

# Stockdale Independent School District



## District Improvement Plan 2015-2016

2015-2016 Performance Objectives approved by Stockdale ISD Board on December 14, 2015.

District Improvement Plan reviewed by Stockdale ISD Board on December 14, 2015.

DEIC evaluation of programs scheduled for June 8, 2016.

## **2015-2016 Stockdale ISD Board of Trustees**

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### **Stockdale Independent School District Mission Statement**

The mission of the District, in partnership with the community, is to prepare all students to be contributing members of society and function independently in a quality manner by providing a challenging, caring learning environment.

## 2015 - 2016 Stockdale ISD Districtwide Educational Improvement Committee

Barbara Akin, Teacher, Elementary
Becky Stewart, Business Manager
Dana Zella, Parent
Kerri Darilek, Teacher, High School
Heather DuBose, Counselor, Junior High
Michelle Miller, Teacher, High School
Jenna Cotter, Teacher, Junior High
Jennifer Cannon, Teacher, Elementary
Lee Dockery, Administrator, Non-classroom Professional
Melinda Williams, Teacher, Elementary
Paul Darilek, Superintendent
Roxanne Moczygemba, District Administrator, Board Designee (SCE)
Tracy Clapp, Teacher, Elementary

# Stockdale ISD Needs Assessment

## 2015 – 2016

Information used in order to identify campus and district goals, objectives and strategies included the following:

<ul style="list-style-type: none"> <li>• 2014 ITBS results</li> <li>• 2015 STAAR data and results</li> <li>• At risk reports – list</li> <li>• At-Risk by Category</li> <li>• Attendance reports</li> <li>• Benchmark Tests</li> <li>• Business Director</li> <li>• Campus Improvement Plan meetings with staff members</li> <li>• Certificates of Training</li> <li>• Class assignments</li> <li>• College/University/Dual Credit/Advanced Placement Enrollment</li> <li>• Committee interviews</li> <li>• Conferences</li> <li>• Content area benchmark tests</li> <li>• Content standards</li> <li>• Course/Class Assignments</li> <li>• Curriculum (TCMPC Texas Curriculum Management Program Cooperative) Review English / History</li> <li>• Curriculum Director</li> <li>• Discipline Records</li> <li>• Duty rosters</li> <li>• Enrollment</li> <li>• Ethnicity</li> <li>• Federal System Safeguards</li> <li>• Gender</li> <li>• Graduation, Completion, Dropout, and GED rates</li> <li>• Interviews</li> <li>• Map of school</li> <li>• Mobility/Stability</li> <li>• Observations</li> <li>• Paraprofessional certifications</li> <li>• Parent meetings</li> <li>• Parent surveys</li> <li>• PBMAS report</li> <li>• PDAS evaluation data</li> <li>• PEIMS Data and Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Prekindergarten registration</li> <li>• Promotion/retention rates</li> <li>• Report card grades</li> <li>• Schedules</li> <li>• Scope and sequence per content areas</li> <li>• Software</li> <li>• Special Ed/ARD Facilitator</li> <li>• Special Program Reports</li> <li>• Staff development data</li> <li>• Staff Interviews</li> <li>• Staff mobility</li> <li>• State-adopted resources</li> <li>• Student Interviews</li> <li>• Student lists</li> <li>• Student Roll</li> <li>• Teacher certifications</li> <li>• Teacher lists</li> <li>• Teacher surveys</li> <li>• Teacher-Student Ratios</li> <li>• TELPAS Results</li> <li>• TPRI, Star Reading &amp; Math</li> <li>• Withdrawn students</li> </ul>
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## Summary of Priority Needs

	<b>Elementary</b>	<b>Junior High</b>	<b>High School</b>
<b>Demographics</b>	<ol style="list-style-type: none"> <li>1) System to promptly identify needs of homeless students</li> <li>2) Intervention for migratory students (students here for a short-term)</li> <li>3) Intervention for ESL population</li> <li>4) be prepared for enrollment increase due to oil business</li> <li>5) prekindergarten &amp; Headstart availability</li> </ol>	<ol style="list-style-type: none"> <li>1) Reduce number of at risk students.</li> <li>2) Need to increase attendance rates to increase student performance.</li> <li>3) Need to continue offering a variety of student electives.</li> </ol>	<ol style="list-style-type: none"> <li>1) Need to increase attendance rates to increase student performance.</li> <li>2) Need to continue to offer variety of career and technical classes as well as classes to fulfill endorsement classes – look at staffing.</li> <li>3) Need to continue to offer Dual Credit and AP courses taught by qualified instructors.</li> <li>4) Need to reduce special education population.</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>1) increase achievement in Reading &amp; Math on STAAR in grade 3</li> <li>2) increase achievement in Math on STAAR in grade 4</li> <li>3) increase tutoring (homework assistance/practice vs. small group instruction)</li> <li>4) intervention teachers in Reading and Math to decrease Special Ed referrals and boost progress</li> <li>5) increase achievement in grammar campus-wide</li> <li>6) increase parent buy-in at primary grades</li> <li>7) improve technology to improve rigor at STAAR grade levels</li> <li>8) Librarian full time to support reading program in the classroom (AR)</li> <li>9) implement measures to decrease truancy issues and increase attendance rates</li> </ol>	<ol style="list-style-type: none"> <li>1) Improve 8<sup>th</sup> grade science and social studies scores</li> <li>2) Improve 7<sup>th</sup> grade writing scores</li> </ol>	<ol style="list-style-type: none"> <li>1) Need to have more students to participate in dual credit courses</li> <li>2) Need to have more students to take ACT/SAT exams</li> <li>3) Need students to take advanced courses to prepare for ACT/SAT tests (prep class or Algebra II)</li> <li>4) Need to improve English EOC Achievements on all tests.</li> <li>5) Need to improve Hispanic and economic disadvantage students in English EOC.</li> <li>6) Continue to work on EOC English I performance</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>1) implementation of the Leader in Me to promote student responsibility &amp; growth</li> <li>2) continue implementation of anti-bullying program at the classroom level</li> <li>3) phones in each classroom for safety purposes</li> <li>4) covered/closed in area for Physical Ed and incimate weather</li> <li>5) increase student rewards (for student achievement, attendance, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1) Continuation of effectively implementing bullying program</li> <li>2) Increase student and staff rewards for perfect attendance during the school year.</li> <li>3) Purchase and install new doors for old High School building by Life Skill's classroom and ED unit for safety of students.</li> <li>4) Construction of a new Junior High gym and renovation of new classrooms and life skills.</li> </ol>	<ol style="list-style-type: none"> <li>1) Students need to respect rules</li> <li>2) Teachers don't feel the students respect them</li> <li>3) Need ways to reach students that don't want to become involved</li> <li>4) Unmotivated students. How to reach?</li> <li>5) Need more good news in the paper, webpage, etc.</li> <li>6) Shattered Dreams</li> <li>7) Engaging all students to create a positive culture</li> </ol>
<b>Staff Quality, Recruitment and Retention</b>	<ol style="list-style-type: none"> <li>1) Dedicated intervention teachers to help struggling students</li> <li>2) Full-time Librarian or paraprofessional</li> </ol>	<ol style="list-style-type: none"> <li>1) Recruit and retain highly qualified staff members including paraprofessionals due to increasing number of special education population.</li> <li>2) Staff development for all teachers to ensure structured and hands on learning environments to maintain staff quality.</li> </ol>	<ol style="list-style-type: none"> <li>1) Continuing or ongoing staff development training</li> <li>2) Continue to hire highly qualified staff</li> <li>3) Continue new teacher mentor program</li> <li>4) Some incentive to keep staff attendance high</li> <li>5) Continue STAAR remediation program during the school year and during the summer</li> </ol>
<b>Curriculum, Instruction and Assessment</b>	<ol style="list-style-type: none"> <li>1)Curriculum to align the campus with the district</li> <li>2) self-contained instruction in Kindergarten through 3<sup>rd</sup> grade</li> <li>3) Intervention training for classroom teachers</li> <li>4) resources to replace CSCOPE exemplar lessons</li> <li>5) online instructional programs for intervention time</li> <li>6) technology to teach test-taking on STAAR and increase rigor</li> <li>7) implement Shurley Method with fidelity</li> </ol>	<ol style="list-style-type: none"> <li>1) Differentiate instruction for all grade levels and departments.</li> <li>2) Hands on activities to engage active learners.</li> <li>3) Monitor TCMPCC implementation to ensure consistency among classrooms, departments, campus', and the district.</li> <li>4) Incorporate more technology for teacher and student usage.</li> <li>5) Increase training for students and staff with new STAAR assessments and inclusion.</li> </ol>	<ol style="list-style-type: none"> <li>1) Enrichment of History and Chemistry at lower levels</li> </ol>
<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>1) activities to reach less cooperative parents</li> <li>2) include more parents on committees</li> <li>3) meetings in the evening to include more parents (more specific in needs)</li> <li>4) full-time parental involvement liaison to coordinate activities and build relationships</li> </ol>	<ol style="list-style-type: none"> <li>1) Increase parental involvement in academic areas (i.e.: Math nights, Literacy Nights, Red Ribbon Week)</li> <li>2) Increase parental support groups – Muffins for Moms and/or Donuts for Dads.</li> <li>3) Incorporate parenting lessons or newsletters to assist parents.</li> <li>4) Increase parent volunteers at all grade levels.</li> <li>5) Update JH website with current happenings and events to keep parents informed.</li> </ol>	<ol style="list-style-type: none"> <li>1) Need to increase parental involvement.</li> </ol>
<b>School Context and Organization</b>	<ol style="list-style-type: none"> <li>1) more parent participation on campus committees</li> <li>2) more campus teams to be responsible for activities</li> <li>3) increase inclusion time for SpEd students</li> <li>4) Implement leadership program</li> </ol>	<ol style="list-style-type: none"> <li>1) Need to implement and practice evacuation and safety drills on a regular basis for campus and district.</li> <li>2) Need to sustain staff's positiveness throughout the school year.</li> </ol>	<ol style="list-style-type: none"> <li>1) Needs of struggling students in core (all) classes</li> <li>2) Schedules to meet the needs of students</li> <li>3) How to improve parent involvement with students</li> <li>4) Safety drills</li> </ol>
<b>Technology</b>	<ol style="list-style-type: none"> <li>1) Promethean board or similar technology</li> <li>2) training for technology curriculum</li> <li>3) updated, web-based Waterford reading technology or similar program</li> <li>4) personnel to help with technology on campus</li> <li>5) more Lexia licenses</li> <li>6) iStation or similar program for K-2</li> </ol>	<ol style="list-style-type: none"> <li>1) Increase staff awareness of creating individual teacher web pages on JH website to keep parents informed on classroom routines, assignments and grading policies.</li> <li>2) Incorporate technology in all subject areas to increase student and staff knowledge and usage.</li> <li>3) Update network so teachers and students can utilize the new math, science and social studies resources effectively and efficiently.</li> <li>4) Purchase new laptops for teachers.</li> <li>5) Purchase 3 more Promethean boards for remaining teachers.</li> <li>6) Incorporate more technology training for teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1) The high school part of the website needs to be updated monthly.</li> <li>2) Event calendar on the website needs to be completed by all parties as information is known.</li> <li>3) Technology Wednesday Professional Development Training for Teachers-monthly</li> <li>4) Macs are becoming old, slow, and worn out</li> <li>5) Class set of iPads for multimedia applications</li> </ol>

# Public Education Mission, Objectives, and Goals

## MISSION OF TEXAS PUBLIC EDUCATION [Texas Education Code Sec. 4.001 (a)]

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

## OBJECTIVES OF TEXAS PUBLIC EDUCATION [Texas Education Code Sec. 4.001 (b)]

The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## PUBLIC EDUCATION ACADEMIC GOALS [Texas Education Code, Sec. 4.002]

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## No Child Left Behind (NCLB) Goals (Public Law 107-110)

PERFORMANCE GOAL 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

PERFORMANCE GOAL 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

PERFORMANCE GOAL 3: By 2005-2006, all students will be taught by highly qualified teachers.

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

PERFORMANCE GOAL 5: All students will graduate from high school.

## **2015 – 2016 Stockdale ISD Goals**

1. STUDENT PERFORMANCE
  - a. Curriculum, Instruction, Assessment
  - b. Look beyond test scores-soft data
  - c. Meeting needs of students (college, technical, school, student choice)
2. FACILITIES
  - a. Continued maintenance & improvement
3. KEY PERSONNEL
  - a. Recognizing staff
  - b. Recruit & retain
  - c. Right seat on the bus
4. FINANCE
  - a. Conservative spending & efficient
  - b. Balance in spending
  - c. Partnership opportunities (grants)
5. LEADERSHIP
  - a. Partnerships
  - b. Innovation
  - c. Communication
  - d. Community Relationship

# Stockdale ISD Measurable Performance Objectives in Grades 3 – 11 for Discussion

Subject	2014 Goals	All Students	Met Goal?	Change	2015 Goals
Reading/ELA	80%	84%	Yes	+4%	80%
Mathematics	80%	86%	Yes	+6%	80%
Writing	80%	87%	Yes	+7%	80%
Science	80%	87%	Yes	+7%	80%
Social Studies	80%	74%	No	-6%	80%

Subject	2015 Goals	All Students	Met Goal?	Change	2016 Goals
Reading/ELA	80%	82%	Yes	+2	87%
Mathematics	80%	76%	No	-4	87%
Writing	80%	75%	No	-5	80%
Science	80%	87%	Yes	+7	90%
Social Studies	80%	80%	Yes	0	83%

2015 data taken from 2015 Federal System Safeguards report.

Subject	2012 SISD	2012 State	2012 Difference	2013 SISD	2013 State	2013 Difference	2014 SISD	2014 State	2014 Difference	2015 SISD	2015 State	2015 Difference
Reading/ELA	80%	79%	+1	80%	79%	+1	84%	76%	+8	86%	77%	+9
Mathematics	82%	78%	+4	81%	81%	0	86%	78%	+8	86%	81%	+5
Writing	70%	66%	+4	60%	60%	0	87%	72%	+15	81%	72%	+9
Science	85%	80%	+5	83%	83%	0	87%	78%	+9	88%	78%	+10
Social Studies	77%	83%	-6%	64%	77%	-13	74%	76%	-2	86%	78%	+8

2015 data taken from 2015 Index 1: Student Achievement Calculation Report.



