

Stockdale Independent School District
Stockdale High School
2018-2019 Campus Improvement Plan



Mission Statement

Our mission at Stockdale High School is to empower all students to become lifelong learners and acquire the skills necessary to be responsible, respectful, and productive citizens in a diverse and ever-changing world through a collaborative effort of students, faculty, staff, parents and the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stockdale High School is a ninth through twelfth grade campus which is part of Stockdale ISD. The campus is located in Stockdale, TX. Stockdale is a rural community, and the campus is located within the city limits. As of March 28, 2018, the student body consists of 247 individuals. Of those students, 50% are White, 47% are Hispanic/Latino, 1% are Black/African American, and 1% are consider of mixed ethnicity. The school populations consists of 58% male and 42% female. Enrollment over the past five years has not significantly increased or decreased. The school has 3 migrant students that are in attendance throughout the school year. Twelve percent of our student population is considered Special Education, whereas 7% are considered Gifted and Talented. Over the past five years, on average less than 1% of the population per year have dropped out of Stockdale High School. Approximately, 48% of the student population is considered economically disadvantaged.

There are thirty-four total staff members at Stockdale High School. There are thirty teachers, two office personnel, and two campus administration personnel. This population consists of 62% females and 38% males. The majority ethnicity of the personnel on campus is white at 83%, Hispanic at 15%, and African American at 2%. Teaching experience ranges from 1 year to over 20 years and is fairly equal in distribution across experience levels. Stockdale ISD places a high priority in employing teachers that are highly qualified. For this reason, 100% of high school educators are considered highly qualified in their respective fields. To support new teachers within the district. Stockdale High School supplies a mentoring program to ensure teacher success in their first year of teaching.

According to city-data.com, Stockdale's population in 2014 was 1,531, which was a 9.5% increase from the year 2000. Stockdale's highest two ethnicity groups are, Hispanics at 51% and whites at 47%. African Americans represent 1% of the population, and two or more races represent less than 1% of the total population. The educational levels of the residents of Stockdale are as follows: High School or higher 78%, Bachelor's Degree or higher 7.8%, Graduate or professional degree 1.2%. The data indicated that in 2016 the top three industries in the city of Stockdale were, manufacturing (23%), construction (13%), and mining/ quarrying/oil extraction (12%). The data also revealed, the top three occupations consist of construction/extraction occupations (16%), production occupations (15%) and management occupations (10%). Stockdale does not have any universities or colleges within the community, however qualifying students from 10th - 12th grade may participate in dual credit classes offered online through St. Philip's College, which is located in nearby San Antonio, Texas.

Demographics Strengths

Drop-out rates at Stockdale High School are significantly lower as compared to the state average. Over the past 5 years, the drop out percentage was

.4% as compared to the state at 2%.

- The graduation rate at Stockdale High School is significantly higher (98%) as compared to the state (91%).
- As compared to the state, Stockdale High School has significantly higher percentage of students that are college and career ready graduates (97%) as compared to the state of Texas (76%), taken from TEA Academic Performance Report Data (2016).
- All teachers are certified and considered highly qualified.
- Our student to teacher ratio is much smaller (8:1) as compared to the state (16:1) providing more opportunity for one on one instruction.
- STAAR Period and after school tutoring sessions are available to support students whose performance does not meet state standards.
- New teachers are placed with an experienced mentor teacher to provide support and guidance throughout the school year.
- Dual Credit courses are offered online to qualifying 10th – 12th graders through St. Philip's College.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special education students passing rate in English EOC is 30% lower than the overall passing rate for the campus. **Root Cause:** Students do not attend before or after school remediation and are significantly behind same age peers.

Student Academic Achievement

Student Academic Achievement Summary

Looking at the scores from 2016-2017 Algebra I, Biology and US History showed no variance, while English I and English II both showed a 14 % increase

	2016	2017
Algebra I	93	93
Biology	98	98
English I	73	83
English II	77	88
US History	100	100

In 2017 the STAAR performance levels were changed to Masters, Meets, Approaches and Did Not Meet Grade Level. Masters, Meets and Approaches are all considered passing levels.

