

LA GLORIA ISD

CD# 125906

SINGLE ATTENDANCE DISTRICT

GRADES PK-6

TITLE I SCHOOL-WIDE PROGRAM

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE DISTRICT IMPROVEMENT PLAN

SCHOOL YEAR 2016-2017



LA GLORIA

Independent School District

Home of the Eagles

*"La Gloria School
Makes Learning Fun"*

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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 its allotment for instructional purposes.

POLICIES AND PROCEDURES

The La Gloria 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. La Gloria 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 if needed.
- 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 La Gloria ISD serves approximately one hundred eighteen students in grades Pre-K through 6. In its 2015-2016 application for federal funding, La Gloria ISD reported that over seventeen percent (17.50%) of the students meet the low-income criteria for eligibility for free or reduced-price lunches.

Using the state's criteria to identify students in at-risk situations, the campus has identified three students (3 percent) who have not been promoted from one grade to the next for one or more years.

In grades PK-3, nine students (8 percent) did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.

There are twelve students who have performed unsatisfactorily on STAAR and who have not achieved 110% of the performance standard on subsequent administrations. Students meeting this at-risk criterion comprise 8 percent of the student body.

La Gloria 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 2016-2017

LA GLORIA ISD#125906-101

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/Activities	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Tutorials – Accelerated instructional time focusing on re-teaching to assist students with mastering TEKS and daily lessons.	Certified teachers .63 FTE Paraprofessional .60 FTE Instructional supplies	Principal	Each six weeks of SY 2016-2017	Report card grades	Passing final grades/Promotion STAAR

FEDERAL PROGRAMS

1) ESEA, Title I, Part A – La Gloria operates a Title I, Part A schoolwide program and utilizes these funds to upgrade the entire instructional program. Title I Part A planned activities includes supplemental, research-based instruction in Reading/ELA and Math. Title I Part A service delivery method includes individualized instruction.

2) ESEA, Title II, Part A: Teacher and Principal Training and Recruiting Fund – La Gloria is designated as a small, rural school district and as such is eligible to participate in the REAP program which allow the district to use Title II, Part A funds to support the Title I, Part A schoolwide program.

APPENDICES

APPENDIX A: NEEDS ASSESSMENT

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

APPENDIX C: SCE PROGRAM EVALUATION

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

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

2016-17 La Gloria ISD-At-Risk Criteria

Grade	# of Students	Not Promoted		Failed STAAR		Failed Readiness (PK-3)	
		#	%	#	%	#	%
PK	0	0				0	
K	19	0	0%			0	0%
1	18	0	0%			3	17%
2	15	0	0%			3	20%
3	19	0	0%	0	0%	3	16%
4	22	1	5%	6	27%		
5	12	0	0%	1	8%		
6	13	2	15%	5	38%		
Total	118	3	3%	12	10%	9	8%