## 2015 – 2016 Stockdale ISD Measurable Performance Objectives in Grades 3 – 11

		2012	2013	2013 Goal	2014	2015	Difference	2015 Goals	Met Goal?	2016 Goals
Reading/ ELA	All Students	81%	79%	80%	84%	82%	-3	80%	Yes	87%
	Hispanic Group 1	77%	77%		80%	80%	0	80%	Yes	87%
	White Group 2	85%	82%		86%	85%	-1	85%	Yes	87%
	Special Ed	73%	61%		80%	57%	-23	80%	No	87%
	Eco Dis	76%	72%		79%	77%	-2	80%	No	87%
	Level III: Advanced Eco Dis	10%	13%		9%	10%	+1	15%	Yes	20%
	Level III: Advanced Group 1	11%	16%		13%	18%	+5	20%	No	20%
Level III: Advanced Group 2	17%	16%		15%	13%	-2	20%	No	20%	
Mathematics	All Students	77%	78%	80%	86%	76%	-10	80%	No	87%
	Hispanic Group 1	74%	74%		86%	73%	-13	80%	No	87%
	White Group 2	80%	83%		87%	79%	-8	85%	No	87%
	Special Ed	63%	58%		87%	51%	-36	80%	No	87%
	Eco Dis	72%	71%		84%	68%	-16	80%	No	87%
	Level III: Advanced Eco Dis	5%	6%		8%	*	-?	10%	No	10%
	Level III: Advanced Group 1	4%	6%		10%	*	-?	10%	No	10%
Level III: Advanced Group 2	15%	13%		19%	17%	-2%	15%	Yes	20%	
Writing	All Students	72%	62%	80%	87%	75%	-12	80%	No	80%
	Hispanic Group 1	66%	56%		87%	73%	-14	80%	No	80%
	White Group 2	79%	66%		85%	78%	-7	80%	No	80%
	Special Ed	48%	50%		82%	35%	-47	80%	No	80%
	Eco Dis	66%	55%		79%	63%	-16	80%	No	80%
	Level III: Advanced Eco Dis	0%	3%		15%	*	-?	10%	No	10%
	Level III: Advanced Group 1	1%	5%		15%	*	-?	10%	No	10%
Level III: Advanced Group 2	5%	5%		*	*	*	10%	No	10%	
Science	All Students	87%	83%	80%	87%	87%	0	85%	Yes	90%
	Hispanic Group 1	85%	71%		81%	86%	+5	80%	Yes	87%
	White Group 2	90%	92%		91%	86%	-5	90%	No	90%
	Special Ed	71%	69%		90%	79%	-11	80%	No	80%
	Eco Dis	83%	76%		84%	80%	-4	80%	Yes	80%
	Level III: Advanced Eco Dis	3%	8%		*	10%	+?	10%	Yes	15%
	Level III: Advanced Group 1	4%	4%		*	16%	+?	10%	Yes	18%
Level III: Advanced Group 2	8%	9%		9%	14%	+5	10%	Yes	15%	
Social Studies	All Students	73%	61%	80%	74%	80%	+6	80%	Yes	87%
	Hispanic Group 1	64%	43%		73%	75%	+2	80%	No	80%
	White Group 2	80%	75%		74%	84%	+10	80%	Yes	85%
	Special Ed	52%	33%		89%	59%	-30	80%	No	80%
	Eco Dis	67%	46%		72%	73%	+1	80%	No	80%
	Level III: Advanced Eco Dis	1%	2%		*	17%	+?	10%	Yes	20%
	Level III: Advanced Group 1	1%	1%		9%	23%	+14	10%	Yes	25%
Level III: Advanced Group 2	4%	6%		*	25%	+?	10%	Yes	30%	

2015-2016 Performance Objectives approved by Stockdale ISD Board on December 14, 2015.  
2014 data taken from 2014 TAPR and 2015 data taken from 2015 Federal System Safeguards & 2015 State Index 3.

## Preliminary Stockdale ISD Budgetary Resources for 2015 – 2016

Cafeteria Fund		\$452,125
Career and Technology (Carl Perkins)	SSA with La Vernia ISD	\$7,528
Career and Technology (regular)		\$248,792
Debt Service Fund		\$785,702
ESL (English as a Second Language)		\$9,386
GT (Gifted and Talented)		\$17,435
High School Allotment		\$66,715
IDEA B (Formula)	SSA with GSEC	\$122,003
IDEA B (Preschool)	SSA with GSEC	\$1,346
Regular State Aid/Local Tax Revenue (General Operating Fund)		\$8,312,134
Special Education (state)		\$978,188
State Compensatory Education		\$395,291
Title I, Part A Schoolwide (Improving Basic Programs)		\$111,493
Title I, Part C (Migrant)	SSA with Region 20	\$ 8,711
Title II, Part A (Teacher and Principal Training and Recruiting)		\$39,869
Title III, Part A (LEP)	SSA with Region 20	\$3,580

**District Goal #1: Student Performance: a) Curriculum, Instruction, Assessment; b) Look beyond test scores—soft data; c) Meeting needs of students (college, technical, student choice).**

**Objective #1:** All student groups will improve STAAR performance over the previous year’s results.

**Objective #2:** Achieve a met standard label in each of the four index targets.

**Objective #3:** Strengthen all high quality instruction in core curricular areas along with all electives that lead to higher academic success, college preparedness, and/or advanced certification for high skilled/high wage occupations with increased options for high school credit at the junior high.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Utilize eduphoria! to disaggregate student data to identify weaknesses in curriculum and student performance	STAAR Results	Teachers	August 2015	Summary of Results
B. Schedule and hold department meetings	Local	Department Heads	Six Weeks	Sign-In Sheets with Agendas
C. Tutoring sessions will be offered for all core subject areas.	SCE	Classroom Teachers	Spring 2016	Tutoring Attendance Sheets
D. Pull-out students who need additional instruction in reading and math.	Title I, Part A 3 FTE	Title I Staff	Fall 2015 Spring 2016	List of Students on each Campus
E. Teachers attend training that will allow them to teach Pre-AP and/or AP advanced classes. (Reading at junior high; Math & Science at high school)	Title II, Part A	Teachers	Summer 2016	Certificates of Attendance
F. Encourage more females to complete male courses in Career and Technology Education	CTE Local	Principal Counselor	Fall 2015 Spring 2016	Completion rate
G. Conduct information sessions about the following: 1) higher education admissions and financial aid opportunities; 2) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56; 3) the need for students to make informed curriculum choices to be prepared for success beyond high school; 4) and sources of information on higher education admissions and financial aid.	Local	Counselor	Spring 2016	Sign-In Sheet
H. Utilize Blackboard Connect to inform parents about students being absent (all campuses)	Local	Principals	Daily	Average Daily Attendance Rates
I. G/T students in grades K – 12 will be served by classroom teachers in regular classroom and with opportunities to meet for group project that will be presented at a GT Showcase	Local	Classroom Teachers Administrators GT Coordinator	Spring 2016	Lesson Plans Sign-In Sheets GT Showcase

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
J. ESL students will be provided instruction by a certified ESL instructor in a pullout setting for grades K – 5 and a class period for grades 6 – 12.	State and Local	ESL Teachers	May 2016	Promotion/final report card
K. Provide opportunities for parental involvement (open house, parent-teacher conferences, etc.)	Local	Principals	August 2015 October 2015 March 2016	Attendance Sheets
L. Provide important information to parents in a language that they understand.	Local	Translators	August 2015	Written Information Translated
M. Provide training for eduphoria! to staff for Forethought	Local	Region 20 consultant	August 2015	Sign-In Sheet ☺
N. Incorporate curriculum on bully prevention (OWLEUS), character education, and peer mediation for conflict resolution	Local	Counselors	Fall 2015 Spring 2016	Lessons presented
O. Provide support to teachers, students, and parents in increasing awareness of issues regarding sexual abuse of children, including knowledge of warning signs, actions a child should take to obtain assistance and available counseling options	Local	Programs Coordinator  Counselors	August 2015  Six Weeks	Sign-in sheets from meetings
P. Provide support in violence prevention, conflict resolution, dating violence & prevention, discipline management and suicide prevention/intervention activities	Local	Counselors	Six Weeks	Sign-in sheets from meetings
Q. Section 504 training for campus coordinators, campus administrators, dyslexia teachers, and special education staff	Local	Programs Coordinator	October 2015	Completed training ☺
R. Allow regular education teachers and special education teachers to attend training that will help with math and reading performance scores as well as increasing special education students to be in inclusion settings.	Title II, Part A	Teachers Administrators	June 2016	Completed training Increased #s in inclusion setting

**District Goal #2: Facilities: Continued maintenance and improvement.**

**Objective #4:** Provide well-maintained, attractive, safe, accessible facilities and prepare for future facility needs through proper long range planning.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Custodial and Maintenance will work with administration to maintain facilities.	Local	Custodial Staff Maintenance Staff Superintendent	Daily	Improvements and upkeep will be noted by viewing
B. Improve grounds appearance	Local	Grounds Keeper	Daily	View grounds
C. Construct a “multi-purpose” pavilion at elementary	Local	Superintendent	August 2015	Completed building
D. Sidewalk, drainage, and awning at junior high	Local	Superintendent	May 2016	Completed improvements
E. New doors at old high school	Local	Superintendent	May 2016	Completed improvements
F. Update Network Infrastructure	Local State	Superintendent Technology Director	December 2015	Completed improvements

**District Goal #3 Key Personnel:** a) recognizing staff; b) recruit and retain; c) right seat on the bus.

**District Objective #5:** Retain talented and highly effective staff by continuing to recognize achievements that promote collaboration and a positive work environment.

**Objective #6:** Strive to lower student to teacher ratio.

**Objective #7:** Continue to offer high-quality, on-going staff development that results in professional growth for all staff.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Staff will be afforded opportunities to attend staff development that is beneficial in their teaching/work area.	Title II, Part A	Staff	Summer 2015 Fall 2015 Spring 2016	Completion of Staff Development
B. Provide training opportunities for general education teachers regarding individual students with disabilities in their classrooms.	IDEA B State and Local	GSEC Staff	Summer 2015 Fall 2015 Spring 2016	Completion of Training
C. Require all teachers to receive the initial 30 hours GT training by end of first semester or 6 hour GT refresher in August.	GT Co-Op	Teachers	August 2015 January 2016 May 2016	Completion of Staff Development
D. Conduct Nonviolent Crisis Intervention Training refreshers to trained staff.	IDEA B State and Local	GSEC Staff	August 2015	Completion of Staff Development
E. Instructional classroom paraprofessionals will receive training to meet requirements of NCLB, if any are in need of training.	Title II, Part A	ESC Staff	August 2015 January 2016 May 2016	Certificate of Completion
F. Provide opportunities for staff to participate in wellness programs	Local	Programs Coordinator	October 2015 April 2016	Number of staff completing wellness programs
G. Distribute substitute teacher handbook	Local	Programs Coordinator	August 2015	Returned paperwork
H. Continue to implement teacher of the month on each campus	Local	Administrators	Monthly	Recognize at campus meetings as an agenda item
I. Continue staff recognition at board meetings	Local	Superintendent	Monthly	Certificates of Recognition Distributed

**District Goal #4: Finance: a) conservative spending and efficient; b) balance in spending; c) partnership opportunities (grants).**

**Objective #8:** Maintain financial integrity of the District while achieving an appropriate balance between financial stability and meeting student needs based on the annual audit at the end of each budget year.

**Objective #9:** The District will maintain a passing rating by the Financial Integrity Rating System of Texas (FIRST).

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Campus administrators continue to work with central office to address instructional needs in a fiscally responsible manner.	All district funds	Campus Administrators Business Manager Superintendent	Monthly	Budget Review
B. All administrators submit their annual budget needs to central office.	All district funds	Campus Administrators Business Manager Superintendent	April 2016	List of Needs
C. Central office review of all District needs.	All district funds	Business Manager Superintendent	February 2016	Proposed Budget
D. Business manager continues to discuss financial report with school board prior to “discuss and consider paying Stockdale ISD bills” in regular board meetings.	Local	Business Manger School Board	Monthly	Board Meeting Minutes
E. Collaborate with Education Foundation to award mini-grants	Local	Superintendent	November 2015	List of Grant Recipients
F. Participate in ACE Grant at elementary	ACE grant	Elementary Principal	May 2016	List of participants
G. Headstart at elementary	Federal Grant	Elementary Principal	May 2016	List of students

**District Goal #5: Leadership: a) Partnerships; b) Innovation; c) Communication; d) Community Relationships.**

**Objective #10:** The District will collaborate with others in the community.

STRATEGIES/ACTIVITIES	RESOURCES	PERSON RESPONSIBLE	TIMELINE	FORMATIVE EVALUATION
A. Continue partnership with Goliad Special Education Cooperative (GSEC).	IDEA B	Superintendent Business Manager	August 2015	Signed Agreement. ☺
B. Continue partnership with Floresville ISD (SODEXO).	State, Local, and Federal	Superintendent Business Manager	August 2015	Signed Agreement. ☺
C. Continue shared service agreement with La Vernia ISD with Carl Perkins Grant	Carl Perkins	Superintendent Business Manager	August 2015	Signed Agreement ☺
D. Continue agreement with Nixon-Smiley CISD to transport our students to DAEP in Floresville	State and Local	Superintendent Business Manager	August 2015	Signed Agreement ☺
E. Allow area organizations to collaborate with Stockdale ISD by volunteering or other support (Stockdale Education Foundation, Lions Club, Leo Club, parent volunteers, etc.)	Personnel	Superintendent Business Manager	Quarterly	List of ways supported
F. Collaborate with Wilson County Office of Emergency Management to prepare and plan for emergencies	Personnel	Superintendent	Quarterly	Meeting attendance
G. Maintain updated website	Local	Technology Director Staff	Daily	Current webpage information
H. Collaborate with other LEAs for ACE Grant at elementary	ACE grant	Elementary Principal	May 2016	Student participation
I. Collaborate with Headstart	Federal Grant	Elementary Principal	May 2016	Student List
J. Collaborate with Stockdale EMS and Fire Department to escort students out of town advancing beyond district	Local	Superintendent	October 2015 November 2016 February 2016 April 2016 May 2016	Escort completed
K. Recognize Veterans during a Community Event	Local	Superintendent	November 2015	Event held ☺
L. Allow local non-profits to use district facilities (Stockdale Ex-Students, Wilson County 4-H, Herman Son's, Chamber of Commerce, etc.)	Local	Superintendent	August 2015 to July 2016	Completed Building Requests
M. Football Game Flag Raising (Boy Scouts, Student Council, etc.)	Local	Campus Staff	November 2015	Flag raised ☺
N. Watch DOGS at Elementary	Local	Elementary Staff	May 2016	List of participants
O. Thanksgiving Feast for parents	Local	Food Service	November 2015	Event held ☺
P. HOPE Day at High School, NHS Sheriff's Santa	Local	High School Staff	May 2016	Events held
Q. Blood Drive	Local	High School Staff	Fall 2015 Spring 2016	Event held ☺