2017 STAAR	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Algebra I	7	93	66	32
Biology	2	98	74	30
English I	17	83	57	7
English II	12	88	67	11
US History	0	100	75	35

Algebra I

	2016	2017
Algebra I	93	93

An analysis of the student groups in Algebra I revealed the following:

- In 2017 58 % of male students meet grade level performance standards, while 80 % of female students met grade level performance standards.
- In 2017 22 % of male students mastered grade level performance standards, while 50 % of female students mastered grade level performance standards.
- In 2016 43 percent of white students achieved Level III: Advanced while 28 % of Hispanic/Latino students achieved Level III: Advanced.

In 2017 36 % of Economically Disadvantaged students mastered grade level performance standards, while only 32 % of All students mastered grade

level performance standards.

	2016	2017
Biology	98	98

Biology

An analysis of the student groups in Biology revealed the following:

- In 2017 68 % of male students meet grade level performance standards, while 83 % of female students met grade level performance standards.
- In 2016 17 % of white students achieved Level III: Advanced while 4 % of Hispanic/Latino students achieved Level III: Advanced.
- In 2017 21 % of Economically Disadvantaged students mastered grade level performance standards, while 30 % of All students mastered grade level performance standards.

	2016	2017
English I	73	83

English I

An analysis of the student groups in English I revealed the following:

- In 2017 44 % of male students meet grade level performance standards, while 77 % of female students met grade level performance standards.
- In 2017 5 % of male students mastered grade level performance standards, while 22 % of female students mastered grade level performance standards.
- In 2016 19 % of white students achieved Level III: Advanced while 7 % of Hispanic/Latino students achieved Level III: Advanced.
- In 2017 0 % At-Risk students mastered grade level performance standards, while only 32 % of At-Risk students met grade level performance standards.
- English I campus based scores predict higher achievement levels than shown on the STAAR assessment.

	2016	2017
English II	77	88

English II

An analysis of the student groups in English II revealed the following:

- In 2017 56 % of male students meet grade level performance standards, while 83 % of female students met grade level performance standards.
In 2017 6 % of male students mastered grade level performance standards, while 17 % of female students mastered grade level performance

standards.

- In 2016 45 % of At-Risk students achieved Level II: Satisfactory, while 77 % of all students achieved Level II: Satisfactory.
- In 2017 100 % of female students were approaching grade level performance standards, while only 79 % of male students were approaching grade level performance standards.
- English II campus based scores predict higher achievement levels than shown on the STAAR assessment.

	2016	2017
US History	100	100

US History

An analysis of the student groups in US History revealed the following:

- In 2017 100 percent of US History students were approaching grade level performance standards.
- In 2017 42 % of male students mastered grade level performance standards, while 23 % of female students mastered grade level performance standards.
- In 2016 33 % of white students achieved Level III: Advanced while 14 % of Hispanic/Latino students achieved Level III: Advanced.
- In 2017 17 % At-Risk students mastered grade level performance standards, while 35 % of At-Risk students met grade level performance standards.

English II campus based scores predict higher achievement levels than shown on the STAAR assessment.

ACT

Year	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State
2013	20.1	19.8	23.5	19.8	23.5	21.0	22.5	20.9	22.3	20.9
2014	20.2	19.8	20.2	19.8	21.1	21.1	22.4	21.0	21.8	20.9
2015	22.3	19.8	22.3	19.8	21.7	21.1	22.7	21.0	22.4	20.9
2016	20.7	19.4	20.7	19.4	20.1	21.0	20.9	20.7	21.0	20.6
2017	21.8	19.5	21.8	19.5	22.1	21.1	23.1	20.9	22.6	20.7

An analysis of the student groups in ACT revealed the following:

- Each year from 2013-2017 Stockdale students have achieved a higher ACT composite than the state average.
- Hispanic students in 2017 had an average ACT composite of 22.3, while white students had an average score of 23.0.
- In 2017 male students achieved an average ACT composite of 22.4, while female students achieved an average ACT composite of 23.0.