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

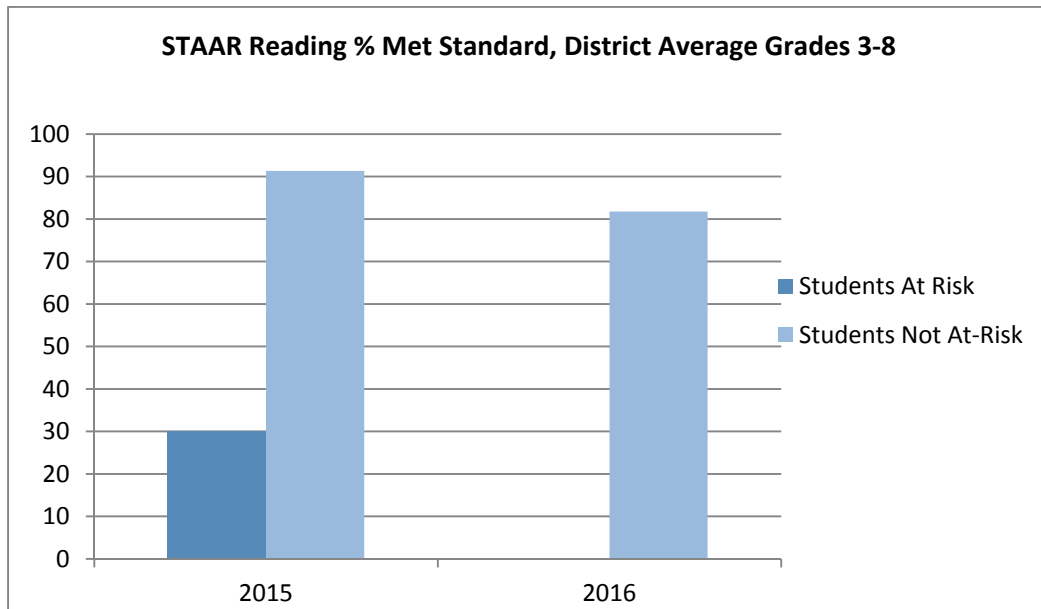
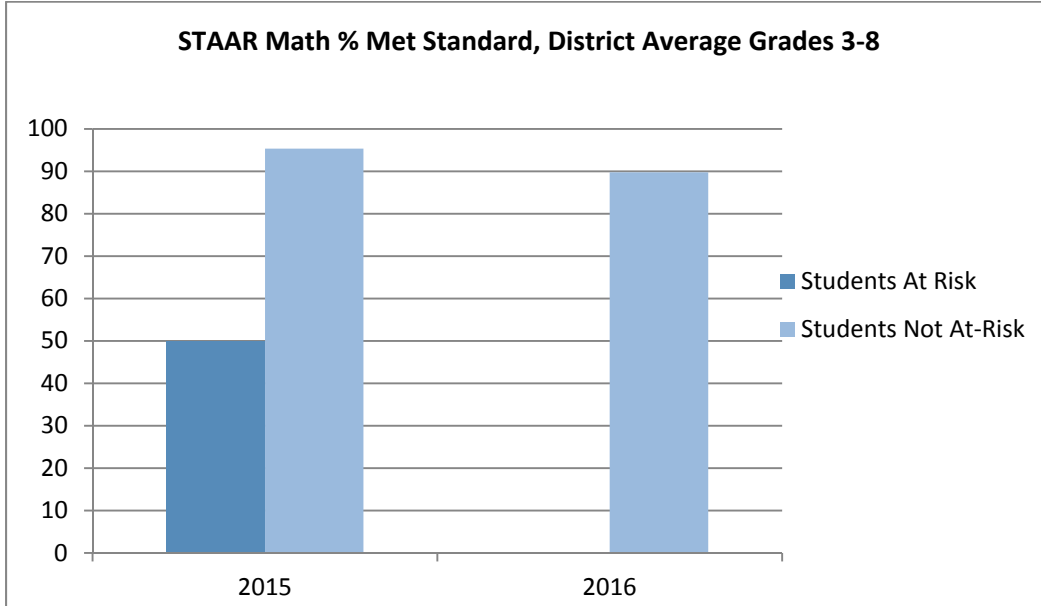
The following tables and graphs present the percentage of students making satisfactory performance on the Reading, Math, Writing and Science sections of the STAAR. Additionally, the STAAR results for At-Risk students are compared with the results for all students. The goal of State Compensatory Education 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.