**APPENDIX**  
**2012, 2013, 2014 & 2015 Preliminary EOC Data (from Summary Report)**

Assessment	2012 % to meet Level II: Satisfactory	SISD	State	2013 % to meet Level II: Satisfactory	SISD	State	2014 % to meet Level II: Satisfactory	SISD	State	2015 % to meet Level II: Satisfactory	SISD	State	Difference
Algebra I	37%	93%	83%	37%	83%	78%	37%	92%	81%	37%	90%	81%	+9
Geometry	35%	100%	98%	35%	82%	86%							
Algebra II	38%	100%	65%	38%	100%	97%							
Biology	37%	86%	87%	37%	75%	85%	37%	96%	91%	35%	100%	92%	+8
Chemistry				39%	89%	84%							
Physics				38%		81%							
English I Reading	54%	76%	68%	54%	50%	65%							
English II Reading				54%	85%	78%							
English III Reading				43%		63%							
English I Writing	65%	62%	55%	63%	39%	48%							
English II Writing				68%	52%	52%							
English III Writing				57%		42%							
World Geography	46%	77%	81%	46%	66%	75%							
English I							53%	74%	62%	55%	74%	63%	+11
English II							54%	63%	66%	57%	89%	66%	+23
World History				46%	56%	70%							
U. S. History				41%		73%	41%	95%	92%	41%	96%	91%	+3

## 2012, 2013, 2014 & 2015 STAAR Preliminary 3 – 8 (from Summary Reports)

Assessment	2012 % to meet Level II: Satisfactory	SISD	State	2013 % to meet Level II: Satisfactory	SISD	State	2014 % to meet Level II: Satisfactory	SISD	State	2015 % to meet Level II: Satisfactory	SISD	State	Difference
Math 3 <sup>rd</sup> grade	57%	59%	68%	59%	78%	69%	59%	63%	70%	48%	67%	77%	-10
Math 4 <sup>th</sup> grade	58%	81%	68%	60%	54%	68%	60%	77%	70%	48%	70%	73%	-3
Math 5 <sup>th</sup> grade	52%	85%	77%	54%	93% c	87% c	54%	87% c	88% c	46%	93%	79%	+14
Math 6 <sup>th</sup> grade	40%	60%	77%	42%	90%	74%	42%	85%	79%	35%	81%	75%	+6
Math 7 <sup>th</sup> grade	43%	73%	71%	43%	53%	71%	44%	89%	67%	37%	72%	72%	0
Math 8 <sup>th</sup> grade	39%	67%	76%	39%	85% c	86% c	39%	99% c	86% c	43%	94%	75%	+19
Reading 3 <sup>rd</sup> grade	50%	64%	76%	50%	86%	79%	53%	72%	76%	50%	69%	77%	-8
Reading 4 <sup>th</sup> grade	52%	80%	77%	55%	57%	72%	52%	86%	74%	52%	89%	74%	+15
Reading 5 <sup>th</sup> grade	54%	84%	77%	57%	90% c	87% c	54%	91% c	85% c	54%	95%	78%	+17
Reading 6 <sup>th</sup> grade	56%	81%	75%	56%	78%	71%	52%	88%	77%	54%	91%	76%	+15
Reading 7 <sup>th</sup> grade	54%	79%	76%	54%	82%	77%	52%	89%	75%	54%	81%	75%	+6
Reading 8 <sup>th</sup> grade	52%	67%	80%	54%	94% c	89% c	50%	96% c	89% c	54%	92%	78%	+14
Science 5 <sup>th</sup> grade	66%	92%	73%	59%	89%	73%	59%	88%	73%	59%	93%	72%	+21
Science 8 <sup>th</sup> grade	54%	71%	70%	52%	66%	75%	56%	71%	71%	57%	69%	70%	-1
Social Studies 8 <sup>th</sup> grade	48%	37%	59%	50%	34%	63%	50%	55%	62%	50%	70%	64%	+6
Writing 4 <sup>th</sup> grade	52%	78%	71%	52%	74%	71%	52%	88%	73%	52%	84%	70%	+14
Writing 7 <sup>th</sup> grade	54%	70%	71%	56%	73%	70%	54%	87%	70%	54%	78%	72%	+6

Student Group	2013 Reading-3		2014 Reading-3		2015 Reading-3			2013 Reading-4		2014 Reading-4		2015 Reading-4			2013 Reading-5 Cumulative	2014 Reading-5 Cumulative	2015 Reading-5		
	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	86	22	72	19	69	7	69	57	26	86	19	89	18	87	93	91	95	29	76
Male	83	29	73	24	66	0	66	64	18	83	21	94	19	92	97	92	96	24	76
Female	92	8	70	11	72	13	72	50	33	92	17	83	17	81	88	90	94	38	75
Hispanic/Latino	81	25	68	14	62	3	62	46	23	88	25	83	13	81	93	87	94	38	67
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White	89	16	74	23	78	11	78	74	32	83	17	94	23	91	94	95	96	26	82
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Eco. Dis.	72	22	71	11	63	9	63	39	22	83	17	83	9	80	90	86	92	23	54
Title I, Part A	86	22	72	19	69	7	--	57	26	86	19	89	18	87	93	91	95	29	76
Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP	--	--	--	--	60	0	60	--	--	--	--	--	--	--	--	--	--	--	--
ESL Program	--	--	--	--	60	0	60	--	--	--	--	--	--	--	--	--	--	--	--
Special Education	--	--	--	--	33	0	33	--	--	--	--	--	--	88	--	67	--	--	27
Gifted/Talented	100	86	100	75	100	40	100	--	--	100	80	100	58	100	--	--	100	67	100
At-Risk	--	--	62	8	64	4	64	35	9	75	0	83	0	83	92	85	87	13	60

Student Group	2013 Reading-6		2014 Reading-6		2015 Reading-6			2013 Reading-7		2014 Reading-7		2015 Reading-7			2013 Reading-8 Cumulative	2014 Reading-8 Cumulative	2015 Reading-8		
	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	78	24	88	13	91	18	76	82	18	89	20	81	25	81	94	96	92	24	87
Male	77	23	87	10	92	17	73	81	16	89	19	81	16	81	96	96	90	23	83
Female	81	24	91	18	90	20	79	83	21	89	22	81	35	81	92	96	95	25	95
Hispanic/Latino	74	26	82	14	91	17	78	92	16	84	28	73	15	74	93	93	96	21	85
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White	83	22	93	13	90	20	73	74	21	95	11	87	32	88	100	100	88	28	88
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	73	15	79	13	91	14	65	71	11	86	23	73	19	75	94	92	92	19	86
Title I, Part A	78	24	--	--	--	--	--	82	18	--	--	--	--	--	94	--	--	--	--
Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
ESL Program	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Special Education	--	--	--	--	--	--	17	--	--	--	--	33	17	50	71	83	--	--	--
Gifted/Talented	--	--	--	--	100	60	100	100	89	--	--	--	--	--	100	100	--	--	--
At-Risk	59	12	67	11	86	9	65	71	0	75	0	30	10	43	87	97	75	0	67

Student Group	2014 English I		2015 English I			2014 English II		2015 English II		
	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	74	6	74	12	70	63	7	89	2	81
Male	56	0	79	12	74	59	9	86	0	77
Female	93	13	65	12	63	68	5	92	4	85
Hispanic/Latino	70	0	72	8	67	50	10	96	4	85
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---	---
White	81	75	73	13	71	71	6	85	0	82
Two or More Races	---	---	---	---	80	---	---	---	---	---
Economically Disadvantaged	67	0	77	8	71	48	0	96	0	83
Title I, Part A	---	---	---	---	---	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---	---
Special Education	50	0	---	---	50	14	0	---	---	43
Gifted/Talented	100	14	100	56	100	---	---	100	14	100
At-Risk	59	3	59	3	54	49	3	76	0	59
Career/Technical Education	77	7	74	7	69	64	5	87	3	79

Student Group	2013 Math-3		2014 Math-3		2015 Math-3			2013 Math-4		2014 Math-4		2015 Math-4			2013 Math-5 Cumulative	2014 Math-5 Cumulative	2015 Math-5		
	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	78	17	63	12	67	5	67	54	9	77	26	70	9	62	90	87	93	35	78
Male	87	26	61	18	62	0	62	57	17	78	37	66	10	56	94	84	96	40	85
Female	62	0	67	4	72	9	72	52	0	75	0	76	8	70	85	90	87	27	65
Hispanic/Latino	73	20	54	14	62	0	62	44	0	72	17	59	4	52	83	87	93	47	67
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White	79	16	67	11	74	11	74	70	20	79	26	77	6	69	97	86	91	22	86
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	76	12	53	3	60	3	60	50	0	71	29	48	4	40	87	86	92	23	65
Title I, Part A	78	17	63	12	67	5	67	54	9	77	26	70	9	62	90	87	93	35	78
Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP	--	--	--	--	60	0	60	--	--	--	--	--	--	--	--	--	--	--	--
ESL Program	--	--	--	--	60	0	60	--	--	--	--	--	--	--	--	--	--	--	--
Special Education	--	--	--	--	44	0	44	--	--	--	--	--	--	13	67	43	--	--	47
Gifted/Talented	100	57	100	63	100	20	100	--	--	100	80	100	42	100	--	--	100	67	100
At-Risk	--	--	43	10	60	0	60	39	0	60	7	41	0	34	81	79	86	14	68

Student Group	2013 Math-6		2014 Math-6		2015 Math-6			2013 Math-7		2014 Math-7		2015 Math-7			2013 Math-8 Cumulative	2014 Math-8 Cumulative	2015 Math-8		
	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	90	18	85	6	81	6	80	53	0	89	13	72	6	72	85	99	94	15	94
Male	94	16	81	6	77	10	77	57	0	89	11	73	5	73	82	98	94	9	94
Female	85	20	90	5	87	0	83	47	0	89	17	70	7	70	89	100	95	25	95
Hispanic/Latino	92	15	86	9	85	0	81	61	0	92	4	65	3	65	88	100	100	15	100
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White	88	21	83	3	77	12	77	44	0	90	25	79	9	79	88	98	88	16	88
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	88	15	87	9	70	0	68	48	0	91	4	59	6	59	79	100	93	14	93
Title I, Part A	90	18	--	--	--	--	--	53	0	--	--	--	--	--	86	--	--	--	--
Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
ESL Program	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Special Education	--	--	--	--	36	0	33	--	--	--	--	20	0	20	33	--	--	--	--
Gifted/Talented	--	--	--	--	100	60	100	--	--	--	--	--	--	--	100	100	--	--	--
At-Risk	78	0	78	11	73	0	71	32	0	76	0	36	0	36	65	97	94	0	94

Student Group	2012 Algebra I		2013 Algebra I		2014 Algebra I		2015 Algebra I		
	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	93	4	83	9	92	33	90	16	83
Male	89	4	79	10	88	34	89	17	79
Female	96	4	88	8	97	32	92	16	89
Hispanic/Latino	88	4	76	5	93	23	89	14	84
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---
White	100	4	90	13	93	46	91	19	83
Two or More Races	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	88	0	81	10	86	14	90	13	81
Title I, Part A	93	4	100	36	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---
Special Education	71	0	75	0	---	---	---	---	50
Gifted/Talented	---	---	100	43	100	100	---	---	---
At-Risk	88	0	77	0	84	8	79	0	68
Career/Technical Education	97	3	82	0	87	10	86	0	76



Student Group	2012 Writing-4		2013 Writing-4		2014 Writing-4		2015 Writing-4			2012 Writing-7		2013 Writing-7		2014 Writing-7		2015 Writing-7		
	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	78	2	74	6	88	12	84	4	76	70	4	73	7	87	13	78	3	81
Male	74	0	82	9	83	17	80	8	72	55	0	71	5	85	7	73	0	81
Female	83	4	68	4	100	0	88	0	81	84	8	76	12	89	21	85	8	81
Hispanic/Latino	71	4	69	4	93	14	86	5	81	69	0	65	4	88	16	69	3	74
American Indian or Alaska Native	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	85	0	80	10	83	11	85	4	74	74	11	76	11	85	10	87	3	88
Two or More Races	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	65	0	60	5	81	13	73	0	67	60	0	69	3	77	18	69	0	75
Title I, Part A	78	2	74	6	88	12	84	4	76	70	4	73	7	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
LEP	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL Program	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	---	---	---	---	---	---	---	---	38	33	0	---	---	---	---	14	0	50
Gifted/Talented	---	---	---	---	100	80	100	20	100	100	17	100	44	---	---	---	---	---
At-Risk	70	0	60	0	83	0	68	0	59	38	0	55	0	69	0	25	0	43