Student Academic Achievement Strengths

- 100 percent of US History students were approaching grade level performance standards in 2016 and 2017.
- 98 percent of Biology students were approaching grade level performance standards in 2016 and 2017.
- English scores increased by 14% from 2016 to 2017.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students who are not at "Approaching Grade Level "on the English EOC need more targeted instruction during the school day to close the gap. **Root Cause:** Students perform below grade level in reading and writing.

School Processes & Programs

School Processes & Programs Summary

In March 2017, a Programs Assessment survey was completed by classroom teachers at Stockdale High School for the purpose of collecting teacher feedback on the use of curriculum and assessments in the classroom environment, student performance and success, scheduling, and the presence of a campus support system. The survey compiled the following results:

District Curriculum

100% of teachers who have a required district curriculum, verify that they are using it in their classroom.

A small percentage of elective classes do not have a required district curriculum, but confirm that they are still using the TEKS in planning.

All teacher feel that they are correctly implementing the curriculum either through the use of the TEKS, or from the TCMPC TEKS Resource System.

Assessing Students

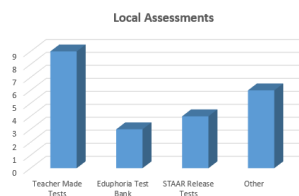
Teachers verified the major use of the following types of assessments:

56% teacher-made test.

19% Eduphoria test bank

25% STAAR released tests

38% used a variety of other resources which include: iCEV, Carnegie Learning assessments, Exam View, and textbook ancillaries.



Teachers select, or create their tests based on correlation with the TEKS and with the objectives that they are being taught. Some test are used for benchmarking.

Teachers feel that their assessments are beneficial because they use the results to what concepts need more exploration, and which students need

intervention.

Classroom assessments, and previous STAAR assessments are used in instructional planning to decide which objectives need the most attention. This planning is done primarily by the classroom teacher, but occasionally, planning is done by department, or with other teachers.

Student Progress

Individuals and departments track student progress through classroom grading, benchmarks, and previous STAAR test scores. If students are not progressing sufficiently, concepts are revisited and tutorials are highly encouraged.

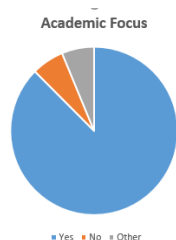
All teachers participate in setting goals for student success, but feel that not all students do the same.

Improving Student Achievement

88% of teachers strongly agreed that our campus has a focus on improving student achievement.

6% believed we could do a little more.

6% did not feel that they could answer for the entire campus.



To ensure that focus on achievement is maintained, the campus offers a STAAR intervention period and tutorials. In addition, professional development, parent communication, and teacher communication are expectations for all teachers.

Educational Technology

The both the district and high school campus have expectations of technology integration into student instruction. The SISD District Goal 1 states, "Use a

variety of instructional techniques with an emphasis on technology...” The SHS Objective for this goal states, “Use a variety of technology resources to provide instruction.” The activities under this objective include, “Incorporate technology into lessons to provide hands-on activities, varied activities, etc.”

Teachers receive multiple trainings on the use of technology each year, and they feel that during the year, they have an excellent support system for both hardware and software issues.

There are multiple forms of technology available for instruction such as Document scanners, Promethean Boards, LCD projectors, and online resources such as Google Classroom to post assignments, notes, and links to important sites.

Students have access to a Chromebook, and graphing calculator that they can take home. Internet access is available outside of the school building before, during and after hours. 1-to-1 Chromebook access, combined with Google Apps creates a digital learning environment that allows for easy student collaboration, and excellent teacher/student collaboration and communication.

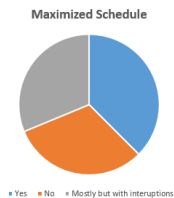
Academic Scheduling

Instructional scheduling has been a challenge with the new graduation plans. Endorsements and dual credit needs create a strain on a campus with limited faculty. This has created a variety of opinion on class schedules.

38% of teachers believed that the current schedule maximizes instruction.