STUDENT PERFORMANCE ON THE STAAR

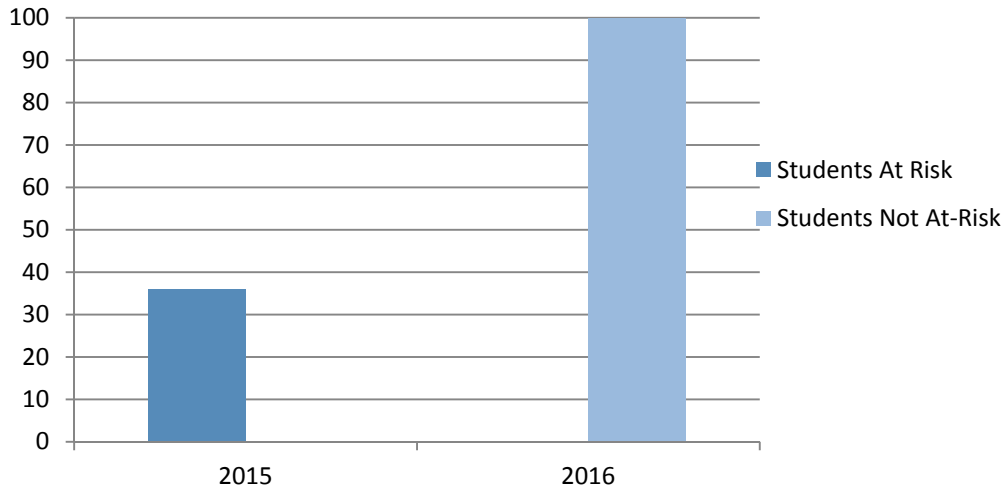
2015-2016 STAAR RESULTS, GRADES 3-6

State Compensatory Education Program										
At Risk Students Academic Comparison - Grades 3-6 - State Assessment Results										
La Gloria ISD										
STAAR	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % Met Standard	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Third Grade	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Students At-Risk	*	*	*	*						
Students Not At-Risk	94	76	82	76						
Fourth Grade	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Students At-Risk	50	*	30	*	36	*				
Students Not At-Risk	*	100	*	86	*	100				
Fifth Grade	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Students At-Risk	*	*	*	*			*	*		
Students Not At-Risk	92	91	92	73			92	70		
Sixth Grade	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Students At-Risk	*	*	*	*						
Students Not At-Risk	100	92	100	92						

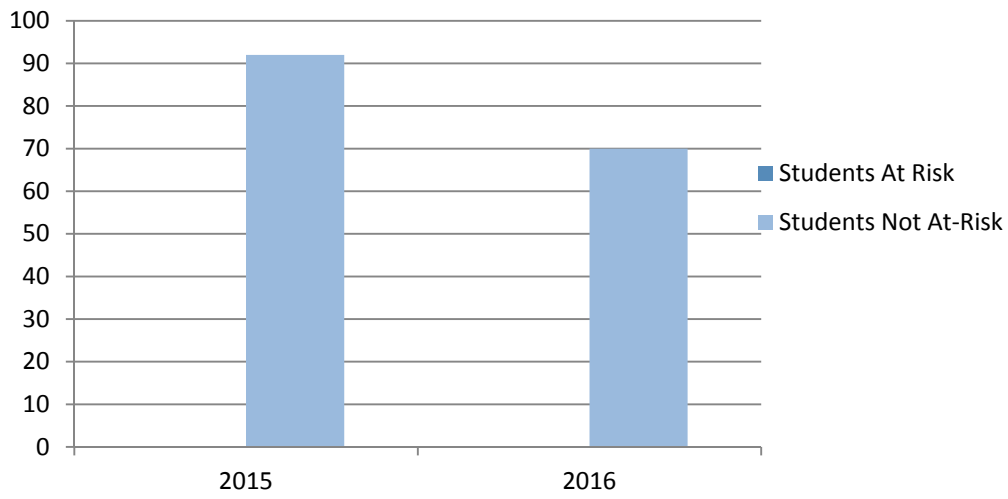
STUDENT PERFORMANCE ON THE STAAR IN LA GLORIA ISD, 2015-2016, GRADES 3-6



STAAR Writing % Met Standard, District Average Grades 3-8



STAAR Science % Met Standard, District Average Grades 3-8



APPENDIX C: SCE PROGRAM EVALUATION

District Name: La Gloria ISD		
Campus Name: La Gloria		
SCE FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	PERCENT MEETING CRITERIA
Provide supplemental instructional support in the classroom to support differentiated instruction based on the needs of at-risk students	Satisfactory Performance of at-risk students on Reading STAAR	G3: * G4: * G5: * G6: *
	Satisfactory Performance of at-risk students on Math STAAR	G3: * G4: * G5: * G6: *

*=number of students tested did not meet the minimum to be counted for accountability reports.