Student Group	2013 Science-5		2014 Science-5		2015 Science-5			2013 Science-8		2014 Science-8		2015 Science-8			2013 Biology		2014 Biology		2015 Biology		
	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	89	19	88	10	93	20	83	66	4	71	11	69	15	69	75	4	96	2	100	12	100
Male	97	25	100	14	100	20	91	72	4	81	13	71	12	71	80	6	96	0	100	12	100
Female	80	12	75	5	81	19	70	60	4	52	8	65	20	65	68	0	97	3	100	13	100
Hispanic/Latino	81	12	86	5	94	4	79	59	0	61	4	70	11	70	68	5	93	0	100	8	100
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White	97	26	89	16	91	13	86	78	11	78	13	64	20	64	79	3	100	4	100	13	100
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	84	19	84	5	92	15	73	60	0	66	5	64	11	64	82	5	97	0	100	4	100
Title I, Part A	89	19	88	10	93	20	83	66	4	--	--	--	--	--	--	--	--	--	--	--	--
Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
ESL Program	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Special Education	60	20	--	--	--	--	60	71	0	50	17	--	--	--	56	0	88	0	--	--	--
Gifted/Talented	--	--	--	--	100	44	100	100	29	100	56	--	--	--	--	--	100	0	100	67	100
At-Risk	3	14	83	4	80	0	76	52	0	57	3	47	0	47	67	0	96	0	100	0	100
Career/Technical Education															69	5	98	2	100	8	100

Student Group	2012 Social Studies-8		2013 Social Studies-8		2014 Social Studies-8		2015 Social Studies-8			2013 U. S. History NA		2014 U. S. History		2015 U. S. History		
	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Level II: Satisfactory	Level III: Advanced	Combined Level II: Satisfactory
All Students	37	6	34	2	55	10	70	21	62			95	4	96	29	93
Male	41	10	32	0	58	8	72	24	62			91	4	97	40	97
Female	30	0	36	4	48	12	67	17	63			97	3	95	10	88
Hispanic/Latino	24	5	24	0	50	14	73	18	59			92	4	95	26	86
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--			--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--			--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--			--	--	--	--	--
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--			--	--	--	--	--
White	46	7	50	6	54	7	65	26	63			97	3	97	30	97
Two or More Races	--	--	--	--	--	--	--	--	--			--	--	--	--	--
Economically Disadvantaged	25	0	20	0	51	8	64	12	57			93	4	92	29	86
Title I, Part A	37	6	34	2	--	--	--	--	--			--	--	--	--	--
Migrant	--	--	--	--	--	--	--	--	--			--	--	--	--	--
LEP	--	--	--	--	--	--	--	--	--			--	--	--	--	--
ESL Program	--	--	--	--	--	--	--	--	--			--	--	--	--	--
Special Education	11	0	0	0	71	14	--	--	--			100	0	88	13	75
Gifted/Talented	--	--	100	0	100	44	--	--	--			--	--	--	--	--
At-Risk	23	0	4	0	39	3	43	0	38			94	0	96	32	93
Career/Technical Education												94	2	96	27	92

HQT Highly Qualified Teacher Report	Percentage of Classes Taught By Highly Qualified Teachers							Percentage of Highly Qualified Teachers						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2015-2016
District Aggregate	97.22%	100%	98.93%	100%	97.6%	98.95%	100%	97.50%	100%	98.25%	100%	97.99%	98.74%	100%

HQT Highly Qualified Teacher Report	Percentage of Classes Not Taught by Highly Qualified Teachers							Percentage of Teachers Teaching with Emergency or Provisional Credentials						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
District Aggregate	2.78%	0%	1.07%	0%	2.40%	1.05%	0%	0%	0%	0%	0%	0%	6.5%	0%

Above data is taken from 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016 Highly Qualified Teachers Summary Reports.

**NOTES:**

- 1) Meaning of Symbols:** n/a = data are not available or not applicable; --- or \* = either no students in group or small numbers not reported to protect student confidentiality; TBD = to be determined

# Addendums:

2015-2016 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan

2015-2016 SSA Migrant Districts Priority for Service (PFS) Action Plan

2015-2016 State Compensatory Education Plan

**2015-2016 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

<b>Goal:</b>	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
<b>Objective:</b>	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

<b>Evidence of Need</b>	<b>Required Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resource</b>	<b>Evaluation of Program &amp; Impact</b>	<b>Mid-Year Status</b>	
<b>Required Training</b>	Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) Training offered by the Texas Education Agency (TEA)	August or dates the online state training is released	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals.	Certificates		
	Participate in Identification & Recruitment (ID&R) and New Generation System (NGS) series days offered by ESC.	August thru May	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals and updated resources from TEA.	Certificates		
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates		

**2015-2016 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

<b>Goal:</b>	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
<b>Objective:</b>	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

<b>Evidence of Need</b>	<b>Required Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resource</b>	<b>Evaluation of Program &amp; Impact</b>	<b>Mid-Year Status</b>	
<b>Identification &amp; Recruitment</b>	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round	MEP staff	ESC-20 ID&R Manual, NGS Reportss	Increased identification of migrant students Recruiter meeting agendas		
<b>Identification &amp; Recruitment</b>	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30, and as needed			Forms that meet Title I Part C Migrant Compliance Report		
<b>Identification &amp; Recruitment</b>	Contact potential/current eligible migrant families based on family survey leads or referrals.	Year round	Recruiters / SEA / Reviewers	Family, Growers Surveys Community agencies District personnel COEs	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs, videos		
<b>Identification &amp; Recruitment</b>	Follow-up on family surveys.	Year round	Recruiters/SSA District Contacts	Family Surveys/NGS Reports	Recruiter logs, spreadsheet		

**2015-2016 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

<b>Goal:</b>	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
<b>Objective:</b>	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	
Identification & Recruitment	Conduct community outreach and contact other federal agencies that serve migrant families.	Year round	Recruiters	Community Agencies listings from leads or websites	Recruiter Logs, Agency Resource List		
Identification & Recruitment	Visit Local Growers.	Year round	Recruiters including OSY Recruiters	ID&R Manual suggested websites and other leads	Recruiter Logs, increase in Local Growers List		
Identification & Recruitment	Locate out of school youth including preschool aged children.	Year round	Recruiters including OSY Recruiter	ID&R Manual, Procedure Manual, NGS, & PEIMS.	Recruiter Logs, increase in OSY		
Identification & Recruitment	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1 and as needed	Recruiters	ID&R Manual & COE Family Reports	Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report.		



**2015-2016 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

<p><b>Goal:</b></p>	<p>Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.</p>						
<p><b>Objective:</b></p>	<p>Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).</p>						
<p><b>Evidence of Need</b></p>	<p><b>Required Activity</b></p>	<p><b>Timeline</b></p>	<p><b>Staff Responsible</b></p>	<p><b>Resource</b></p>	<p><b>Evaluation of Program &amp; Impact</b></p>	<p><b>Mid-Year Status</b></p>	<p><b></b></p>
<p><b>Identification &amp; Recruitment</b></p>	<p>Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual.</p>	<p>Aug to Oct 31 for beginning of the year family surveys and year round</p>	<p>All ESC MEP Staff</p>	<p>ID&amp;R Manual, Procedure Manual, NGS, &amp; PEIMS.</p>	<p>Complete COEs for qualifying family surveys.</p>		
<p><b>Identification &amp; Recruitment</b></p>	<p>Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.</p>	<p>Year round submit to reviewer within 3 working day from parent signature</p>	<p>Recruiters / SEA / Reviewers</p>	<p>ID&amp;R Manual COE, SDF, SSA Procedures Handbook</p>	<p>Completed COE and SDF for all families having a new QAD</p>		

**2015-2016 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

<b>Goal:</b>	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
<b>Objective:</b>	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	
Identification & Recruitment	SEA Reviewers review COEs and SDF for all families with a new QAD. Return COE and SDF to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed for entry in NGS.	September-August Reviewer submit to terminal site within 5 days of parent signature Refer to current NGS Manual for entry procedures and timelines.	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; NGS Guidelines, SSA Procedures Handbook; COE Log	Monthly Unique Reports for each SSA district.		
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or for 2 year olds turning 3: on or after 3rd birthday, & OSY.	Recruiters, System Specialist	NGS Guidelines, ID&R Manual, NGS Reports, PEIMS, & NGS.	Monthly Residency Verification Report.		

**2015-2016 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

<b>Goal:</b>	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
<b>Objective:</b>	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	
Interagency Coordination	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	Year round	OSY Recruiter / Recruiters / Ed Spec Counselor	ID&R Manual / SSA Procedures Handbook	Increase in services provided to migrant families by community organizations. Referrals.		
	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual / District Staff	Increase in services provided to migrant High School students by community organizations. Referrals.		

**2015-2016 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

<b>Goal:</b>	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
<b>Objective:</b>	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	
Quality Control	Develop written procedures that outline ID&R quality control within the SSA.	Sept. 30	MEP staff	ID&R Manual / TEA, MEP Procedures Manual	Written procedures for quality control		
Quality Control							
Quality Control	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec	ID & R manual	Compliance with TEA requirements		
Quality Control	Provide ID&R awareness and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual; SSA Procedures Handbook; Second Reviewer Form	Sign in Sheets from SSA Contact meetings; and MEP Program Overviews.		

**2015-2016 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan  
Service Center, Region 20**

**Education**

<p><b>Goal:</b></p>	<p>Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.</p>						
<p><b>Objective:</b></p>	<p>Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).</p>						
<p><b>Evidence of Need</b></p>	<p><b>Required Activity</b></p>	<p><b>Timeline</b></p>	<p><b>Staff Responsible</b></p>	<p><b>Resource</b></p>	<p><b>Evaluation of Program &amp; Impact</b></p>	<p><b>Mid-Year Status</b></p>	
<p><b>Quality Control</b></p>	<p>Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.</p>	<p>Year round</p>	<p>MEP staff</p>	<p>ID&amp;R Manual; NGS Manual; SSA Procedures Handbook</p>	<p>Compliance with Records Retention policies by April 30.</p>		
<p><b>Quality Control</b></p>	<p>Validate eligibility through re-interview process according to instructions set forth by TEA.</p>	<p>As directed by the State MEP</p>	<p>MEP staff</p>	<p>TEA Eligibility Validation Instructions</p>	<p>100 percent accuracy rate</p>		
<p><b>Evaluation</b></p>	<p>Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&amp;R plan for continuous improvement.</p>	<p>Nov. 30</p>	<p>MEP Staff</p>	<p>ESC-20 Quality Services Survey; Parent Advisory Council (PAC); Parent Survey; Student Survey; SSA Contacts Survey</p>	<p>Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP.</p>		

## 2015-2016 SSA Migrant Districts Priority for Service (PFS) Action Plan Education Service Center, Region 20

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

### Criteria for 2015-2016

Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; <b>and</b> have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <b>and</b> have their education interrupted during the previous or current regular school year.

**2015-2016 SSA Migrant Districts Priority for Service (PFS) Action Plan**

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status

**On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.**

	Monthly	System Specialists	NGS Monthly Reports		
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	May-August	MEP Coordinator Ed Spec Supervisors Counselors, Recruiters System Specialists District Contact	Completed 2015-2016 PFS Action Plan		
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**The PFS Action Plan must include the following:**

**When, in your school year calendar, the district's MEP Contact will provide each campus principal, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.**

Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students.	Monthly	Ed Spec Supervisors, System Specialists, Counselor, District Contact, Campus Administrator or Campus Designee	PFS Report		
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2015-2016 SSA Migrant Districts Priority for Service (PFS) Action Plan

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.				
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Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide all parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness. Districts will attach information on progress reports or report cards.	Upon Identification as PFS	Ed Spec Supervisors, District Contact	PFS Criteria Letter, Mail out list		

**When, in your school year calendar, the district MEP contact, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.**

Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Campus and Migrant Counselor, Campus Administrator or Campus Designee	Counselor follow-up, student feedback, Agendas, Sign-In sheets		
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2015-2016 SSA Migrant Districts Priority for Service (PFS) Action Plan

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide parents of PFS students an update on the academic progress of their child.	Individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/ feedback, Counselor follow-up, phone logs, email documentation, mail out list		
Provide parents of PFS students information about available community and/ or social services.	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Counselor, Recruiters, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/ feedback, Counselor follow-up, tutor feedback, student feedback		

How the district's MEP contact will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.

2015-2016 SSA Migrant Districts Priority for Service (PFS) Action Plan

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.				
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Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
SSA districts will develop a set of written procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. (Required Activity "m")	August	District Contact or appropriate district designee; Ed Spec	100% of students who enroll late will be placed in the necessary core content classes.		

**How the district's MEP contact will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.**

Provide appropriate placement/ programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, Online migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/ services.	Year Round	District designee, Ed Spec, Ed Spec Supervisor, Counselor	Increased number of students completing partial credit and/or passing state assessments. Partial Credit Report, Retention Report, Formal/Informal Assessment		
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**2015-2016 SSA Migrant Districts Priority for Service (PFS) Action Plan**

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
ESC-20 MEP staff and district staff will coordinate to provide resources and tools to promote student academic success.	Year Round	District designee, Ed Spec, Ed Spec Supervisor, Counselor	Partial Credit Report, Formal/Informal Assessment, STAAR Results, On time for graduation Report..		
Identify dropout students/ out-of-school youth (OSY) and provide information regarding options for obtaining diploma/ GED.	Year Round	OSY Recruiter, Ed Spec Supervisor, Counselor	Identify and provide information regarding options to 100% of OSY students. Supplemental Report, OSY Report, Student Termination Report		Ongoing

**What federal, state and local programs service Priority for Service students?**

Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.	Year Round	Ed Spec Supervisor, District designee	Completed Academic Services Form from each SSA district on file		
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**The MEP Contact will include the PFS Action Plan in the District’s Improvement Plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan” section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups ( e.g., Bilingual, ESL, economically disadvantaged).**

2015-2016 SSA Migrant Districts Priority for Service (PFS) Action Plan

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.				
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Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	June	Ed Spec Supervisor, Counselors	Copy of DIP showing insertion of PFS Action Plan		

Additional Activities	Timeline	Persons Responsible	Documentation	Activity Status	
Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation.	Year Round	Counselor, Ed Spec Supervisor, System Specialists	Increased number of students completing partial credit and/or passing state assessments. Not on time for Graduation Report.		