31% of teachers do not believe it maximizes instruction

31% of teachers believe it could maximize instruction, but there are too many interruptions.



Teacher concerns included losing instruction time for announcements, students being called out of class for multiple reasons, and extracurricular events that are scheduled during school hours.

We have an adopted district innovation plan that allows more interruptions in the classroom.

Campus Leadership

The high school leadership structure encourages communication. Large issues can be address very quickly do to our administration's open door policy. Smaller issues can be solved through department collaboration, or contacting a teacher leader on campus. New teachers are assigned a mentor to help them acclimate to our educational program. This close connection on campus promotes an environment in which teachers communicate with each other to solve problems, and increase student success.

School Processes & Programs Strengths

- Strong support system with technology that promotes collaboration and communication
- Core teachers utilize district-wide scope & sequence to allow for vertically aligned curriculum (TCMPC) and it's multiple resource
- 1:1 student laptops, graphing calculators (at home) and class sets in math/science to allow for technology use by students at school and home

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to teacher survey, the master schedule may not maximize instruction for many teachers. **Root Cause:** Classroom interruptions during the school day.

Perceptions

Perceptions Summary

Stockdale High School’s greatest strength is in the strength of its community. Many students are second- or third-generation Brahmas and this pride shows in the way they address peers, teachers, and administrators. Our students’ safety is as important as their academic achievements and our students help us greatly by communicating their needs to us. Parents are also encouraged to participate in many areas from serving on committees to attending community pep rallies and fundraisers. With many lines of open communication among staff, parents, and students, our expectations are clear and our community shines.

Perceptions Strengths

- 26.9% of high school parents attended a “Meet the Teacher” event on October 4th, 2017. 18.2% of high school parents attended a similar event on February 28th, 2018.
- Open lines of communication between teachers and parents via phone, email, and face-to-face conferences. This communication is documented in call logs that every teacher is accountable for each six weeks. Also, Mrs. Lynn will coordinate pre-recorded calls at various times of the school year to spread vital information.
- Online communication involves a school website, a few Facebook pages that are regularly updated, and Scratchpad.
- Parents can/do attend Campus Improvement Committee meetings.
- Students participate in an OLWEUS anti-bullying curriculum during their STAAR period in a weekly rotation.
- Students use an online, anonymous reporting app StopIt! to notify our administration of bullying incidents.
- *149 out of 242 high school students were given a survey to gauge their perceptions of safety, expectations, and their school community. The results are below.*
 - Students feel like there are good extracurricular activities available for participation.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8.1%	34.9%	28.9%	18.1%	10.1%

- If students see or experience bullying at school, they feel safe in reporting it to an adult.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21.5%	34.2%	29.5%	6%	8.7%

- If students report bullying they feel it is dealt with quickly and effectively.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7.4%	21.5%	36.9%	24.2%	10.1%

- Students are proud to say they attend Stockdale High School when asked by someone outside their community.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16.8%	27.5%	36.9%	10.1%	8.7%

- Students in this school respect each other's differences (for example, gender, race, culture, etc.).

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10.1%	21.5%	34.2%	18.8%	15.4%

- Students feel safe at Stockdale High School.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10.1%	34.2%	30.9%	14.1%	10.7%

- Students are encouraged to think critically in their classes.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15.4%	49.7%	26.8%	6%	2%

- Students feel encouraged to produce excellent work in all their classes.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22.1%	43%	26.2%	6%	2.7%

- Students feel the school environment is kept clean and in good condition.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11.4%	42.3%	28.9%	12.1%	5.4%

- Students are taught ways to resolve disagreements so they are satisfied with the outcome.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11.4%	32.2%	35.6%	14.8%	6%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of security on campus. **Root Cause:** The campus is open to the public, and we no longer have a district resource officer

Problem Statement 2: There is a lack of communication between buildings. **Root Cause:** Buildings are too spread out, and

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: To maximize instructional time, during the 2018-2019 school year, Stockdale High School classroom interruptions will be limited to designated daily announcements, drills or emergencies.

