

**Stockdale Independent School District**  
**Stockdale Jr. High**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

## Stockdale I.S. D. Mission Statement

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Stockdale Junior High serves a diverse community of students in grades 6 - 12. We currently have 191 students enrolled with 107 males and 84 females which is an increase of 28 students from the previous year. Our enrollment by ethnicity is American Indian 0.52%, African American 1.0 %, Hispanics 50.26% and White 48.17%.

We have 2 migrant students and 8 ESL students of the Hispanic origin. SJH serves 105 economically disadvantaged students with 32 special education students, 85 at risk students, and 12 homeless students. We also serve 31 gifted and talented students and 19 dyslexia students.

Attendance rates have varied from 90% to 97% throughout the school year.

Our ELL students are supported through a daily pull out program for 30 minutes concentrating on speaking, listening, writing and speaking skills.

Our teacher demographics are:

Our current average class size is 17 - 22 students in all core subjects

### Demographics Strengths

Small classroom size

Low teacher turnover rate

Many teachers are community members and are personally invested in Stockdale education

Positive community/parent involvement

High student attendance rates

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Special education and 504 populations routinely perform below state average and other sub populations on state assessments. **Root Cause:** Special education staff on dual contracts minimize the effectiveness due to schedule conflicts.

# Student Academic Achievement

## Student Academic Achievement Summary

Standardized Testing Data

2017 STAAR Assessment Data

May 2017 STAAR Mathematics, Grade 6

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
STOCKDALE JR. HIGH	67	20.96	1640.03	55.16%	85.07%	37.31%	16.42%05/01/17
Economic Disadvantage	39	17.62	1591.08	46.41%	76.92%	17.95%	2.56%05/01/17
Hispanic	29	21.52	1648.86	56.59%	82.76%	41.38%	17.24%05/01/17
White	38	20.53	1633.29	54.08%	86.84%	34.21%	15.79%05/01/17
Female	27	20.63	1629.56	54.30%	88.89%	29.63%	7.41%05/01/17
Male	40	21.18	1647.1	55.75%	82.50%	42.50%	22.50%05/01/17
LEP	2	13	1526.5	34.50%	50%	0%	0%05/01/17
Special Ed Indicator	8	12.5	1522.88	33%	37.50%	0%	0%05/01/17

May 2017 STAAR Reading, Grade 6

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
STOCKDALE JR. HIGH	67	27.75	1604.88	69.61%	77.61%	38.81%	19.40%05/01/17
Economic Disadvantage	39	25.51	1558.9	64.03%	71.79%	20.51%	5.13%05/01/17
Hispanic	29	27.03	1595.69	67.86%	68.97%	37.93%	24.14%05/01/17
White	38	28.29	1611.89	70.95%	84.21%	39.47%	15.79%05/01/17
Female	27	27.15	1597.07	68.11%	77.78%	37.04%	18.52%05/01/17
Male	40	28.15	1610.15	70.63%	77.50%	40%	20%05/01/17
LEP	2	24.5	1538	61.50%	100%	0%	0%05/01/17

May 2017 STAAR Reading, Grade 6

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
Special Ed Indicator	8	19	1469.25	47.63%	12.50%	0%	0%05/01/17

May 2017 STAAR Mathematics, Grade 7

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
STOCKDALE JR. HIGH	54	25.3	1716.61	63.52%	83.33%	51.85%	29.63%05/01/17
Economic Disadvantage	27	21.59	1656.11	54.30%	66.67%	40.74%	22.22%05/01/17
Black/African American	2	33.5	1822.5	84%	100%	100%	50%05/01/17
Hispanic	28	24.93	1718.46	62.61%	75%	50%	35.71%05/01/17
White	24	25.04	1705.63	62.88%	91.67%	50%	20.83%05/01/17
Female	24	23.67	1684.92	59.50%	79.17%	45.83%	16.67%05/01/17
Male	30	26.6	1741.97	66.73%	86.67%	56.67%	40%05/01/17
LEP	1	13	1541	33%	0%	0%	0%05/01/17
Special Ed Indicator	10	13.2	1540.4	33.40%	30%	0%	0%05/01/17