2015-2016 SSA Migrant Districts Priority for Service (PFS) Action Plan

**Goal(s):**

**Objective(s):**

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.	Year Round	Counselor	Increase the number of participants to this session by 100%. Sign In sheets from overviews provided.		
Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs. Videos, Face to Face overviews.	Year Round	Ed Spec Supervisor, Counselors	Increase the number of participants at the ESC sessions/ contact meetings by 100%. Participant evaluations. Participant feedback. Sign-In sheets.		

# STOCKDALE ISD

**CDN 247-906**

Single Attendance District

STATE COMPENSATORY EDUCATION :  
AN ADDENDUM TO THE DISTRICT IMPROVEMENT PLAN  
SCHOOL YEAR 2015-2016

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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 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, “students at risk of dropping out of school” includes each student under 26 years of age who:

- (1) was not advanced from one grade level to the next for one or more school years (excluding students who did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the students’ parents);
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody of care of the Texas Department of Family and Protective Services or has, during the current school year been referred to the department by a school official, officer or the juvenile court, or law enforcement officer;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home.

In addition to the above list, the local education agency may establish local criteria for identifying students who are at risk. However, the number of students served using local criteria during a school year may not exceed ten percent of the number of students served using state-defined criteria during the preceding school year. Students identified solely under local criteria are not included in the PEIMS count.

Module 9 of the Financial Accountability System Resource Guide (FASRG) clearly states that the SCE funds “are intended for the primary benefit of students in at-risk situation, as defined in Texas Education Code Section 29.081” [FASRG, §9.2.3.1].

Authority for funding for the State Compensatory Education program is found in the Texas Education Code (TEC) Section 42.152. For each student who is educationally disadvantaged or who is a student who does not have a disability and resides in a residential placement facility in a district in which the student’s parent or legal guardian does not reside, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2. The adjusted basic allotment is multiplied by 2.41 for each full-time equivalent student who is in a remedial and support program under §29.081 because the student is pregnant.

For purposes of funding, the number of educationally disadvantaged students is determined by averaging the best six months’ enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year. Determination of the number of such students is based on the number of students actually receiving free or reduced-price lunches as submitted to the Texas Education Agency (TEA) on monthly reimbursement claims. Passed in 2009, Section 52 of HB 3646 amends Texas Education Code Section 42.152(c) to increase the indirect cost rate or administrative allowable to forty-eight percent (48%); however, each district must use at least fifty-two percent (52%) of it allotment for instructional purposes.

#### **POLICIES AND PROCEDURES**

The Stockdale 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 the 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. Stockdale ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 48 percent indirect costs and the 18 percent allowable to provide base services at the DAEP.
- 7) According to the Financial Accountability System Resource Guide (§9.2.14.2): SCE funds may 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 met. A SCE Program implemented under the flexibility of a Title I, Part A schoolwide program will follow the same rules and regulations that govern the Title I, Part A program. To determine a campus' poverty percentage under SCE, school district will use the same auditable poverty data it uses for Title I, Part A for identifying campuses in the NCLB Consolidated Federal Grant Application.

## USE OF FUNDS

According to TEC §42.152, school districts must spend SCE funds:

...to improve and enhance programs and services funded under the regular school program. A district's compensatory education allotment may be used for costs supplementary to the regular program, such as costs for program and student evaluation, instructional materials and equipment, and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, small class size and individualized instruction.

The rules governing SCE require school districts to identify student needs through a comprehensive needs assessment, to design effective programs to address the identified needs, and to evaluate the effectiveness of the programs in meeting those needs. While innovative programs are encouraged only successful programs, as determined by the local evaluation, may be continued under SCE funding.

To provide the maximum amount of local control and local responsibility consistent with the statutory provisions, the Texas Education Agency (TEA) recommends that the following five questions be considered by the school in determine the appropriate use of SCE funds. The school is responsible for maintaining information to support affirmative responses to these questions.

- 1) Is the proposed program or service identified in the campus and/or district improvement plan, as required by TEC §11.252 and §11.253? [These sections of law require the there be a comprehensive needs assessment, measurable performance objectives identified strategies for improvement of student performance, identified resources for each strategy, identification of staff responsible for ensuring the accomplishment of each strategy, timelines for monitoring implementation of each strategy, and evaluation criteria.]
- 2) Will the effectiveness of the proposed program or service be evaluated locally, as required by TEC §29.081(c)?
- 3) Is the program or service designed to reduce the dropout rate for students identified in TEC §29.081 as being at risk of dropping out of school?
- 4) Is the program or service designed to increase the achievement of students identified in TEC §29.081 as being at risk of dropping out of school?
- 5) Is the program or service designed to supplement the regular education program, a required by TEC §42.152(q)?

## DISTRICT PROFILE AND NEEDS ASSESSMENT

The Stockdale ISD serves approximately eight hundred one students in grades Pre-K through 12. In its application for federal funding, Stockdale ISD reported that sixty-four percent of the students meet the low-income criteria for free or reduced-price lunches (2015-16 NCLB Application-SC5000).

**Stockdale Elementary:** Using the state's criteria to identify students in at-risk situations, Stockdale Elementary has found two students in grade 2, ten students in grade 3 (18%) and fifteen students in grade 4 (25%) and six in grade 5 (10%) who have not advanced from one grade to the next for one or more years.

Three students in grade 3, twenty-two students in grade 4 (36%) and twenty-six students in grade 5 (45%) have previously performed unsatisfactorily on STAAR and have not achieved 110% of the performance standard on subsequent administrations.

Thirty students in grade K (60%), twenty-four students in grade 1 (36%), twenty-four students in grade 2 (37%) and four students in grade 3 (7%) have failed a readiness assessment during this school year.

Twenty-four students (6%) at the Elementary campus have been identified as limited English proficiency (LEP).

Two elementary students are in the custody or care of the Texas Department of Family and Protective services or have been referred to that department during this school year.

Seven students (2%) have been identified as being homeless.

Using local criteria the Elementary campus has found sixteen students who are identified as dyslexic and eighteen students have been identified as eligible for services under Section 504.

**Stockdale Junior High:** Using the state's criteria to identify students in at-risk situations, Stockdale Junior High School has found eight students in grade 6 (16%), eight students in grade 7 (16%) and ten students in grade 8 (14%) who have not advanced from one grade to the next for one or more years.

Eleven students in grade 6 (22%), twenty-four students in grade 7 (47%) and eight students in grade 8 (11%) have performed unsatisfactorily on STAAR and have not achieved 110% of the performance on subsequent administrations.

Two students have been placed in an alternative education program during this or the previous school year.

Five students at the Junior High have been identified as limited English proficiency (LEP).

Five students are homeless.

The Junior High campus has used local criteria to identify thirteen students as dyslexic and twenty-two students who are eligible for services under Section 504.

**Stockdale High School:** Using the state's criteria to identify students in at-risk situations, Stockdale High School has found ten students in grade 9 (17%), eleven students in grade 10, five students in grade 11 (10%) and ten students in grade 12 (18%) who have not advanced from one grade to the next for one or more years.

Four students (7%) in grade 9, five students in grade 10 (7%), five students in grade 11 (10%) and three students in grade 12 (5%) have or have had a semester average below 70 in two or more foundation courses during this or the previous school year.

Twelve students in grade 9 (21%), seventeen students in grade 10 (24%), six students in grade 11 (13%) and six students in grade 12 (11%) have previously performed unsatisfactorily on STAAR (TAKS)/EOC and have not achieved 110% of the performance standard on subsequent administrations.

Five high school students have been placed in an alternative education program during this or the prior school year.

Three students have been identified as meeting the limited English proficiency (LEP) criteria.

One student is in the care or custody of the Texas Department of Family and Protective Services or has been referred to that department this year.

Five high school students have been identified as being homeless.

Using local criteria, the high school has found twenty-three students have been identified as dyslexic and twenty-eight students are eligible for services under Section 504.

Stockdale ISD conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems which may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.

DESCRIPTION OF SCE PROGRAMS AND SERVICES 2015-2016

**STOCKDALE ELEMENTARY=#101**

Objective: To reduce the dropout rate and decrease any disparity in performance on state assessments between students at risk of dropping out of school and all other district students.

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Instructional support – Instructional aide provides assistance to students in the classroom in small groups or one-on-one.	Instructional aides 3.5 FTE	Principal	Each semester of SY 15-16	Semester grades	Promotion
After-School Tutorials—Students failing one or more parts of the STAAR or who are struggling to master lessons, receive additional instruction in core subject areas. Tutors reinforce concepts taught during the regular class period. Students receive assistance in mastering TEKS objectives with 30-60 minutes of after school tutoring.	Extra-duty Pay	Principal	Each semester of SY 15-16	Six Weeks and Semester grades	Passing STAAR
Summer School – A summer program offers extended learning time for students who are at risk of failing to be promoted.	Extra duty pay	Principal	Each week of summer 2016	Progress reports	Promotion

**STOCKDALE JUNIOR HIGH SCHOOL-#041**

Objective: To reduce the dropout rate and decrease any disparity in performance on state assessments between students at risk of dropping out of school and all other district students.

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
After-School Tutorials—Students failing one or more parts of the STAAR, or who are struggling to master lessons, receive additional instruction in core subject areas. Tutors reinforce TEKS concepts taught during the regular class period.	Extra duty pay	Principal	Each semester of SY 15-16	Semester grades	Passing STAAR
Summer School – A summer program offers extended learning time to meet TEKS objectives, for students who are at risk of failing to be promoted.	Extra duty pay	Principal	Each week of summer 2016	Progress reports	Promotion
Core Subject Intervention (English pull out program) – Certified teacher and/or instructional aide works one-on-one or in small groups to assist students who are having difficulty to master STAAR objectives.	Certified teachers 1.0 FTE Instructional aide 1.0 FTE	Principal	Each semester of SY 15-16	Semester grades	Passing STAAR ELA



**STOCKDALE HIGH SCHOOL-#001**

Objective: To reduce the dropout rate and decrease any disparity in performance on state assessments between students at risk of dropping out of school and all other district students.

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
After-School Tutorials—Students failing one or more parts of the STAAR or who are struggling to master lessons, receive additional instruction in core subject areas. Tutors reinforce concepts taught during the regular class period.	Extra duty pay	Principal	Each semester of SY 15-16	Semester grades	Passing STAAR (EOC)
STAAR Academy – A summer program offers extended learning time for students who are at risk of not graduating due to assessment requirements.	Extra duty pay	Principal	Each week of summer 2016	Progress reports	Promotion
Core Subject Intervention (English pull out program) – Certified teacher works one-on-one or in small groups to provide intensive remediation for students who are having difficulty to master TEKS objectives.	Certified teacher 1.0 FTE	Principal	Each semester of SY15-16	Semester grades ELA	Passing STAAR/EOC English
Summer School Program – Online credit recovery program for students at risk of not graduating or not advancing to the next grade level	Certified teacher`	Principal	Summer 2016	Weekly Progress Reports	Credits Earned

*STOCKDALE ISD*

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/Activities	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
AEP/DAEP – District contracts with neighboring district to provide services for students who require alternative educational setting or for those who have been removed from the regular classroom setting for disciplinary reasons.	Contracted Services \$73,000	Superintendent	Each semester of SY 15-16	Credit accrual	On target credit accrual or return to regular education program

USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

**FEDERAL PROGRAMS**

- 1) ESEA, Title I, Part A – The district supports a Title I, Part a schoolwide program at Stockdale Elementary where these funds are used to upgrade the entire instructional program.
- 2) ESEA, Title II, Part A: Teacher and Principal Training and Recruiting Fund – The district utilizes these funds to provide professional development in which all campuses may participate.

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**APPENDICES**

**APPENDIX A: NEEDS ASSESSMENT**

**APPENDIX B: STUDENT PERFORMANCE ON THE STAAR**

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

**APPENDIX D: ASSURANCES AND GOOD PRACTICES**

**APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET**

**APPENDIX A: NEEDS ASSESSMENT**

The requirement for Texas districts and campuses to conduct a comprehensive needs assessment (CNA) as part of the planning and decision-making process is contained in the Texas Education Code (TEC) Sections 11.252(a)(1-2) and 11.253. A Comprehensive Needs Assessment should identify and prioritize district and campus needs by analyzing and interpreting multiple sources of data.

NUMBER AND PERCENTAGE OF STUDENTS IN AT-RISK SITUATIONS IDENTIFIED BY  
CRITERION

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This table presents the percentage of students at each grade level who have been identified under each of the state and local criteria as being at risk of dropping out of school. At-risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school, divided by the total number of students in membership.

A column showing at-risk student performance is shown on the district, region, and state TAPR reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the Profile section of the campus reports (as well as the district, region, and state reports).