Goal 2: To improve safety at Stockdale High School during the 2018-2019 school year, a universal communication system between buildings will be established.

Goal 3: During the 2018-2019 school year, Stockdale High School will increase EOC state assessment scores in the area of ELA from 73% to 80% in 9th grade and 86% to 90% in 10th grade through the use of targeted instruction.

Goal 4: During the 2018-2019 school year, Stockdale High School will increase the overall passing rate of EOC English special education students by 5% through tutoring and remediation.

Addendums

Stockdale High School

Campus Improvement Plan

State Compensatory Education Programs

Serving Grades 9-12

School Year 2018-2019



State Compensatory Education Information for Stakeholders

The State Compensatory Education (SCE) Program at Stockdale High School supplements the regular education program by providing intensive, accelerated instruction to help improve achievement for students identified as at-risk. The state's SCE mandate requires that Texas school districts provide additional, accelerated instruction to students who meet at least one of the statutory eligibility criteria that identify them as being at risk of dropping out of school. The program is intended to remove any disparity between students identified as "at-risk" and all other students. The campus conducts an annual needs assessment in order to ensure the proper development of the programs' scope of services. By analyzing the results of the needs assessment, the campus ensures that SCE programs can be best integrated into the regular curriculum in order to increase the academic success of students at risk of dropping out of school.

In order to be eligible for SCE funding, this campus enrollment currently includes students who meet at least one state criterion for students at risk of dropping out of school. The SCE-funded services that are provided to these students are described in the Programs/Services section of this plan.

In 2013, House Bill 5 revised to five the number of State of Texas Assessments of Academic Readiness (STAAR) end-of-course exams required for high school students to graduate. Any student who was unsuccessful on a STAAR assessment that is no longer required have been removed from the list of at-risk students provided the student does not meet any additional state at-risk criteria.

Community and Campus Profile

An annual needs assessment is conducted by Stockdale High School that includes the principal and the site-based decision-making committee comprised of teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by the

campus, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable district performance objectives for all appropriate student achievement indicators for all student populations.

Based on data from the 2016-2017 Texas Academic Performance Report, Stockdale High School had a student population of 230 students with the following ethnic characteristics: Hispanic students comprise 47.8 percent of the total student populations, and 49.1 percent are white, while 1.7 percent identify with two or more races. The socio-economic characteristics are: 44.3 percent economically disadvantaged; 55.7 percent non-educationally disadvantaged; .9 percent English language learners (ELL); 2 percent students with disciplinary placements; 29.1 percent at-risk; and the campus has 13.9 percent mobility.

Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at Stockdale High School. SCE funds may also be used to fund a disciplinary alternative education program and to pay the costs associated with placing students in a juvenile justice alternative education program (but not for base level services). Texas Education Code, Sec. 29.081(b) also requires districts to provide remediation to any student who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Stockdale High School is supplementary to the regular education program and supports such activities as program and student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec. 29.081(b)(b-1)(b-2). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Stockdale High School complies with this mandate as shown in the attached detailed budget.

State Criteria

A student at Stockdale High School is considered at risk of dropping out of school if he or she:

- 1) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) is in grade 7, 8, 9, 10, 11, or 12 and 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) was not advanced from one grade level to the next for one or more school years;^*
- 4) 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;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;^
- 10) is a student of limited English proficiency, as defined by Section 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

