

West Orange Cove Independent School District
West Orange Stark High School
2018-2019 Campus Improvement Plan



Mission Statement

The mission of West Orange-Stark High School is to partner with our community to instill pride in all our students while empowering them with the necessary postsecondary college and career readiness skills to become productive successful citizens.

Vision

West Orange-Stark High School where students, parents, and the community work as one to contribute to society in a positive and productive manner.

Motto

Inspire, Achieve, Celebrate 112% Everyday

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

WOSHS STAAR Results:

Grade	Subject	2017	2018	Difference
EOC	Eng. I	43	53	↑10
EOC	Eng. II	46	59	↑13
EOC	Algebra	52	61	↑9
EOC	Biology	68	87	↑19
EOC	US History	85	78	-7

Student Achievement Strengths

Biology and U.S. History scores are competitive with regional and state averages.

Significant growth was gained in English I, English II, Algebra and Biology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data

Goals

Goal 1: WOCCISD will enhance programs to meet individualized student needs.

Performance Objective 1: Increase reading, writing and mathematics fluency in core areas with an emphasis on higher order thinking skills in order to close the gap between average district STAAR scores and average state STAAR scores

Evaluation Data Source(s) 1: Improved academic growth in students on cycle assessments and STAAR scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Project-based learning Student-led activities Technology integration	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals, Academic Coaches, Teachers	Progress in student achievement; evidence of student projects				
2) Students will use journal writing to reinforce writing skills and to explain processes, experiments, record findings, record data, and to enhance literacy	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals, Academic Coaches, Teachers	Evidence of improved writing skills in all core areas; improved performance on testing				
3) Incorporate Balanced Literacy program into reading and writing curriculum in ELAR.	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals, ELAR Teachers	Student Grades Increased Lexile levels Increased scores on assessments				

4) Integrate advanced academic programs for all identified gifted and talented/advanced students	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals, Academic Coaches, Counselors, GT Teachers	Increase in the number of students in Gifted and Talented Advanced Academic classes				
5) Inclusion support for special education students in reading and math	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals, Academic Coaches, Counselors, Diagnostician, Special Education Teachers	Progress in student achievement				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: WOCCISD will enhance programs to meet individualized student needs.

Performance Objective 2: Align curriculum, lesson plans, instruction and assessments with TEKS

Evaluation Data Source(s) 2: Evidence found in lesson plans, PLC minutes, RPM notes and classroom observations

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide campus based staff development focusing on rigor and lesson plan development through individual, department, and campus activities	All Staff	Instruction reflects higher levels of learning TTESS evaluations, walkthroughs, and written documentation				
2) RPM (Reflexive Practice Model) boards in core areas	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals A. Knox, Director of Secondary Curriculum Academic Coaches Teachers	Evidence of alignment to TEKS through posted Performance Assessments in TEKS Resource System.				
3) Data rooms for student data analysis and conversations	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals A. Knox, Director of Secondary Curriculum Academic Coaches Teachers	Student academic growth Appropriate Tiering with interventions				
4) TEKS Resource System will be utilized for curriculum	W. Alexander, Principal A. Greer, Dean of Instruction Academic Coaches Teachers	Improved alignment and rigor in the classroom				



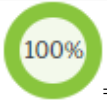
Goal 1: WOCCISD will enhance programs to meet individualized student needs.


Performance Objective 3: Utilize comprehensive intervention program for all students to monitor student progress

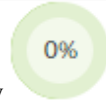
Evaluation Data Source(s) 3: Focused intensive instruction, small class grouping, "Know Your Student Folders", documentation of parent communication


Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue use of EOC classes in content areas	W. Alexander, Principal A. Greer, Dean of Instruction Counselors Academic Coaches	Increased pass rate of previously unsuccessful students on STAAR/EOC exams				
2) Continued development of RtI pilot program.	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals Counselors Attendance Clerks	Increased pass rate of previously unsuccessful students on STAAR/EOC exams				
3) Development of coherent academic sequences that scaffold support for students through innovative courses (ie. Strategic Learning for High School math, Algebraic Reasoning, IPC prior to Biology).	W. Alexander, Principal A. Greer, Dean of Instruction Counselors Academic Coaches Teachers	Increased pass rate of first time test takers and previously unsuccessful students on STAAR/EOC exams				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 1: WOCCISD will enhance programs to meet individualized student needs.