NUMBER & PERCENTAGE OF STUDENTS IN AT-RISK SITUATIONS IDENTIFIED BY CRITERION

Grade	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		Failed Readiness (PK-3)		AEP		Parole		LEP		Care of DFPS		Homeless		Dyslexia	504	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	#	
PK	40	0	0%					0	0%	0	0%	0	0%	5	13%	0	0%	0	0%	0	0%	0
K	50	0	0%					30	60%	0	0%	0	0%	4	8%	0	0%	3	6%	0	0%	0
1	66	0	0%					24	36%	0	0%	0	0%	2	3%	1	2%	2	3%	1	1%	1
2	65	2	3%					24	37%	0	0%	0	0%	4	6%	0	0%	1	2%	1	1%	1
3	56	10	18%			3	5%	4	7%	0	0%	0	0%	2	4%	0	0%	1	2%	3	2%	2
4	61	15	25%			22	36%			0	0%	0	0%	5	8%	1	2%	0	0%	7	5%	5
5	58	6	10%			26	45%			0	0%	0	0%	2	3%	0	0%	0	0%	4	9%	9
6	51	8	16%			11	22%			0	0%	0	0%	2	4%	0	0%	1	2%	4	8%	8
7	51	8	16%	0	0%	24	47%			2	4%	0	0%	1	2%	0	0%	1	2%	3	7%	7
8	71	10	14%	0	0%	8	11%			0	0%	0	0%	2	3%	0	0%	3	4%	6	7%	7
9	58	10	17%	4	7%	12	21%			0	0%	0	0%	1	2%	1	2%	0	0%	5	6%	6
10	70	11	16%	5	7%	17	24%			4	6%	0	0%	1	1%	0	0%	0	0%	6	11%	11
11	48	5	10%	5	10%	6	13%			1	2%	0	0%	0	0%	0	0%	4	8%	7	7%	7
12	56	10	18%	3	5%	6	11%			0	0%	1	2%	1	2%	0	0%	1	2%	5	4%	4
<b>Total</b>	<b>801</b>	<b>95</b>	<b>12%</b>	<b>17</b>	<b>2%</b>	<b>135</b>	<b>17%</b>	<b>82</b>	<b>10%</b>	<b>7</b>	<b>1%</b>	<b>1</b>	<b>0%</b>	<b>32</b>	<b>4%</b>	<b>3</b>	<b>0%</b>	<b>17</b>	<b>2%</b>	<b>52</b>	<b>68</b>	

## APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

The following tables and graphs present the percentage of students making satisfactory performance on the Reading, Math, Writing, Science and Social Studies sections of the STAAR. Additionally, the STAAR results for At-Risk students are compared with the results for All Students. The goal of State Compensatory Education is to increase the academic performance of students identified as being in at-risk situations, to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students at risk of dropping out of school and all other district students, as well as to reduce the dropout rate of identified students in at-risk situations. The tables are arranged by grade levels three through eight and the End-of-Course results for grades 9-11 to facilitate the analysis of the results for each campus and grade level.

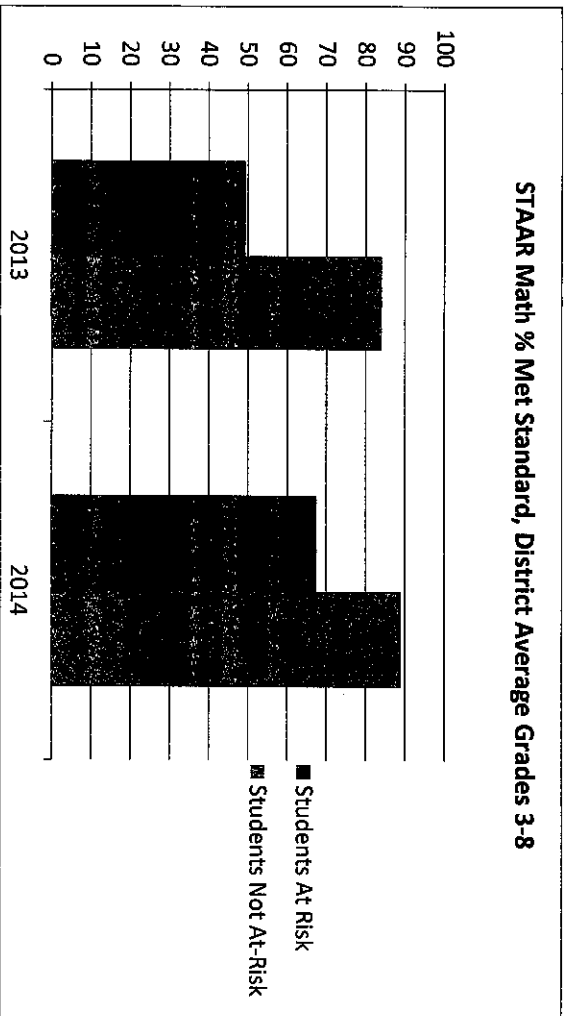
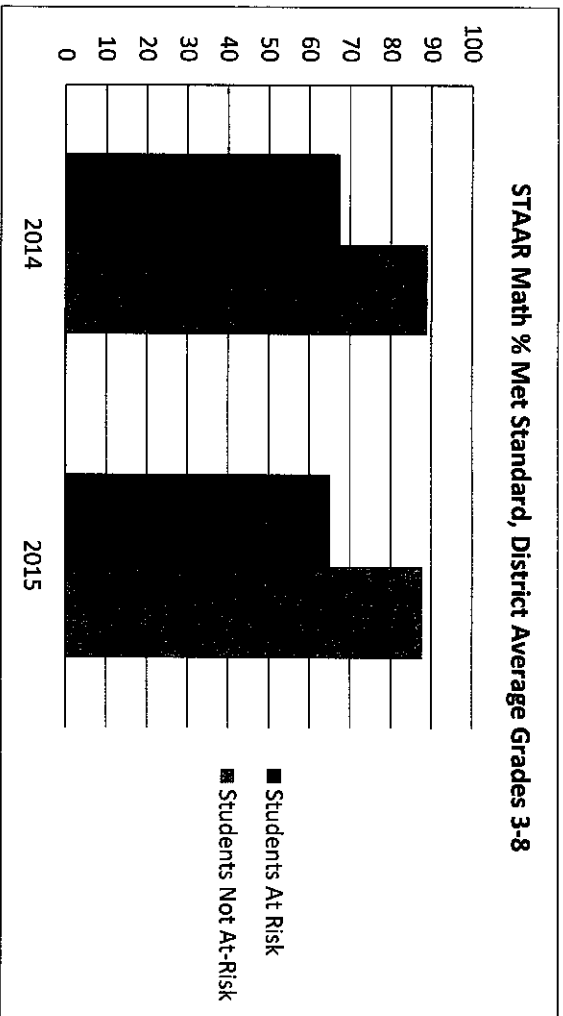


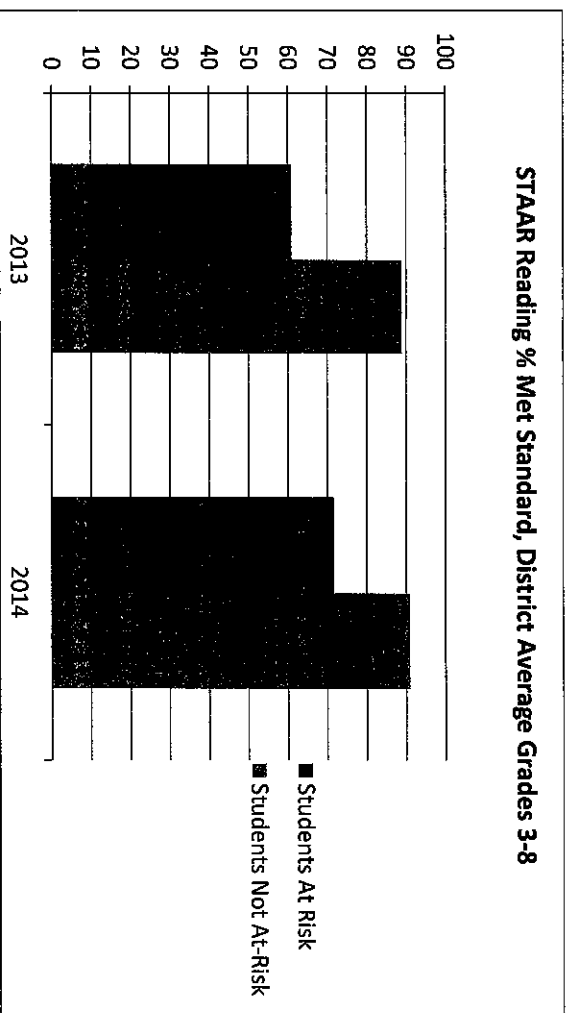
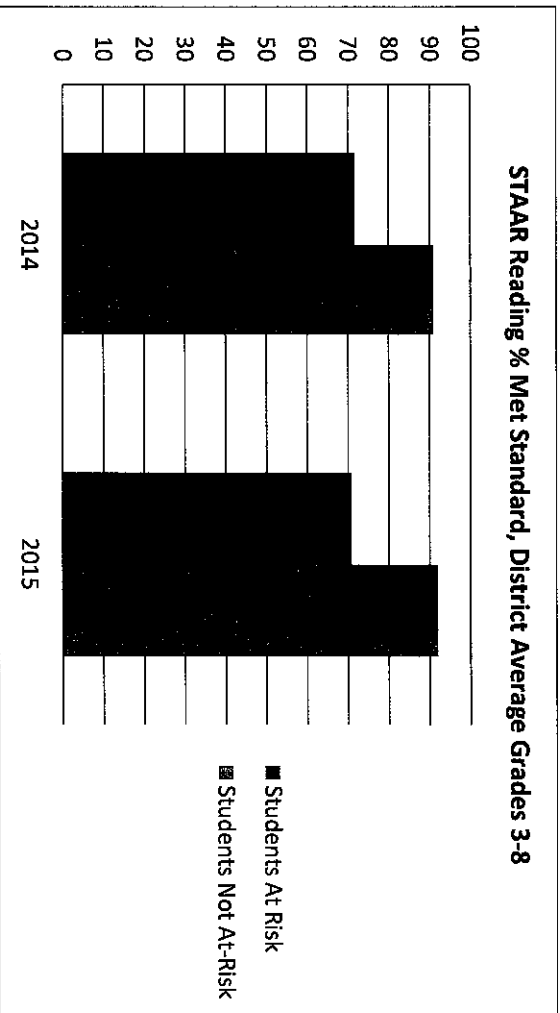
STUDENT PERFORMANCE ON THE STAAR, THREE-YEAR HISTORY

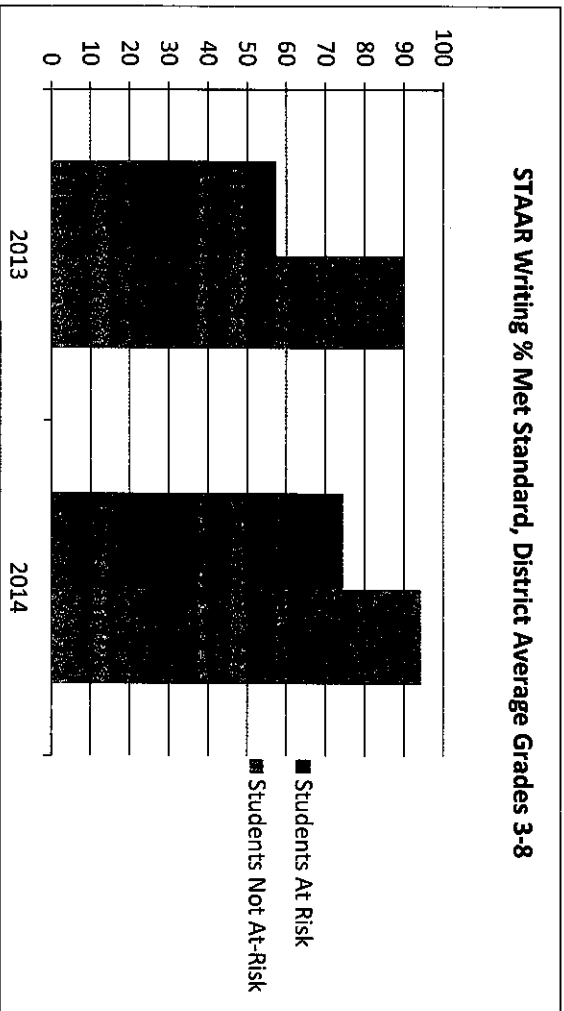
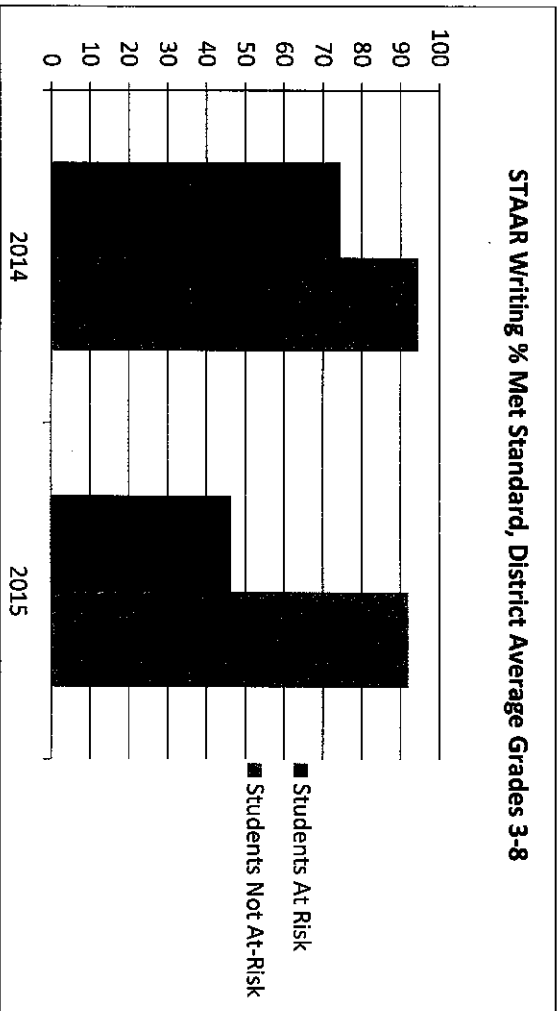
2013-2015 STAAR RESULTS, GRADES 3-8