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

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

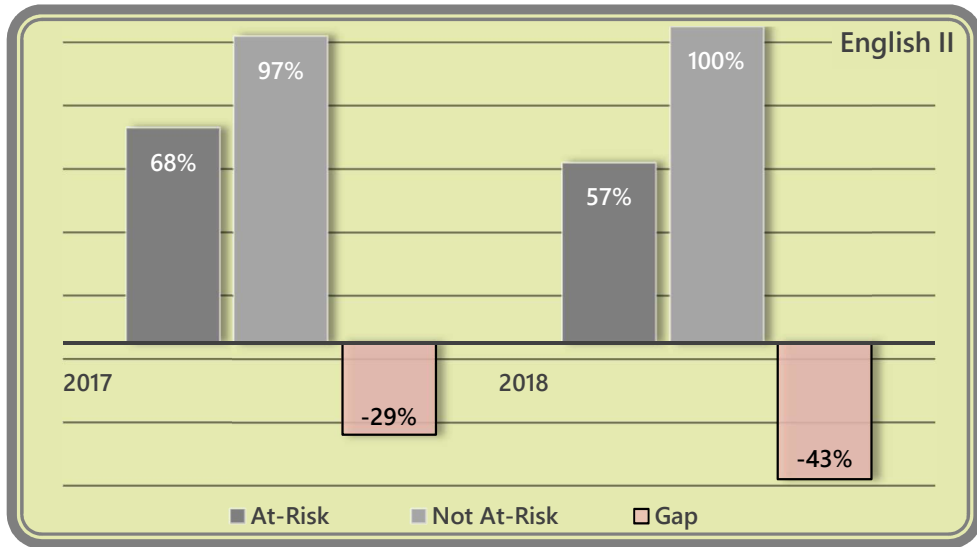
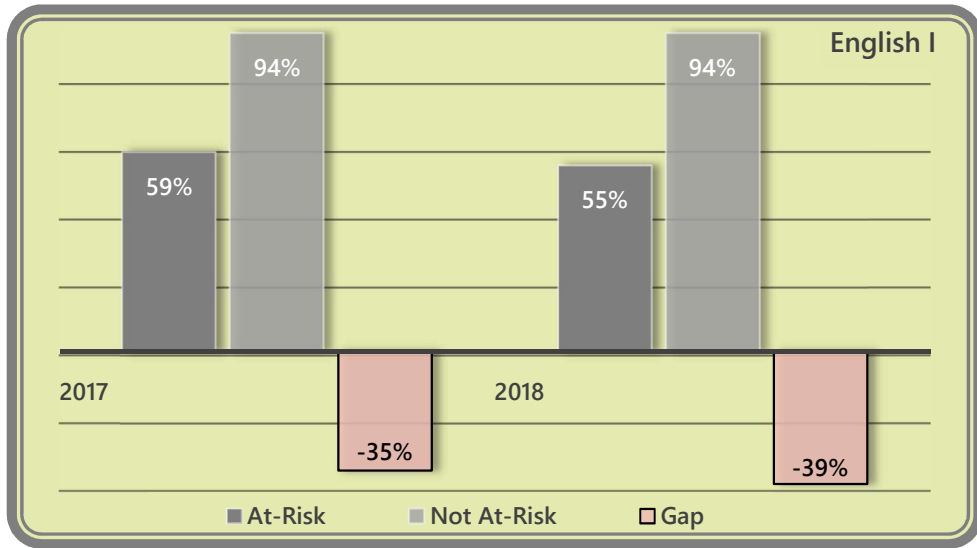
*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Identification of students for SCE services takes place as needed during the school year to identify those students who become eligible for services after the start of the year as well as to exit students from the SCE Program when circumstances allow. Students with disabilities are considered in an at-risk situation only if the student meets at least one of the state criteria and not due to the disability. This campus does not use local criteria to identify students for SCE services.