Performance Objective 4: Increase overall student attendance rate


Evaluation Data Source(s) 4: Increased student attendance

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Run ADA report every 3 weeks	W. Alexander, Principal Assistant Principals Attendance Clerks.	Student academic growth evidenced in increased assessment scores				
2) Ongoing parental/guardian contact through phone calls, attendance contracts, warning letters and truancy court.	W. Alexander, Principal Assistant Principals Attendance Clerks Attendance Committee	Increase in daily student attendance.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: WOCCISD will enhance programs to meet individualized student needs.

Performance Objective 5: Decrease in discipline referrals.

Evaluation Data Source(s) 5: Run discipline referral report every 3 weeks.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus wide implementation of CHAMPS in common areas and classrooms.	W. Alexander, Principal Assistant Principals All staff All teachers	Decrease in student time out of classroom Decrease in student time in ISS				

Goal 1: WOCCISD will enhance programs to meet individualized student needs.

Performance Objective 6: Increase campus safety through the issuance and use of student and faculty/staff ID cards.

Evaluation Data Source(s) 6: Visible student and staff ID cards in place by the end of the first grading period.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use of ID machine and school pictures to create campus IDs	W. Alexander, Principal Assistant Principals All Staff Safety Resource Officer ID Team Members	Visible ID cards on all staff and students				


Goal 2: WOCCISD will upgrade technology throughout the system.

Performance Objective 1: Provide faculty with hands-on technology training to facilitate integration and development of existing technology


Evaluation Data Source(s) 1: Increased technology use in the classroom

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use of Edivate and training facilitators for specific classroom technology	W. Alexander, Principal A. Greer, Dean of Instruction Academic Coaches CILT J. Tippett, Technology Support Staff	Increased use of technology in classrooms				
2) Integrate touch screen TV's in math classrooms.	W. Alexander, Principal A. Greer, Dean of Instruction Numeracy Coach J. Tippett, Technollgy Support Staff Math Teachers	Increased student and teacher use of technology in classrooms				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: WOCCISD will upgrade technology throughout the system.

Performance Objective 2: Increase available technology for student use in classrooms and computer labs


Evaluation Data Source(s) 2: Additional computer lab availability and chrome books for classroom use

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Purchase and implement additional technology for the campus	W. Alexander, Principal A. Greer, Dean of Instruction District Technology Department D. De la Rosa, CTE/ECHS Director	Additional laptop and chrome book carts for classrooms Creation of ECHS/Dual Credit Lab				
Funding Sources: 244 - Carl Perkins - 6000.00						
2) Increase wifi access points throughout the campus	W. Alexander, Principal A. Greer, Dean of Instruction District Technology Department	Increased support for use of added technology across the campus				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: WOCCISD will provide opportunities to increase family involvement.

Performance Objective 1: Increase communication with parents regarding student expectations and achievements and our district's educational goals

Evaluation Data Source(s) 1: Positive feedback from parents and community, increase parent involvement

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher/Parent conferences through scheduled meetings and phone contact on staff development days.	All Staff	Positive feedback and increased parent involvement				
2) Increased parent notification and communication.	All Staff	Increased parent involvement				
3) Employ a College and Career Military Readiness (CCMR) counselor	W. Alexander, Principal A. Greer, Dean of Instruction	Increased involvement student and parent involvement for post secondary readiness				
Funding Sources: 211 - ESEA Title I, Part A - 60000.00						

Goal 3: WOCCISD will provide opportunities to increase family involvement.

Performance Objective 2: Increased parental participation at school events

Evaluation Data Source(s) 2: Host 1 parent/student event on high school campus per 6 weeks

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop monthly activities to support family involvement with academic activities after school hours	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals Academic Coaches J. Sims, CCMS Counselor Staff	Increased parental involvement in academic school activities and awareness				
Funding Sources: 211 - ESEA Title I, Part A - 3617.49						
						

Goal 4: WOCCISD will maintain a quality staff.

