
D	performing unsatisfactorily on readiness test or assessment instrument during 2010-11	0%	54%	45%	52%	35%									
E	pregnant or parenting during 2010-11	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	7%
F	placed in alternative education program during 2009-10 and/or 2010-11	0%	0%	0%	0%	0%	0%	0%	2%	4%	3%	2%	10%	6%	2%
G	expelled during 2009-10 and/or 2010-11	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%
H	currently on parole, probation, deferred prosecution, or other conditional release	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%
I	previously reported through PEIMS as having dropped out of school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
J	identified as Limited English Proficient (LEP) during 2010-11	27%	15%	17%	20%	4%	10%	3%	6%	3%	3%	4%	2%	2%	0%
K	in custody or care of the Texas Department of Family and Protective Services or referred to that Department during 2010-11	0%	0%	0%	0%	0%	0%	0%	0%	1%	2%	0%	2%	0%	0%
L	who are homeless during 2010-11	0%	0%	0%	0%	0%	0%	0%	0%	1%	3%	0%	0%	0%	0%
M	residing in a residential placement facility in the district during 2009-10 and/or 2010-11	0%	0%	0%	0%	0%	0%	0%	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

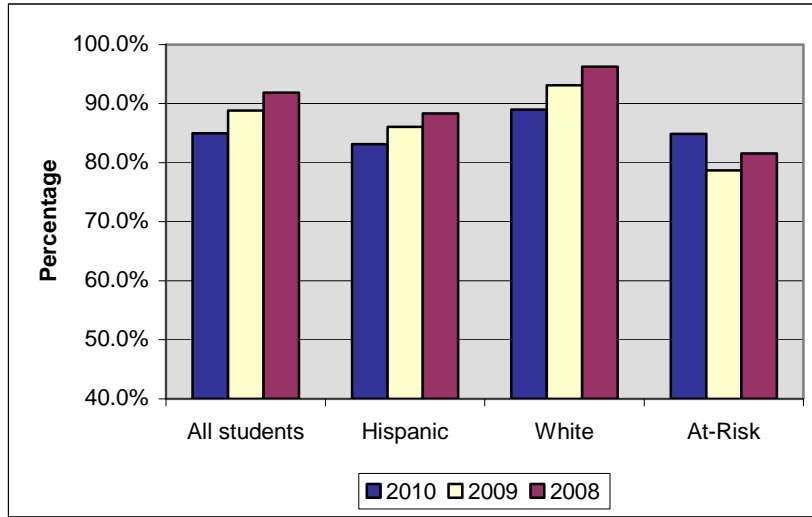
2008-2010 TAKS Results

Grade	Subject	Year	All students	African-American	Hispanic	White	At-Risk
Third	Reading	2010	77.5%	*	76.0%	86.0%	77.5%
		2009	92.5%	*	88.5%	100.0%	88.0%
		2008	93.5%	*	97.0%	92.5%	87.0%
	Math	2010	72.0%	*	65.0%	88.0%	71.5%
		2009	78.5%	*	68.5%	86.5%	49.0%
		2008	81.5%	*	87.5%	78.5%	77.5%
Fourth	Reading	2010	86.5%	*	80.5%	92.0%	87.0%
		2009	79.5%	*	82.5%	79.0%	58.5%
		2008	82.5%	*	76.0%	89.0%	66.0%
	Math	2010	73.0%	*	71.5%	71.0%	74.0%
		2009	75.5%	*	82.5%	75.0%	40.0%
		2008	75.0%	*	67.5%	81.5%	46.0%
	Writing	2010	86.5%	*	80.0%	96.5%	87.0%
		2009	73.0%	*	71.5%	79.0%	54.0%
		2008	87.5%	*	80.5%	93.0%	73.0%
Fifth	Reading	2010	83.0%	*	87.5%	81.0%	82.5%
		2009	94.0%	*	88.5%	100.0%	92.5%
		2008	92.0%	*	90.5%	96.5%	75.0%
	Math	2010	81.0%	*	84.0%	78.5%	84.0%
		2009	90.0%	*	90.5%	88.5%	77.5%
		2008	82.5%	*	73.0%	96.5%	54.5%
	Science	2010	90.0%	*	87.0%	90.0%	85.5%
		2009	92.5%	*	85.5%	100.0%	85.0%
		2008	85.0%	*	86.0%	83.5%	71.5%
Sixth	Reading	2010	80.0%	*	73.0%	92.0%	77.0%
		2009	83.0%	*	77.0%	87.0%	64.0%
		2008	96.0%	*	95.0%	100.0%	83.0%
	Math	2010	75.0%	*	63.0%	88.0%	74.0%
		2009	66.0%	*	58.0%	74.0%	41.0%
		2008	77.0%	*	75.0%	83.0%	33.0%
Seventh	Reading	2010	80.0%	*	77.0%	81.0%	80.0%
		2009	85.0%	*	86.0%	91.0%	70.0%
		2008	92.0%	100.0%	84.0%	100.0%	81.0%
	Math	2010	73.0%	*	63.0%	81.0%	74.0%
		2009	75.0%	*	68.0%	83.0%	55.0%
		2008	68.0%	63.0%	48.0%	95.0%	31.0%
	Writing	2010	88.0%	*	83.0%	92.0%	89.0%
		2009	94.0%	*	95.0%	91.0%	85.0%
		2008	96.0%	88.0%	96.0%	100.0%	88.0%