May 2017 STAAR Reading, Grade 7

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
STOCKDALE JR. HIGH	54	30.06	1678.83	71.57%	77.78%	55.56%	37.04%05/01/17
Economic Disadvantage	27	26.3	1615.07	62.67%	62.96%	40.74%	18.52%05/01/17
Black/African American	2	36.5	1765.5	87%	100%	100%	100%05/01/17
Hispanic	28	29.54	1671.29	70.32%	71.43%	57.14%	39.29%05/01/17
White	24	30.13	1680.42	71.75%	83.33%	50%	29.17%05/01/17
Female	24	29.04	1657.17	69.13%	75%	50%	29.17%05/01/17
Male	30	30.87	1696.17	73.53%	80%	60%	43.33%05/01/17

May 2017 STAAR Reading, Grade 7

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
LEP	1	21	1541	50%	0%	0%	0%05/01/17
Special Ed Indicator	10	18.2	1507.1	43.30%	20%	0%	0%05/01/17

May 2017 STAAR Writing, Grade 7

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
STOCKDALE JR. HIGH	54	29.98	3965.31	65.15%	75.93%	46.30%	12.96%05/01/17
Economic Disadvantage	27	25.96	3645	6.48%	55.56%	25.93%	7.41%05/01/17
Black/African American	2	33.5	4166	72.50%	100%	50%	0%05/01/17
Hispanic	28	29.07	3869.89	63.18%	71.43%	42.86%	10.71%05/01/17
White	24	30.75	4059.92	66.83%	79.17%	50%	16.67%05/01/17
Female	24	29.63	3924.38	64.38%	70.83%	50%	12.50%05/01/17
Male	30	30.27	3998.07	65.77%	80%	43.33%	13.33%05/01/17
LEP	1	18	3117	39%	0%	0%	0%05/01/17
Special Ed Indicator	10	18.8	3165.8	41%	10%	0%	0%05/01/17

2018 6th Grade Reading Interim STAAR Summary

Spring 2018 Interim Reading Assessment, Grade 6

Total Students	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level
STOCKDALE JR. HIGH	6202/09/18	73.87%	44.95%



Spring 2018 Interim Reading Assessment, Grade 6

Total Students	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level
Economic Disadvantage	3902/09/18	71.08%	39.26%
American Indian/Alaskan Native	102/15/18	99%	90%
Hispanic	3502/15/18	74.11%	39.14%
White	2602/09/18	72.58%	51.04%
Female	3302/09/18	71.79%	46.61%
Male	2902/09/18	76.24%	43.07%
LEP	402/16/18	66%	26.25%
Special Ed Indicator	702/09/18	39.29%	16.29%

2018 Interim STAAR Summary 7th Grade Reading

Spring 2018 Interim Reading Assessment, Grade 7

Total Students	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level
STOCKDALE JR. HIGH	6602/15/18	87.50%	57.39%
Economic Disadvantage	3802/15/18	82.68%	46.79%
Hispanic	2802/15/18	87.07%	52.07%
White	3802/15/18	87.82%	61.32%
Female	2702/15/18	86.48%	56.59%
Male	3902/15/18	88.21%	57.95%
LEP	202/15/18	80.50%	20%
Special Ed Indicator	702/14/18	52.29%	18.43%

2018 Interim STAAR summary 8th Grade Reading

Spring 2018 Interim Reading Assessment, Grade 8

Total Students	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level
STOCKDALE JR. HIGH	5302/08/18	75.04%	50.23%
Economic Disadvantage	2602/08/18	58.92%	31.23%
Black/African American	202/09/18	97%	68%
Hispanic	2802/06/18	72.43%	48.68%
White	2302/08/18	76.30%	50.57%
Female	2302/08/18	72.70%	48.65%
Male	3002/08/18	76.83%	51.43%
LEP	102/09/18	82%	17%
Special Ed Indicator	1002/07/18	29.20%	3.60%

2018 6th Grade Math Interim STAAR Summary

Not Available

2018 7th Grade Math Interim STAAR Summary

Spring 2018 Interim Math Assessment, Grade 7

Total Students	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level
STOCKDALE JR. HIGH	5602/15/18	65.70%	17.25%
Economic Disadvantage	3902/15/18	59.49%	13.56%
Hispanic	2502/15/18	58.80%	15.48%
White	3102/15/18	71.26%	18.68%
Female	2502/15/18	71.40%	17.72%
Male	3102/15/18	61.10%	16.87%