Performance Objective 1: Set high expectations both academically and behaviorally and celebrate all successes

Evaluation Data Source(s) 1: Increase numbers on honor rolls, increased student participation in academic competitions

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Professional development through ESC 5	W. Alexander, Principal A. Greer, Dean of Instruction Academic Coaches	Increased teacher competency in teaching				
2) CHAMPS	All Staff	Creation of a positive school culture and climate				
Funding Sources: 255 - ESEA Title II, Part A Teacher & Principal Tr - 500.00						
						

Goal 4: WOCCISD will maintain a quality staff.

Performance Objective 2: Provide faculty with substantial support and a positive campus culture to build success in all classrooms

Evaluation Data Source(s) 2: Increased teacher morale and retention

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Creation of "Celebration Team" to develop ideas for building unity and staff morale	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals CILT	Increased teacher morale and retention				
2) Continued use of mentor program with additional support from veteran teachers as mentors	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals	Increased teacher morale and retention				


Goal 5: WOCCISD will promote a positive image.

Performance Objective 1: Communication through district approved media outlets


Evaluation Data Source(s) 1: Communication with parents using Facebook, call-outs email, newsletters and campus and district websites

Summative Evaluation 1:

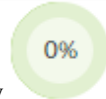
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus will maintain an up-to-date website.	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals Campus Webmaster	Photos, calendars and announcements will show current campus activities				
2) WOSHS will use all district approved forms of social media to communicate campus activities (ie. Facebook, Twitter, Remind 101 and district website)	W. Alexander, Principal A. Greer, Dean of Instruction Assistant Principals L. Shannon, Director of Communication	Increased community awareness of events and happenings at WOSHS				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: WOCCISD will promote a positive image.

Performance Objective 2: Increased recognition of academic successes after each grading period

Evaluation Data Source(s) 2: Honor rolls posted on campus and in local newspaper after each grading period

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Positive Behavior Support	W. Alexander, Principal A. Greer, Dean of Instruction Counselors Campus Webmaster L. Shannon, Director of Communications	Increased evidence of student academic successes posting on campus and in local media venues				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Project-based learning Student-led activities Technology integration

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Greer	Instructional Dean	WOSHS	1.0
Christopher Sams	Math teacher	WOSHS	1.0
Russell Botley	Liaison	WOSHS	1.0
Valerie Haley	Numeracy Coach	WOSHS	1.0

Campus Funding Summary

211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$60,000.00
3	2	1			\$3,617.49
Sub-Total					\$63,617.49
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$6,000.00
Sub-Total					\$6,000.00
255 - ESEA Title II, Part A Teacher & Principal Tr					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$500.00
Sub-Total					\$500.00
Grand Total					\$70,117.49

Addendums

WEST ORANGE-STARK HIGH SCHOOL

CDN #181-906-001

WEST ORANGE-COVE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

A Title I Schoolwide Campus

Grades 09-12

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE CAMPUS IMPROVEMENT PLAN

SCHOOL YEAR 2017-2018

Mission Statement

The mission of West Orange-Stark High School is to partner with our community to instill pride in all our students while empowering them with the necessary postsecondary college and career readiness skills to become productive, successful citizens.

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CAMPUS PROFILE AND NEEDS ASSESSMENT

West Orange-Stark High School (WOSHS) serves approximately 588 students from ninth to twelfth grade. In its 2017-2018 application for federal funding, the campus reported that 76.23% of students meet the low-income criteria for eligibility for free or reduced-price lunches at this campus.

Using the state's criteria to identify students in at-risk situations, in the 2016-2017 school year there were 347 at-risk students, or 59% of total campus enrollment. A student may be identified with more than one criterion.

The WOSHS campus planning committee and school leadership conduct an annual needs assessment to identify students who have not made, or are not making, satisfactory academic progress and students with non-academic problems which may inhibit academic success (see Appendix A: Needs Assessment). Data collected and utilized in the needs assessment process include, but are not limited to, district and campus TAPR Reports with STAAR scores, achievement test scores and/or scores of fall readiness tests, daily work assignments and tests, and other data/information as appropriate. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the State Compensatory Education programs and services is needed.