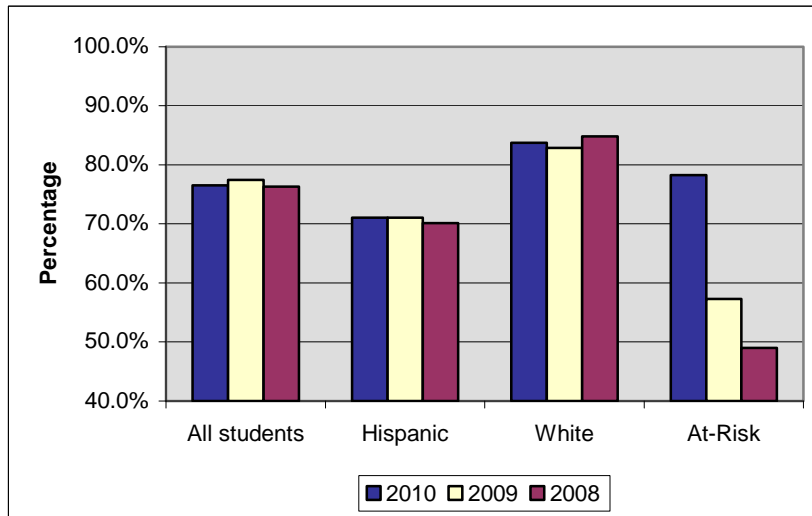
2008-2010 TAKS Results (con't)

Grade	Subject	Year	All students	African-American	Hispanic	White	At-Risk
Eighth	Reading	2010	90.0%	*	91.0%	91.0%	92.0%
		2009	95.0%	100.0%	91.0%	100.0%	90.0%
		2008	96.0%	*	93.0%	100.0%	100.0%
	Math	2010	65.0%	*	57.0%	82.0%	76.0%
		2009	92.0%	100.0%	89.0%	94.0%	83.0%
		2008	78.0%	*	74.0%	84.0%	40.0%
	Social St.	2010	96.0%	*	91.0%	100.0%	96.0%
		2009	95.0%	100.0%	90.0%	100.0%	90.0%
		2008	92.0%	*	85.0%	100.0%	80.0%
	Science	2010	63.0%	*	48.0%	86.0%	63.0%
		2009	72.0%	50.0%	65.0%	90.0%	50.0%
		2008	61.0%	*	54.0%	68.0%	62.0%
Ninth	Reading	2010	98.0%	100.0%	97.0%	100.0%	98.0%
		2009	93.0%	100.0%	89.0%	95.0%	88.0%
		2008	91.0%	*	83.0%	96.0%	79.0%
	Math	2010	82.0%	60.0%	83.0%	86.0%	83.0%
		2009	76.0%	80.0%	58.0%	86.0%	56.0%
		2008	64.0%	*	56.0%	71.0%	32.0%
Tenth	Lang. Arts	2010	92.0%	100.0%	92.0%	90.0%	92.0%
		2009	89.0%	*	84.0%	93.0%	83.0%
		2008	95.0%	*	100.0%	94.0%	88.0%
	Math	2010	74.0%	83.0%	67.0%	79.0%	74.0%
		2009	50.0%	*	37.0%	59.0%	28.0%
		2008	75.0%	*	71.0%	80.0%	50.0%
	Social St.	2010	92.0%	100.0%	91.0%	89.0%	92.0%
		2009	85.0%	*	77.0%	93.0%	79.0%
		2008	95.0%	*	96.0%	97.0%	92.0%
	Science	2010	71.0%	83.0%	57.0%	84.0%	71.0%
		2009	45.0%	*	24.0%	61.0%	24.0%
		2008	85.0%	*	79.0%	93.0%	67.0%
Eleventh	Lang. Arts	2010	94.0%	*	91.0%	96.0%	92.0%
		2009	98.0%	*	100.0%	96.0%	95.0%
		2008	96.0%	*	93.0%	100.0%	93.0%
	Math	2010	94.0%	*	86.0%	100.0%	94.0%
		2009	94.0%	*	88.0%	100.0%	86.0%
		2008	86.0%	*	79.0%	94.0%	77.0%
	Social St.	2010	98.0%	*	96.0%	100.0%	98.0%
		2009	100.0%	*	100.0%	100.0%	100.0%
		2008	100.0%	*	100.0%	100.0%	100.0%