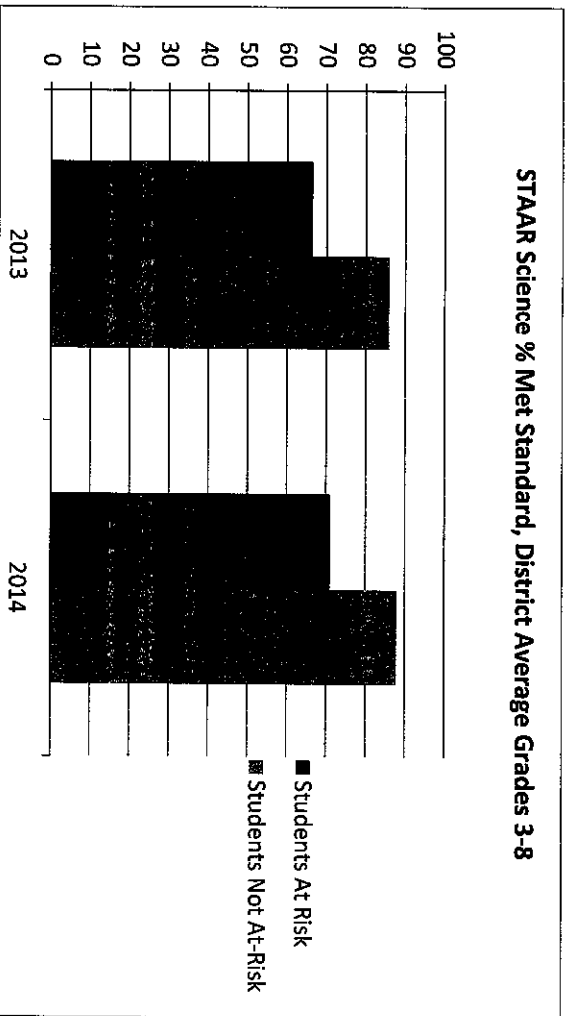
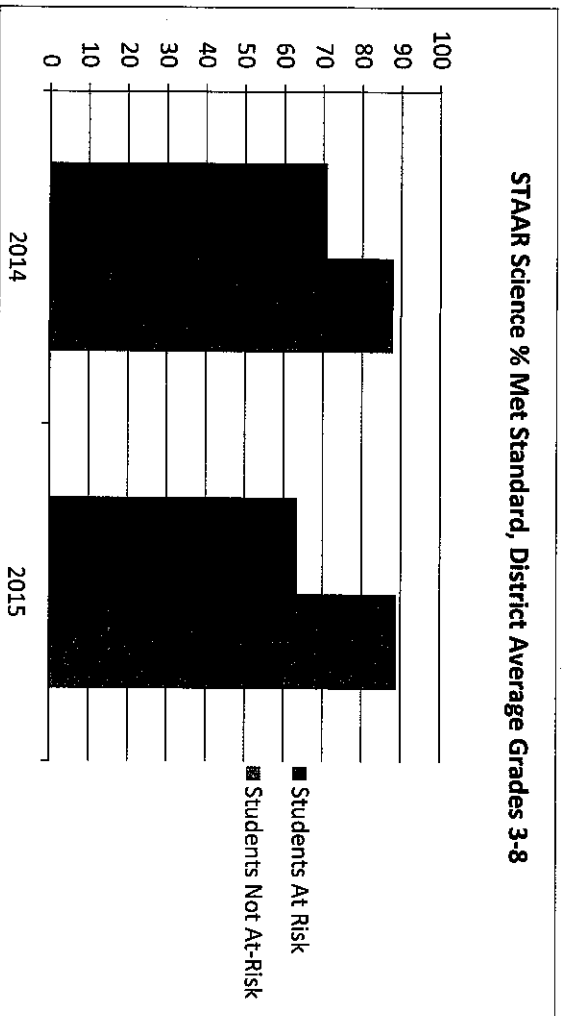
	Math		Reading/ELA		Writing		Science		Social Studies	
	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard	% Met Standard
<b>Third Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	36	60	60	64						
Students Not At-Risk	69	72	74	72						
<b>Fourth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	62	41	70	83	80	68				
Students Not At-Risk	85	91	92	94	92	93				
<b>Fifth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	68	86	67	87			83	80		
Students Not At-Risk	100	96	100	100			94	100		
<b>Sixth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	78	73	67	86						
Students Not At-Risk	86	91	93	95						
<b>Seventh Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	76	36	75	30	69	25				
Students Not At-Risk	97	82	97	91	97	91				
<b>Eighth Grade</b>	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Students At-Risk	85	94	91	75			59	47	40	43
Students Not At-Risk	97	95	90	100			82	78	68	82

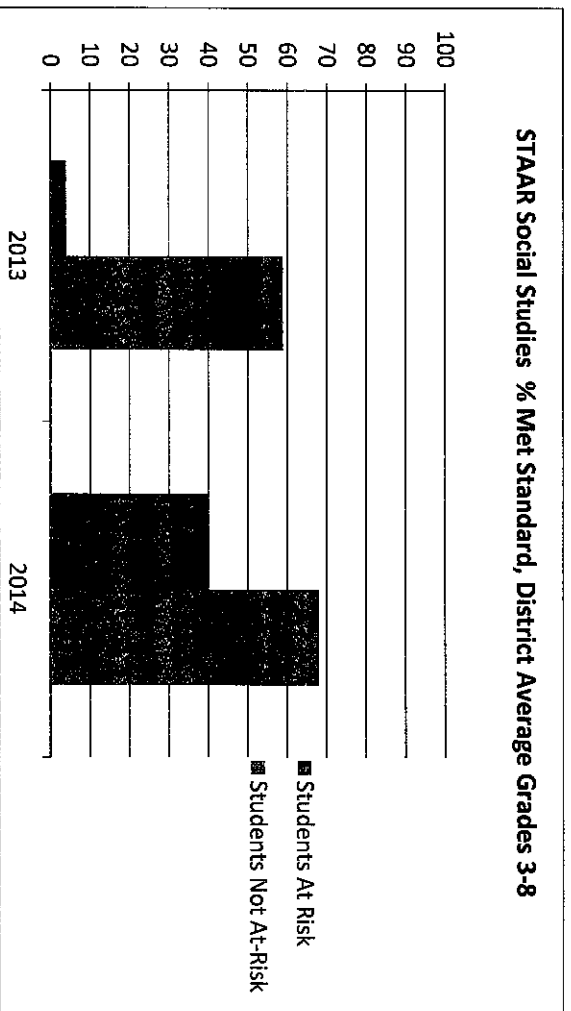
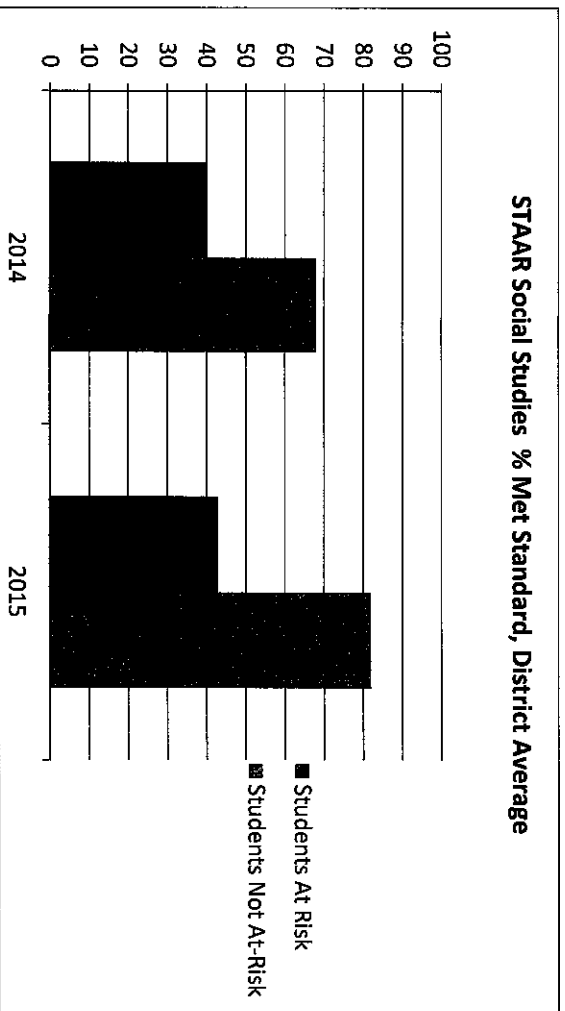
**STUDENT PERFORMANCE ON THE STAAR IN STOCKDALE ISD, 2012-2014, GRADES 3-8**







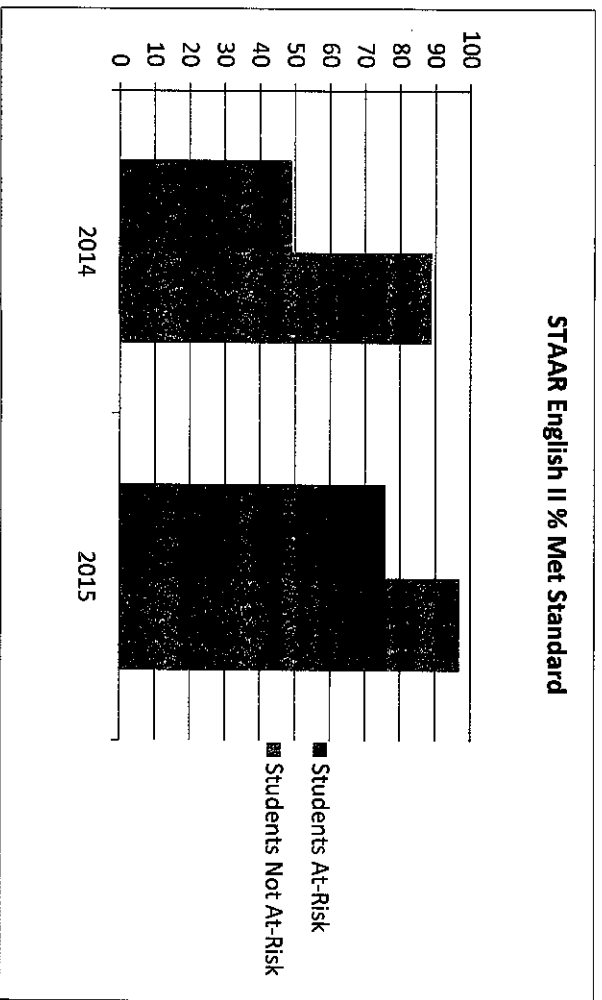
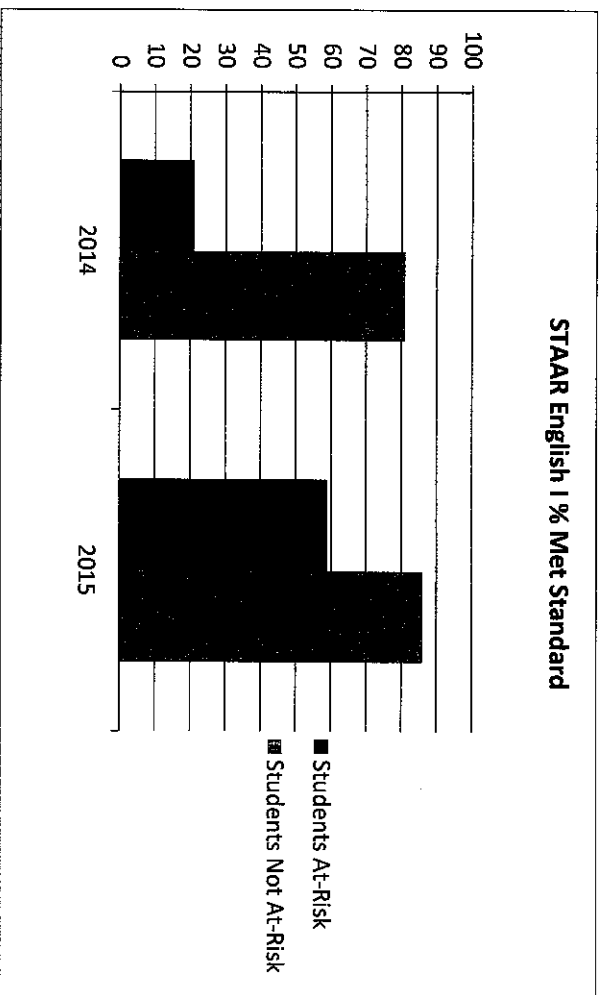




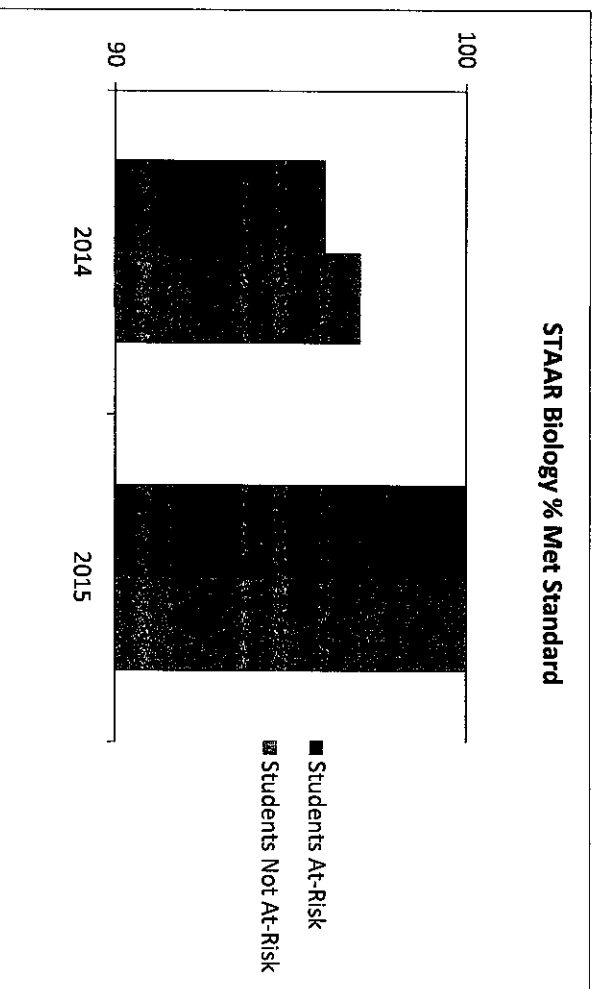
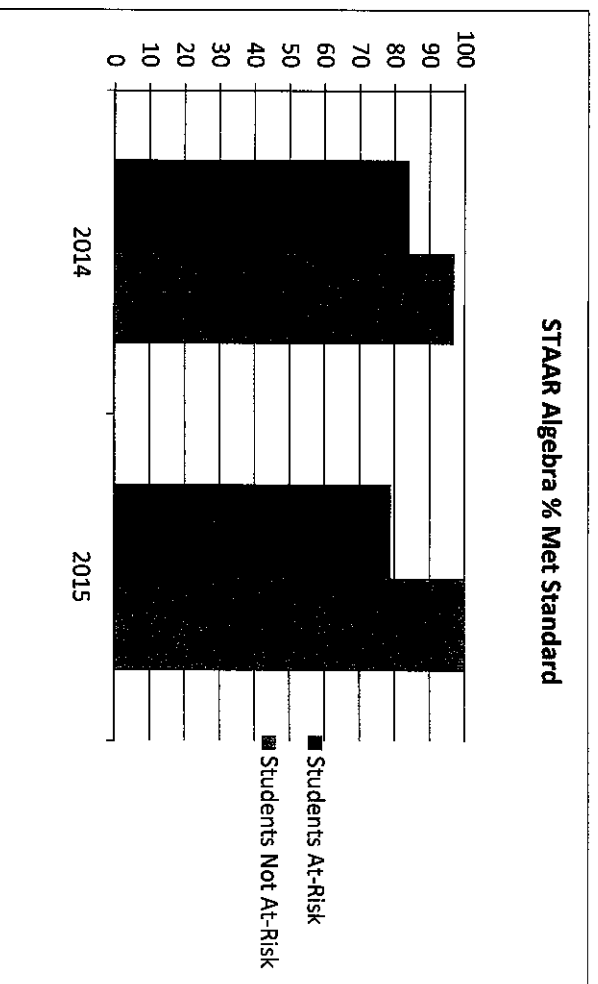
2013-2015 STAAR END-OF-COURSE RESULTS, GRADES 9-11