The campus' site-based decision-making committee has relied on a variety of assessments, including standardized, non-standardized and criterion-referenced assessments. A significant purpose of this analysis is to make determinations regarding needed changes to the SCE program in order to reduce any disparity in performance on STAAR and STAAR End-of-Course assessments or any disparity in the rates of high school completion between students at risk of dropping out of school and all other students in the district (TEC Section 29.081).

As part of the planning process, the committee has determined that SCE funds will be utilized to support improved writing skills in all core subjects, increased Lexile levels, and progress in student achievement across the foundational curriculum.

DESCRIPTION OF SCE PROGRAMS AND SERVICES, 2017-2018

WEST-ORANGE- STARK HIGH SCHOOL 181-906-001

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
Supplement and Support the Title I Schoolwide program on the campus, with a focus on writing, enhanced literacy skills and supplemental work in all foundational curriculum subjects.	Certified teachers, instructional supplies	Principal	Every Six Weeks	Report Card grades, common assessments	Passing final grades 70 or better on CAs. promotion

USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

Federal and State Programs

- 1) ESEA, Title I, Part A - ESEA, Title I, Part A—WOSHS is a Title I schoolwide campus. The community, campus improvement committee, and campus leadership has trained, planned, and implemented, Title I, Part A Schoolwide program designed to upgrade the entire instructional program at the school in the areas of Reading/ELA, Writing, Math, Social Studies, and Science. Other planned Title I program activities include supplemental parental involvement activities and professional development activities. Supplemental instructional services are delivered with tutorials, small group instruction, individualized instruction and computer-aided instruction. Students in at-risk situations are provided supplemental interventions designed to address their specific needs by closing the achievement gap between these students and all students.
- 2) ESEA, Title II, Part A (Teacher and Principal Training and Recruiting Fund) - Funds are used by the district for class size reduction and professional development in core academic subject areas.
- 3) ESEA, Title III, Part A (LEP and Immigrant): English Language Acquisition, Language Enhancement, and Academic Achievement Act – Funds are used to carry out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for LEP children and youth. The district uses these funds to ensure that limited English proficient students develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.
- 4) Title I, Part C, Carl D. Perkins Career and Technology Education Improvement Act - Students in at-risk situations in grades 9-12 benefit from the district’s participation in a consortium, the funds of which are coordinated with the minimum foundation program in the areas of English, Science, Math, Social Studies, with areas such as: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communication; Business, Management, and Administration; Education and Training; Finance; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Correction and Security; Marketing, Sales, and Services; Science, Technology, Engineering and Mathematics. Provision of non-duplicated services is coordinated with the areas of special education, accelerated and compensatory

education. This program provides supplemental funds to support the Career and Technology Education program at WOSHS.

- 5) Bilingual Education and English as a Second Language (ESL)- Funds received from the State for this program are used to supplement the district's resources to develop special language programs for students classified as English language learners by the Language Proficiency Assessment Committee (LPAC). The goal of these programs is to transition students from their home language to English while maintaining the student's skills in his/her home language and creating an appreciation of the student's culture. English language learners are considered as being in an at-risk situation by definition.

- 6) Special Education- This program is designed to meet the special education needs of students who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as having a disability. The ARD designs an individual education plan (IEP) for each student so identified. Special education services are then provided in accordance with the individual education plan and funded with federal and/or state funds. Services include, but are not limited to, resource, self-contained, physical and speech therapy, occupational therapy, and inclusion. In every case, the least restrictive environment is selected to provide these services in an atmosphere as close to the regular classroom as possible.

- 7) ESEA, Title I, Part C (Migrant)- The district is a member of a shared service arrangement with Region 5 and uses these funds to ensure the provision of a migrant coordinator, recruiter, community liaison, and an NGS data specialist to coordinate and manage the migrant program within the SSA.

APPENDICES

APPENDIX A: NEEDS ASSESSMENT

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

APPENDIX C: EVALUATION OF THE 2016-2017 PROGRAM

APPENDIX D: ASSURANCES AND GOOD PRACTICES

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

APPENDIX A: NEEDS ASSESSMENT

In the 2016-2017 school year, there were 347 students in at-risk situations on the campus.