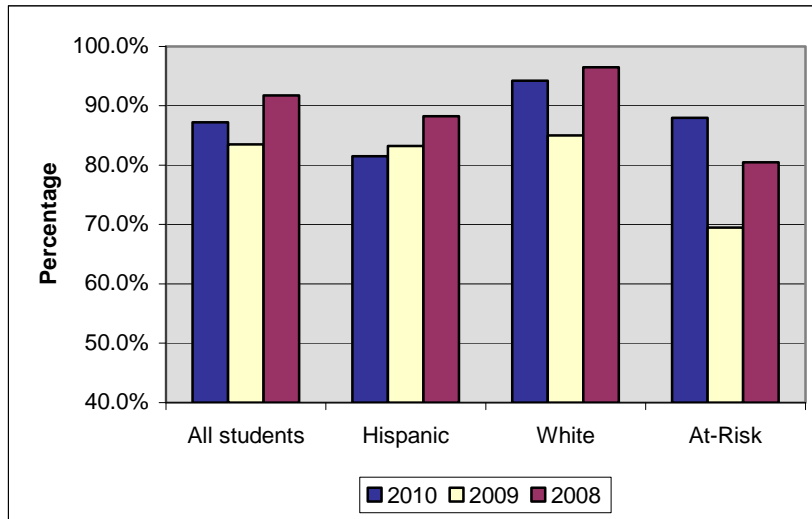
Percentage of Students Passing the TAKS in Tidehaven ISD, Reading



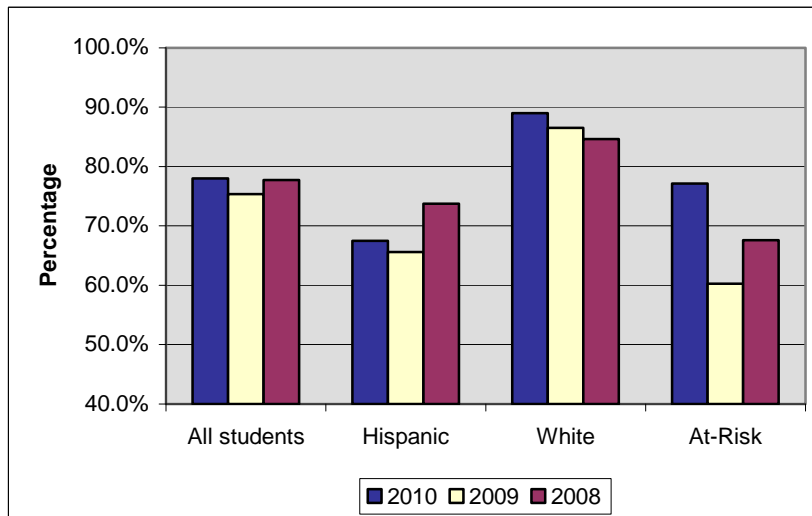
Percentage of Students Passing the TAKS in Tidehaven ISD, Math