Spring 2018 Interim Math Assessment, Grade 7

Total Students	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level
LEP	202/15/18	6.50%	1%
Special Ed Indicator	702/14/18	72.57%	14%

2018 8th Grade Math Interim STAAR Summary

Spring 2018 Interim Math Assessment, Grade 8

Total Students	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level
STOCKDALE JR. HIGH	4902/08/18	57.35%	33.69%
Economic Disadvantage	2402/08/18	36.33%	17.88%
Black/African American	102/08/18	56%	4%
Hispanic	2502/12/18	51.48%	32.84%
White	2302/08/18	63.78%	35.91%
Female	2102/08/18	50.48%	26.14%
Male	2802/08/18	62.50%	39.36%
LEP	102/09/18	46%	2%
Special Ed Indicator	1002/07/18	11.90%	1.10%

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Students lacking minimum academic skills are expected to perform at grade level on state standardized tests. **Root Cause:** SJH serves a high percentage of special populations including special education, 504 and economically disadvantage students.

# School Processes & Programs

## School Processes & Programs Summary

Stockdale Junior High uses TCMPC (Texas Curriculum Management Program Cooperative) to align curriculum vertically and horizontally. Teachers are encouraged to use it yearly to create well designed lesson plans and for pacing options. Many teachers utilize the sample unit assessment items on core subject benchmarks.

Teachers use classroom assessments, benchmarks and STAAR interim results to monitor students progress throughout the year. A STAAR intervention period is offered everyday to remediate students in Reading, Math, Writing, Science and Social Studies. This intervention period is offered to all students, but benefits the students that rely on the afternoon bus transportation to take them home. After school tutoring is offered, but only the students that do not rely on bus transportation benefit from this instructional time.

Monthly staff meetings are held on the 2nd Tuesday of every month. Grade level meetings and department meetings are held on the other two weeks of the month to encourage continuity among grade levels and departments. High School and Junior High departments collaborate on Math, English, Science and History to discuss curriculum and benchmark data in each department.

Scheduling at the Junior High has been very challenging due to sharing of personnel between the JH and HS, number of coaches on our staff, teachers teaching multiple grade levels, limited course selections and meeting the needs of our 504/special education/ dyslexia students with limited support staff. It would be highly beneficial to have either grade level or department teachers to have the same conference time to allow for collaborative planning time.

Technology is utilized in every classroom with a promethan board and LCD projectors. SJH utilizes two technology labs that are equipped with 20 computers thus limiting the number of students we are able to effectively teach. A COW with chrome books is utilized in individual classrooms. SJH uses Istation, Study Island, Accelerated Math and Reading, Istation, Learning Ally, learning.com, Discovery Ed, Brain Pop, and study.com to assist with instructional and intervention support.

## School Processes & Programs Strengths

Highly qualified staff

Well aligned curriculum

Staff development opportunities

Small class sizes

High student participation in extra curricular - sports and UIL

Academic intervention through tutorials and remediation periods

Opportunity to obtain HS credits

Low teacher turnover

STAAR test scores are above state averages

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** SJH students lack the accessibility of a variety of electives. **Root Cause:** A limited amount of staff certified in a variety of electives or specialized electives.

# Perceptions

## Perceptions Summary

Stockdale Junior High is a warm and welcoming campus. We strive to keep parents informed through the JH website, Brahma Bulletin, Blackboard, and letters/notices regarding upcoming events. We encourage parental involvement in academics and sports events. SJH faculty invites parents to Orientation Night, History Night, Math Night, Book Fair and Cultural Fairs. Parents are involved in athletic/campus fundraisers, LLS and our annual Diabetes Walk.

National Junior Honor Society assists with the Mobil Food Pantry at the First United Methodist Church.

Student Council assists with Red Ribbon Week themes, Stuff the Bus for Hurricane Harvey victims, and the Leukemia and Lymphoma Society fundraisers.

Our parents are encouraged to volunteer at Book Fair, JH Concessions and to be a member on our site based committee.

Student discipline is handled efficiently, effectively and fairly. With disciplinary policies in place, the teachers are able to follow the routine procedures for classroom disruptions and classroom rule violations. Students are sent to DAEP/JJAEP for discretionary and mandatory placement such as drugs, threats, and court ordered incidents.