In the 2015-2016 school year, there were 334 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 SCE services. A “student 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 a result of the request of the students’ parents);

(2) if the student is in grades 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Texas Department of Family and Protective 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, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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

This table presents at-risk student outcomes for select high school at-risk indicators. The table compares campus performance to state performance on the selected criteria.

West-Orange Cove Consolidated Independent School District West Orange-Stark High School Outcomes for Select At-Risk Indicators

Annual Dropout Rate		
	2015	2016
State	2.1%	2.0%
Campus	2.6%	3.9%

4-Year Longitudinal Dropout Rate		
	Class of 15	Class of 16
State	6.3%	6.2%
Campus	17.5%	8.6%

4-Year Longitudinal Graduation Rate		
	Class of 15	Class of 16
State	89.0%	89.1%
Campus	87.1%	80.5%

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

The following tables and graphs present the percentage of students making satisfactory performance on the English Language Arts, Math, Biology, and US History sections of the STAAR End-of-Course (EOC) assessments. The results for At-Risk students are compared with the results for Not At-Risk students.

The goals of State Compensatory Education are:

To increase the academic performance of students identified as being in at-risk situations,

To reduce any disparity in performance on STAAR or STAAR End-of-Course assessments, and

To reduce the dropout rate of identified students in at-risk situations.

The tables are arranged by the End-of-Course results for grades 9-11 to facilitate the analysis of the results assessed subject.

PERCENTAGE OF STUDENTS PASSING THE STAAR / EOC

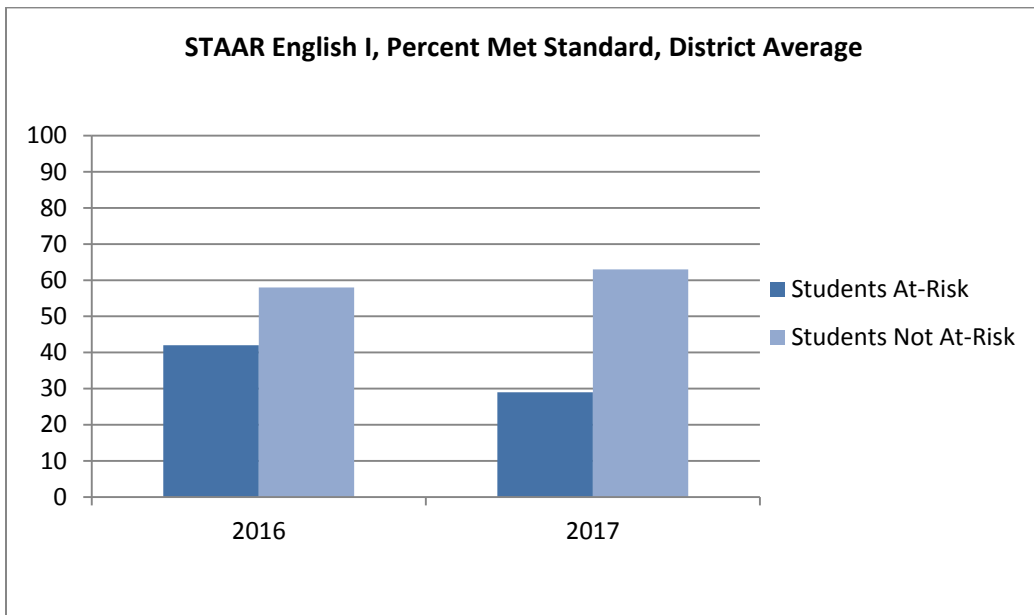
End of Course	English I % Met Standard	
	2016	2017
Students At-Risk	42	29
Students Not At-Risk	58	63

End of Course	Algebra I % Met Standard	
	2016	2017
Students At-Risk	58	44
Students Not At-Risk	79	79