English II Reading % Met Standard						
	English I Reading 2013	English I Reading 2014	English I Reading 2015	English II Reading 2013	English II Reading 2014	English II Reading 2015
Students At-Risk	21	59	59	74	49	76
Students Not At-Risk	81	90	86	94	89	97
Math % Met Standard						
	Algebra I 2013	Algebra I 2014	Algebra I 2015	Algebra I 2015		
Students At-Risk	77		84			79
Students Not At-Risk	89		97			100
Biology % Met Standard						
	Biology 2013	Biology 2014	Biology 2015	Biology 2015		
Students At-Risk	67		96			100
Students Not At-Risk	85		97			100
US History % Met Standard						
	US History 2013	US History 2014	US History 2015	US History 2015		
Students At-Risk	*		94			96
Students Not At-Risk	*		95			97

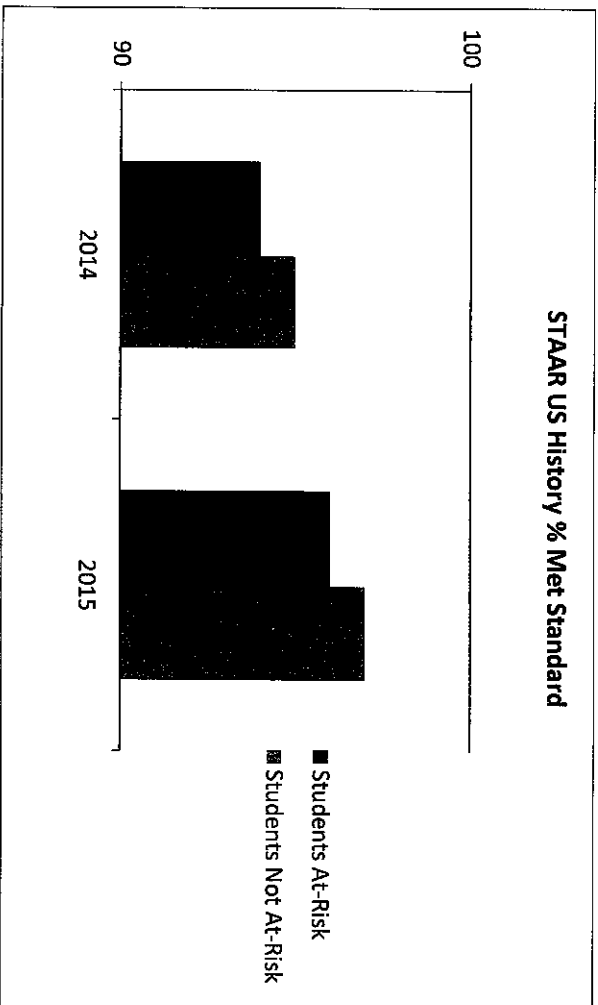
**STUDENT PERFORMANCE ON THE STAAR E-O-C in STOCKDALE ISD, 2013-2015, GRADES 9-11**







### STAAR US History % Met Standard



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**APPENDIX C: EVALUATION OF 2014-2015 PROGRAMS**

This table presents the number of students served in each of the programs/services provided under State Compensatory Education funding and the percentage of these students who met the criteria established by Stockdale ISD to determine their success in the program.

EVALUATION OF 2014-2015 PROGRAM

Stockdale Elementary-#101

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Summer School	Promotion	18	10	56%
Instructional Support	Promotion	404	352	87%
After School Tutorials	Promotion	145	106	73%
Intervention	Promotion	34	18	53%

Stockdale Junior High-#041

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
Core-Subject Intervention (Reading/ELA)	Passing final grades	68	52	76%
After School Tutorials	Passing STAAR	60	33	55%
Summer School	Promotion	5	3	60%

Stockdale High School-#001

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
After-School Tutorials	Passing STAAR	34	20	59%
Summer STAAR Academy	Promotion	28	12	43%
Core Subject Intervention (ELA)	Passing final grade in ELA	240	211	88%

District

PROGRAM/SERVICE	MEASURE/CRITERIA	NUMBER SERVED	NUMBER MEETING CRITERIA	SUCCESS RATE
DAEP	On-target credit accrual	2	0	0%

**APPENDIX D: ASSURANCES AND GOOD PRACTICES**

**STATE AND LOCAL EFFORT**

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State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to building, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

**IMPROVEMENT AND ENHANCEMENT**

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State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and Stockdale ISD's at-risk criteria.

**COORDINATION OF FUNDING**

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All federal, state and local funds received by Stockdale 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.

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

Authority for funding for the State Compensatory Education program is found in the Texas Education Code (TEC) Section 42.152. For each student who is educationally disadvantaged or who is a student who does not have a disability and resides in a residential placement facility in a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2. The adjusted basic allotment is multiplied by 2.41 for each full-time equivalent student who is in a remedial and support program under §29.081 because the student is pregnant.

For purposes of funding, the number of educationally disadvantaged students is determined by averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year. Determination of the number of such students is based on the number of students actually receiving free or reduced-price lunches as submitted to the Texas Education Agency (TEA) on monthly reimbursement claims. Section 52 of HB 3646 amends the Texas Education Code Section 42.152 (c) to increase the indirect cost rate or administrative allowable to forty-eight percent (48%); however, each district must use at least fifty-two percent (52%) of its allotment for instructional purposes.

As allowed by the Financial Accountability System Resource Guide (§9.2.14.2), Stockdale ISD uses SCE funds to support the Title I, Part A schoolwide program at Stockdale Elementary. The aforementioned campus reported a low-income enrollment of 40 percent or above on the 2015-2016 NCLB Consolidated Application for Federal Funding.

The district sufficiently funds the accelerated instructional activities for students who have failed to perform satisfactorily on an end-of-course (EOC) assessment as identified in the programs and activities section and prioritizes SCE funding for those activities in keeping with TEC §28.0217.

# TECS Budget Worksheet

Stockdale ISD

FY2016 State Compensatory Education

247-906

Total Amount Budgeted for FY2016

Account Code	Account Title	
<b>Payroll Costs</b>		
<b>STOCKDALE H S</b>		
199-11-6129-00-001-6-24-0-00	Instrl / Salaries--Sup Prsnl	\$51,070.00
199-11-6141-00-001-6-24-0-00	Instrl / Soc Sec/Medicare	\$740.51
199-11-6142-00-001-6-24-0-00	Instrl / Grp Health/Life Insur	\$36.00
<b>Campus001 Sub Total:</b>		<b>\$51,846.51</b>

<b>STOCKDALE J H</b>		
199-11-6119-00-041-6-24-0-00	Instrl / Salaries--Prof Prsnl	\$50,270.00
199-11-6129-00-041-6-24-0-00	Instrl / Salaries--Sup Prsnl	\$17,033.00
199-11-6141-00-041-6-24-0-00	Instrl / Soc Sec/Medicare	\$975.89
199-11-6142-00-041-6-24-0-00	Instrl / Grp Health/Life Insur	\$2,808.00
<b>Campus041 Sub Total:</b>		<b>\$71,086.89</b>

<b>STOCKDALE EL</b>		
199-11-6119-00-101-6-24-0-00	Instrl / Salaries--Prof Prsnl	\$49,270.00
199-11-6129-00-101-6-24-0-00	Instrl / Salaries--Sup Prsnl	\$52,979.50
199-11-6141-00-101-6-24-0-00	Instrl / Soc Sec/Medicare	\$1,482.61
199-11-6142-00-101-6-24-0-00	Instrl / Grp Health/Life Insur	\$2,862.00
<b>Campus101 Sub Total:</b>		<b>\$106,594.11</b>

<b>Summer School</b>		
199-11-6119-00-699-6-24-0-00	Instrl / Salaries--Prof Prsnl	\$21,500.00
<b>Campus699 Sub Total:</b>		<b>\$21,500.00</b>

<b>District</b>		
199-11-6119-00-999-6-24-0-00	Instrl / Salaries--Prof Prsnl	\$10,000.00
<b>Campus999 Sub Total:</b>		<b>\$10,000.00</b>
<b>6100</b>		<b>\$261,027.51</b>

<b>Professional and Contracted Services</b>		
<b>District</b>		
199-11-6222-00-999-6-28-0-00	Instrl/AEP/DAEP	\$73,000.00
<b>Campus999 Sub Total:</b>		<b>\$73,000.00</b>

**6200** **\$73,000.00**

**TECS Budget Worksheet**

**Stockdale ISD**

FY2016 State Compensatory Education

247-906

Account Code

Account Title

Total Amount Budgeted for FY2016

State Compensatory Education Grand Total: **\$334,027.51**

Compensatory Education Allotment:	<b>\$608,628.00</b>
Less Total SCE Budget:	<b>\$334,027.51</b>
Less 48% Administrative Allowable:	<b>\$292,141.44</b>
Balance:	<b>(\$17,540.95)</b>



**TECS Personnel Summary Detail**  
**FY2016 State Compensatory Education**  
**STOCKDALE H S**

**247-906**

**Stockdale ISD**

Name	Position	Grade Span	Subject Area	Days Cont/ Paid	FTE	Annual Salary	Func Code	Obj Code	Salary Funded	Deduc. Code	SS/ Med (6141)	Health/ Life (6142)	Work Comp (6143)	Unemp Comp (6145)	TRS (6146)	Salary/ Benefits Funded
Ploch, Christa	Teacher	09 - 12	ELA/ESL	187 / 187	1	51,070.00	11	6129	51,070.00	Ded	740.51	36.00	0.00	0.00	0.00	51,846.51
<b>001 STOCKDALE H S Total</b>									<b>\$51,070.00</b>		<b>740.51</b>	<b>36.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>\$51,846.51</b>

**TECS Personnel Summary Detail****247-906****FY2016 State Compensatory Education****Stockdale ISD****STOCKDALE J H**

Name	Position	Grade Span	Subject Area	Days Cont/ Paid	FTE	Annual Salary	Func Code	Obj Code	Salary Funded	Deduc. Code	SS/ Med (6141)	Health/ Life (6142)	Work Comp (6143)	Unemp Comp (6145)	TRS (6146)	Salary/ Benefits Funded
Dixon, Cathy	Teacher	06 - 08	Reading/Dyslexia	187 / 187	1	50,270.00	11	6119	50,270.00	Ded	728.91	36.00	0.00	0.00	0.00	51,034.91
Tillery, Helen	Aide	06 - 08	Instructional Support	187 / 187	1	17,033.00	11	6129	17,033.00	Ded	246.98	2,772.00	0.00	0.00	0.00	20,051.98
<b>041 STOCKDALE J H Total</b>									<b>\$67,303.00</b>		<b>975.89</b>	<b>2,808.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>\$71,086.89</b>

**TECS Personnel Summary Detail**

247-906

**FY2016 State Compensatory Education  
STOCKDALE EL**

Stockdale ISD

Name	Position	Grade Span	Subject Area	Days Cont/ Paid	FTE	Annual Salary	Func Code	Obj Code	Salary Funded	Deduc. Code	SS/ Med (6141)	Health/ Life (6142)	Work Comp (6143)	Unemp Comp (6145)	TRS (6146)	Salary/ Benefits Funded
Aide, Vacant	Aide PK Part time	EE - 05	PK Aide	187 / 187	0.5	7,293.00	11	6129	3,646.50	Ded	52.87	18.00	0.00	0.00	0.00	3,717.37
Akin, Barbara	Teacher	EE - 05	Reading/Dys lexia	187 / 187	1	49,270.00	11	6119	49,270.00	Ded	714.41	36.00	0.00	0.00	0.00	50,020.41
Arellano, Eva	Aide	EE - 05	Instructional Support PK	187 / 187	1	15,432.00	11	6129	15,432.00	Ded	223.76	2,736.00	0.00	0.00	0.00	18,391.76
McGuffin, Jennifer	Aide	EE - 05	Instructional Support PK	187 / 187	1	15,133.00	11	6129	15,133.00	Ded	219.43	36.00	0.00	0.00	0.00	15,388.43
White, Martina	Aide	EE - 05	Instructional Support	187 / 187	1	18,768.00	11	6129	18,768.00	Ded	272.14	36.00	0.00	0.00	0.00	19,076.14
<b>101 STOCKDALE EL Total</b>									<b>\$102,249.50</b>		<b>1,482.61</b>	<b>2,862.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>\$106,594.11</b>





**TECS Personnel Summary Detail**  
**FY2016 State Compensatory Education**

**247-906**

**Stockdale ISD**

	Salary Funded	SS/ Med (6141)	Health/ Life (6142)	Work Comp (6143)	Unemp Comp (6145)	TRS (6146)	Salary/ Benefits Funded
<b>State Compensatory Education Grand Total</b>	\$252,122.50	3,199.01	5,706.00	0.00	0.00	0.00	\$261,027.51