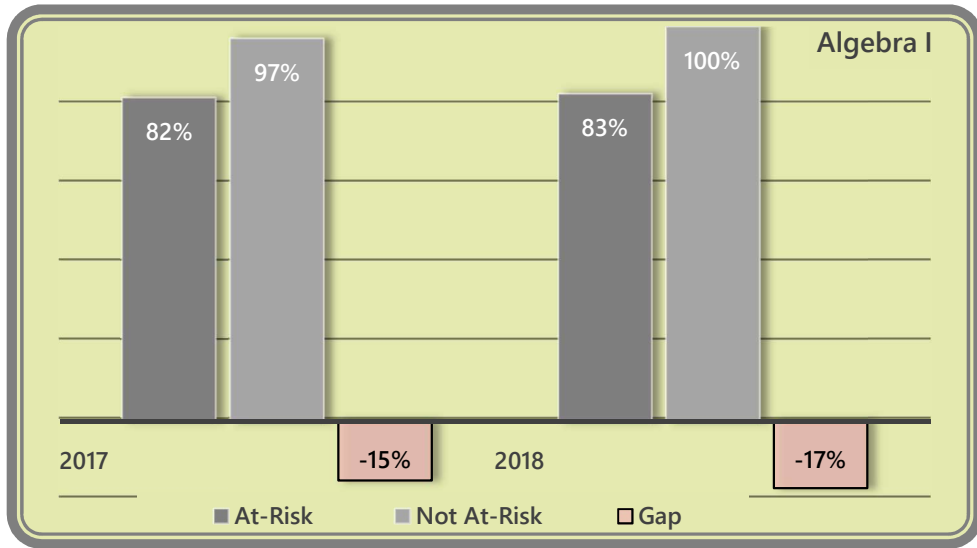
STAAR Performance, Spring 2017-2018

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Stockdale High School include English I, English II, Algebra I, Biology and U.S. History. The TEC §29.081 requires that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. Stockdale High School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 12. The STAAR reporting was modified for the Spring 2017 administration to include four new performance labels. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The following tables compare passing scores (i.e., "Approaches") for at-risk and not-at-risk students for the spring administrations of 2017 and 2018.

STAAR E-O-C Performance by Subject, Spring 2017-2018



STAAR E-O-C Performance by Subject, Spring 2017-2018 (Cont.)



STAAR E-O-C Performance by Subject, Spring 2017-2018 (Cont.)



At-Risk Students by Criterion for School Year 2018-2019

Stockdale High			<70 Average		Not Advanced		Failed STAAR		Pregnant/ Parent		AEP		Parole/ Probation		LEP		Homeless		Residential Placement		Local Criterion Section 504		Local Criterion Dyslexia	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade Level	Total Enrollment	Percentage of Enrollment																						
9	56	24%	6	11%	8	14%	20	36%	0	0%	3	5%	2	4%	1	2%	2	4%	1	2%	12	21%	7	13%
10	57	25%	8	14%	5	9%	11	19%	0	0%	1	2%	0	0%	2	4%	0	0%	0	0%	9	16%	4	7%
11	65	28%	6	9%	10	15%	9	14%	1	2%	3	5%	1	2%	2	3%	1	2%	0	0%	8	12%	8	12%
12	52	23%	6	12%	8	15%	1	2%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%	6	12%	4	8%
	230	100%	26	11%	31	13%	41	18%	1	0%	8	3%	3	1%	5	2%	3	1%	1	0%	35	15%	23	10%

Programs and Services at Stockdale High School Funded by SCE

Summative Assessment: Passing STAAR Spring 2019

<i>Identified Strategies</i>	<i>Supplemental Financial Resources</i>	<i>Supplemental Fulltime Equivalency</i>	<i>Measurable Performance Objectives</i>	<i>Timelines For Monitoring Strategies</i>	<i>Formative Evaluation</i>
STAAR Remediation - Sec. 29.081(b). Students who have not performed satisfactorily on the STAAR assessment instrument receive small-group and/or one-on-one instruction from a certified teacher who provides tutorials in mastering the appropriate TEKS.	Extra duty pay \$4,000	NA	STAAR practice tests	Each six weeks	Passing STAAR practice tests
Summer School – Extended school year offering supplemental instructional time for students to master grade-level TEKS and STAAR assessments.	Extra duty pay \$3,000	NA	Progress reports	Weekly	Promotion
Reading Intervention - Supplemental accelerated instruction in Reading/ELA to support students in mastery of TEKS and success on STAAR.	Salaries \$59,277 Supplies \$200	1 FTE Certified Teacher	Passing grades in English	Each six weeks	Report card grades

Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

Federally-Funded Programs

Title II, Part A—This federal funding targets the improvement of student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Scientifically-based professional development interventions conducted by the district for campus personnel result in improved student achievement and a well-trained staff.

Individuals with Disabilities Education Act—IDEA is the collection of federal regulations for special education that ensures a free and appropriate public education (FAPE) for students with disabilities that attend public schools. IDEA requires that each public school provide services to eligible special education students in the least restrictive environment (LRE) and in accordance with each student’s individualized education program (IEP).