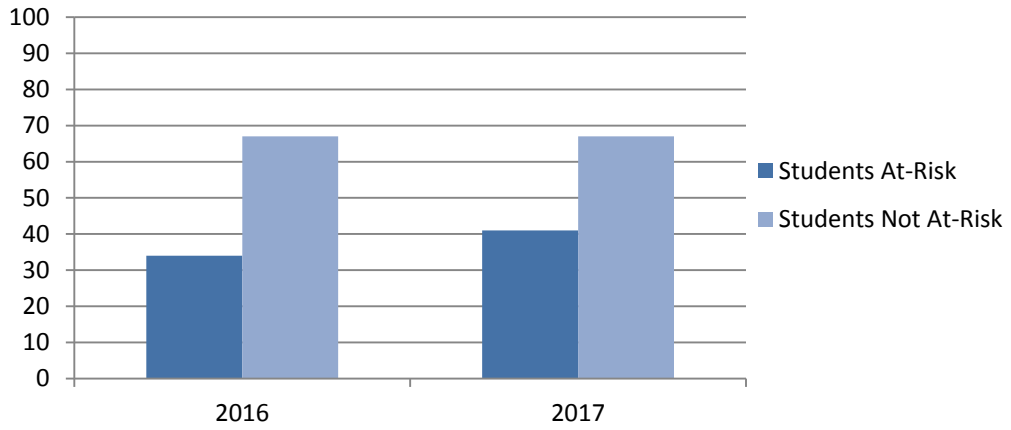
End of Course	Biology % Met Standard	
	2016	2017
Students At-Risk	74	55
Students Not At-Risk	87	79

End of Course	English II % Met Standard	
	2016	2017
Students At-Risk	34	41
Students Not At-Risk	67	67

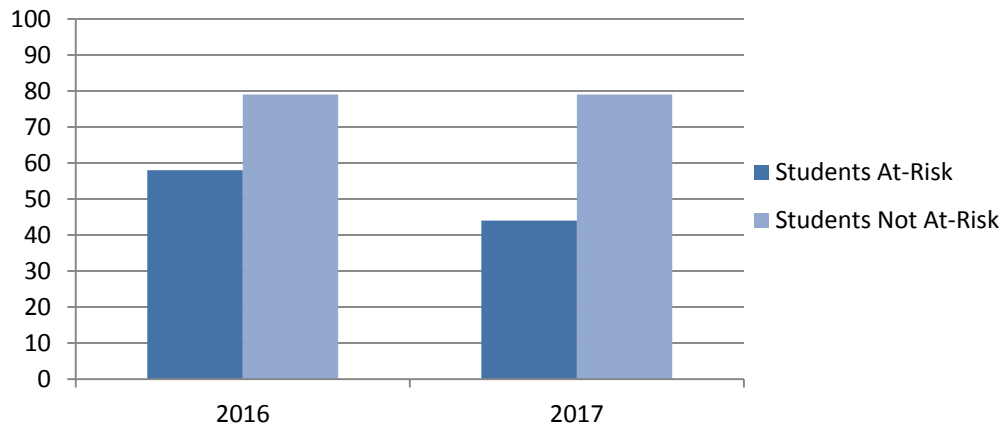
End of Course	Biology % Met Standard	
	2016	2017
Students At-Risk	74	55
Students Not At-Risk	87	79