APPENDIX D: ASSURANCES AND GOOD PRACTICES

STATE AND LOCAL EFFORT

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

IMPROVEMENT AND ENHANCEMENT

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

COORDINATION OF FUNDING

All federal, state and local funds received by La Gloria 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), La Gloria ISD uses SCE funds to support the Title I, Part A schoolwide program on the *2016-2017 NCLB Consolidated Application for Federal Funding*.

TECS Budget Worksheet

FY2017 State Compensatory Education

La Gloria ISD

125-906

Account Code	Account Title	Total Amount Budgeted for FY2017
Payroll Costs		
LA GLORIA EL		
199-11-6119-00-101-7-30-0-00	Instrl / Salaries--Prof Prsnl	\$28,735.11
199-11-6129-00-101-7-30-0-00	Instrl / Salaries--Sup Prsnl	\$13,015.20
199-11-6141-00-101-7-30-0-00	Instrl / Soc Sec/Medicare	\$3,193.90
199-11-6142-00-101-7-30-0-00	Instrl / Grp Health/Life Insur	\$5,033.16
199-11-6143-00-101-7-30-0-00	Instrl / Workers Comp	\$835.00

Campus101 Sub Total: \$50,812.37

6100 \$50,812.37

State Compensatory Education Grand Total: \$50,812.37

Compensatory Education Allotment:	\$83,279.00
Less Total SCE Budget:	\$50,812.37
Less 48% Administrative Allowable:	\$39,973.92
Balance:	(\$7,507.29)

TECS Personnel Summary Detail
FY2017 State Compensatory Education
LA GLORIA EL

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La Gloria 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
Gonzalez, Kristina	Teacher	KG - 06		187 / 187	0.09	45,917.00	11	6119	4,132.53	Dist	316.14	368.28	82.65	0.00	0.00	4,899.60
Guerra, Anessa	Aide	KG - 06		187 / 187	0.6	21,692.00	11	6129	13,015.20	Dist	995.66	2,455.20	260.30	0.00	0.00	16,726.36
Lopez, Kristina	Teacher	KG - 06		187 / 187	0.09	40,277.00	11	6119	3,624.93	Dist	277.31	368.28	72.50	0.00	0.00	4,343.02
Perez, Luanna	Teacher	KG - 06		187 / 187	0.09	52,177.00	11	6119	4,695.93	Dist	359.24	368.28	93.92	0.00	0.00	5,517.37
Salinas, Corina	Teacher	KG - 06		187 / 187	0.09	43,857.00	11	6119	3,947.13	Dist	301.96	368.28	78.94	0.00	0.00	4,696.31
Salinas, Isaac	Teacher	KG - 06		187 / 187	0.09	49,397.00	11	6119	4,445.73	Dist	340.10	368.28	88.91	0.00	0.00	5,243.02
Suarez, Amy	Teacher	KG - 06		187 / 187	0.09	42,737.00	11	6119	3,846.33	Dist	294.24	368.28	76.93	0.00	0.00	4,585.78
Valdez, Erika	Teacher	KG - 06		187 / 187	0.09	44,917.00	11	6119	4,042.53	Dist	309.25	368.28	80.85	0.00	0.00	4,800.91
101 LA GLORIA EL Total									\$41,750.31		3,193.90	5,033.16	835.00	0.00	0.00	\$50,812.37

TECS Personnel Summary Detail
FY2017 State Compensatory Education

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La Gloria ISD

	Salary Funded	SS/ Med (6141)	Health/ Life (6142)	Work Comp (6143)	Unemp Comp (6145)	TRS (6146)	Salary/ Benefits Funded
State Compensatory Education Grand Total	\$41,750.31	3,193.90	5,033.16	835.00	0.00	0.00	\$50,812.37