Career and Technical Education (CTE)—Career and technical education programs offer a coordinated, balanced sequence of courses that provide students with coherent and rigorous content related to a variety of career paths. CTE content is aligned with challenging academic standards and the current, relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

State-Funded Programs

Career & Technical Education—School districts are eligible to receive weighted state funding for eligible full-time equivalent (FTE) students in approved Career and Technology Education (CTE) programs. In addition to this weighted funding, school districts are also

eligible to receive \$50 for each FTE student enrolled in either two or more advanced CTE courses for three or more credits, or in an advanced CTE course as part of a tech-prep program. These two state funding elements determine a district's total CTE allotment.

Gifted & Talented (G/T)—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

Special Education—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2017-2018 State Compensatory Education Program Evaluation

As required by TEC, Section 29.081(c), Stockdale High School evaluates the effectiveness of its state compensatory education program, the results of which are included in this campus improvement plan. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Stockdale High School gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this campus improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Stockdale High School chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to their individual students' needs. Deep analysis of the performance data allows the campus staff to seek patterns and opportunities for student and school growth as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

2017-2018 State Compensatory Education Program Evaluation (Cont.)

Stockdale HS					
SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful	Modify (yes no)
STAAR Remediation	Passing STAAR EOC	179	152	84.92%	no
Reading Intervention	Promotion	11	11	100.00%	no
Summer School	On-target credit accrual	14	7	50.00%	no

SCE Budget, 2018-2019

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office then coordinates the budget request process and provides approved allocations to this campus. Stockdale High School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements set down in Module 9 of the FASRG. The accounting practices of the district that are implemented by this campus are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget. In determining whether certain positions, programs, strategies or activities may be funded with SCE dollars, Stockdale High School bases budget determinations on the purpose of the SCE program being to improve student performance through direct instructional services to students at risk of dropping out of school.

Stockdale High School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the campus's regular education program with compensatory, intensive, and/or accelerated instruction.

In accordance with TEC, Sec. 29.081(b)(b-1)(b-2), Stockdale High School provides accelerated instruction for students failing an end of course (E-O-C) assessment required for graduation and for all students identified as being at risk of dropping out of school. This instruction is in the applicable subject area and occurs before or after school or outside normal school operations as deemed appropriate. Allocations for accelerated instruction for students failing an E-O-C assessment required for graduation are made prior to budgeting SCE funds for any other purpose.

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Campus Detail



Stockdale High	Acct Title	Activity	Cost
199-11-6118-00-001-9-24-0-01	Teacher/Professional Extra Duty Pay	STAAR Remediation	\$4,000.00
199-11-6118-00-001-9-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$3,000.00
199-11-6119-00-001-9-24-0-00	Teacher/Professional Salary	Reading Intervention	\$52,210.00
199-11-6141-00-001-9-24-0-00	Social Security/Medicare	Reading Intervention	\$757.05
199-11-6142-00-001-9-24-0-00	Health/Life Insurance	Reading Intervention	\$2,732.00
199-11-6143-00-001-9-24-0-00	Worker's Comp.	Reading Intervention	\$185.19
199-11-6145-00-001-9-24-0-00	Unemployment Comp.	Reading Intervention	\$0.00
199-11-6146-00-001-9-24-0-00	TRS Care	Reading Intervention	\$3,393.65
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			\$66,277.88
199-11-6339-00-001-9-24-0-00	Testing Materials		\$200.00
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			\$200.00
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		Campus 001 Total:	\$66,477.88

Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

Personnel Detail



Stockdale High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Christa Ploch	Teacher	Reading Intervention	\$52,210.00	1.000	\$2,732.00	\$757.05	\$185.19	\$0.00	\$3,393.65	\$59,277.88
Campus 001 Subtotal:		FTE - 1	\$52,210.00		\$2,732.00	\$757.05	\$185.19	\$0.00	\$3,393.65	\$59,277.88