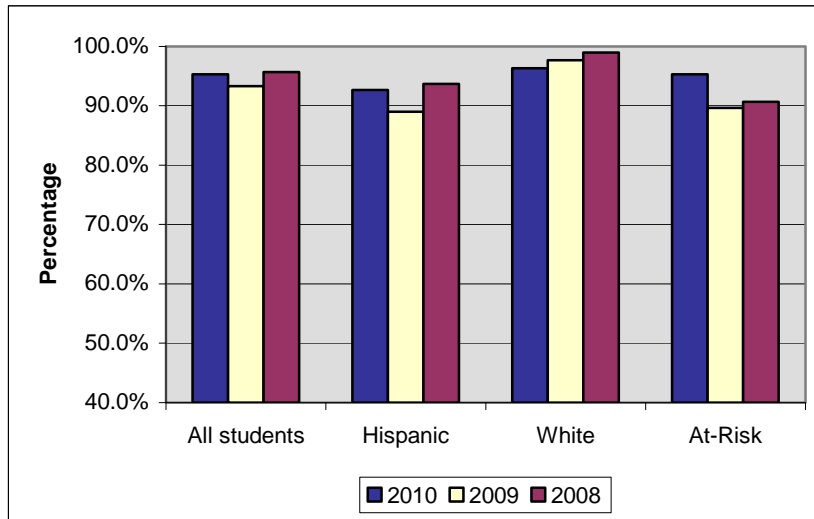
Percentage of Students Passing the TAKS in Tidehaven ISD, Writing



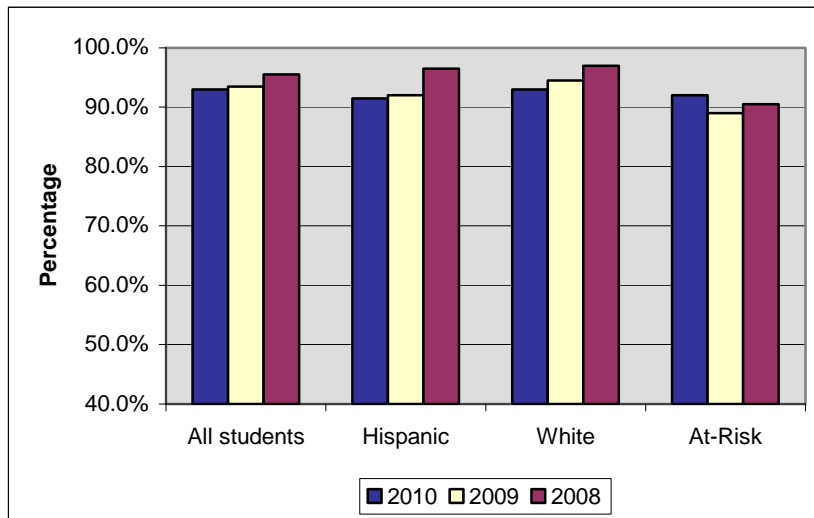
Percentage of Students Passing the TAKS in Tidehaven ISD, Science



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



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



Appendix D: Evaluation of 2009-2010 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 2009-2010 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	27	27	100.00%
Instructional Support	Promotion	232	231	99.57%
Tutorials	Final Report Card Grade, Above 70 in Core Subjects	78	DNA	
Summer School	Promotion	33	32	96.97%

Markham Elementary

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Final Report Card Grade, Above 70 in Core Subjects	135	126	93.33%
Support Title I Schoolwide Program	Success on Kindergarten Readiness Test	21	21	100.00%
Instructional Support	Final Report Card Grade, Above 70 in Core Subjects	177	168	94.92%
Summer School	Promotion	30	30	100.00%

Tidehaven Intermediate

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Support Title I Schoolwide Program	Promotion	182	168	92.31%
Tutorials	Pass all sections of TAKS	120	70	58.33%
TAKS Remediation	Pass all sections of TAKS	120	70	58.33%
Summer School	Promotion	28	18	64.29%

Tidehaven High School

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Tutorials	Pass all sections of TAKS	158	123	77.85%
Saturday Tutorials	Promotion	0	0	N/A
DAEP	Pass all sections of TAKS	12	7	58.33%
Instructional Support	Pass final grades	170	143	84.12%
Summer School	Promotion	0	0	N/A

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.