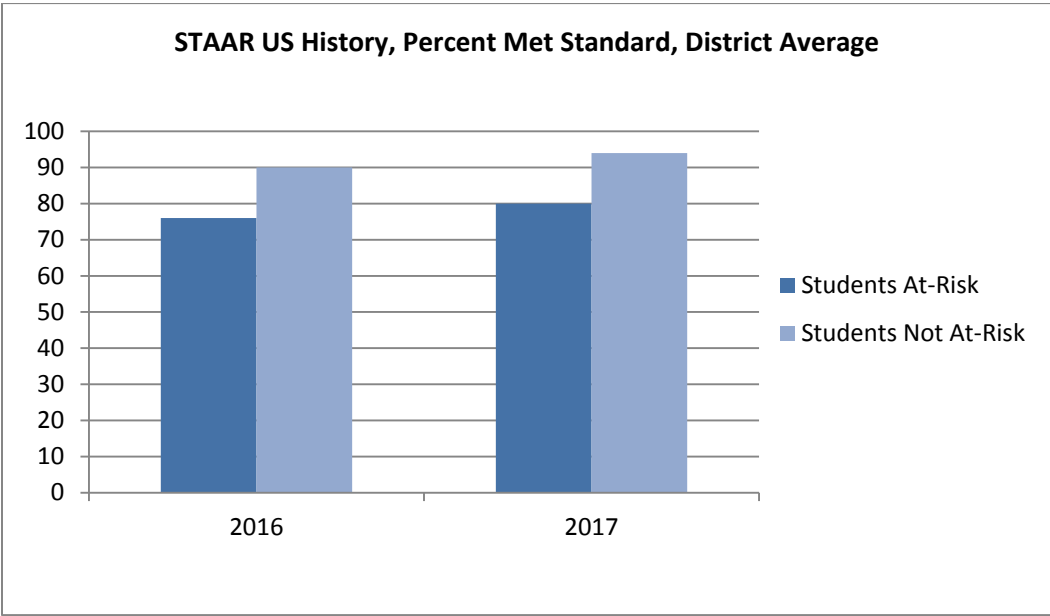
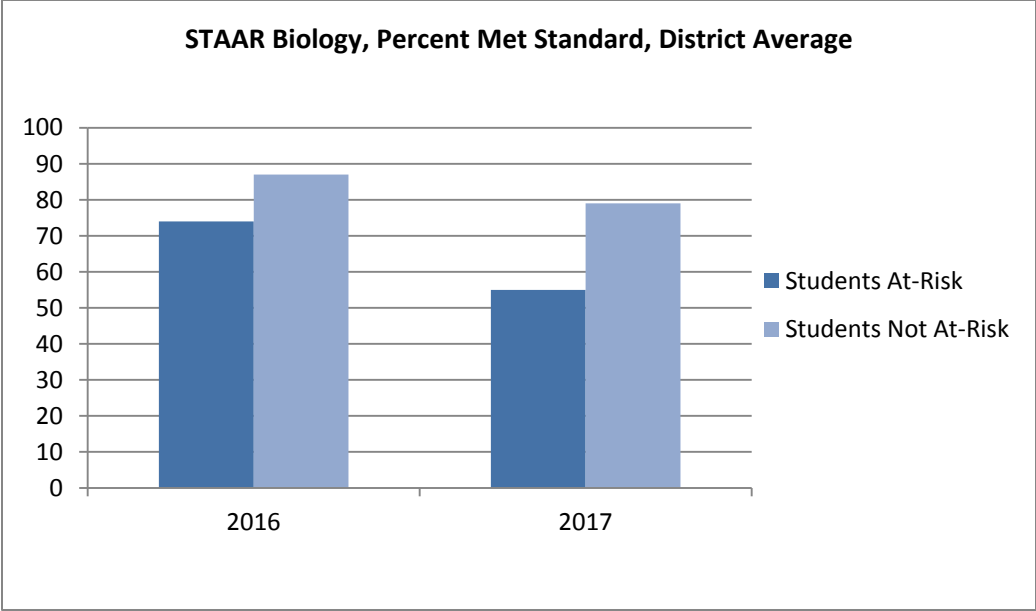


STAAR English II, Percent Met Standard, District Average



STAAR Algebra, Percent Met Standard, District Average





APPENDIX C: EVALUATION OF THE 2016-2017 PROGRAMS

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

SCE-Funded Program / Strategy	Criteria to Measure Success	Number Served	Number / Percent Meeting Criteria
Accelerate Programs to Assist in Passing the STAAR EOC	At least satisfactory performance on the Approaching Standard criterion for all subjects – 2016-2017 Stretch Target 100%	347	
	2017 English I		29%
	2017 English II		41%
	2017 Algebra		39%
	2017 Biology		56%
	2017 US History		80%

APPENDIX D: ASSURANCES AND GOOD PRACTICES

STATE AND LOCAL EFFORT

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

IMPROVEMENT AND ENHANCEMENT

SCE 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 West Orange-Cove Consolidated Independent School District are 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 SCE program is found in the Texas Education Code (TEC) Section 42.152. For each student who is economically disadvantaged, 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 economically 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. Each district must use at least fifty-two percent (52%) of its SCE allocation for instructional purposes.

The campus 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 per TEC §28.0217.