Students and staff are familiar with routine monthly fire drills, but are less comfortable with active shooter drills. We are trying to maximize our student safety, but lack an overall district and campus evacuation plan. The staff members feel an emergency evacuation plan is a top priority.

## Perceptions Strengths

Welcoming campus

Positive parental involvement / Parent Teacher Conferences

Olweus Anti-Bullying Program

Tobacco/Substance Abuse/ Internet Safety/ Sexting Online/ Cyberbullying lessons offered through Karnes/Wilson Youth Services

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Lack of a detailed campus/district Emergency Operations Plan. **Root Cause:** Lack a universal communication tool to support the



# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity 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/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

**Goal 1: Stockdale Junior High will offer accelerated instruction before, during and after school to target students needs and decrease the special education state assessment scores and regular population state assessment scores by 5%.**

**Goal 2: Stockdale Junior High will increase special education and 504 state assessment scores by 5 % in each subject area - reading, math, science and social studies.**

**Goal 3: Stockdale Junior High will design a flexible schedule with a variety of electives by utilizing teacher's interest and college hours to determine appropriate electives.**

**Goal 4: Stockdale Junior High will work with the Safety and Security Committee to create a well designed emergency operations plans with an effective universal communication tool to efficiently notify all parties in an emergency.**



# Addendums



# Stockdale Junior High School

*Campus Improvement Plan*

*State Compensatory Education Programs*

*Serving Grades 6-8*

*School Year 2018-2019*



## State Compensatory Education Information for Stakeholders

The State Compensatory Education (SCE) Program at Stockdale Junior 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 Junior 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 Junior High School had a student population of 166 students with the following ethnic characteristics: African American students make up 1.8 percent of the students, Hispanic students comprise 47 percent of the total student populations, and 51.2 percent are white. The socio-economic characteristics are: 48.2 percent economically disadvantaged; 51.8 percent non-educationally disadvantaged; 1.8 percent English language learners (ELL); 49.4 percent at-risk; and the campus has 13.4 percent mobility.

### Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at Stockdale Junior 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). The Texas Education Code, Sec. 28.0211(a-1) also requires districts to provide remediation to any student in grades 3-8 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 Junior 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(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Stockdale Junior High School complies with this mandate as shown in the attached detailed budget.

## State Criteria

A student at Stockdale Junior 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 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.

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^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.

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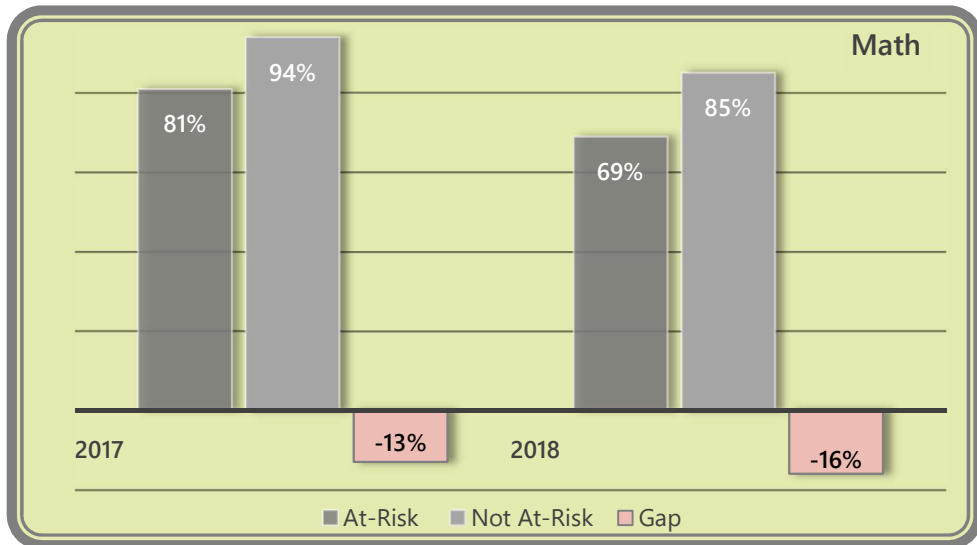
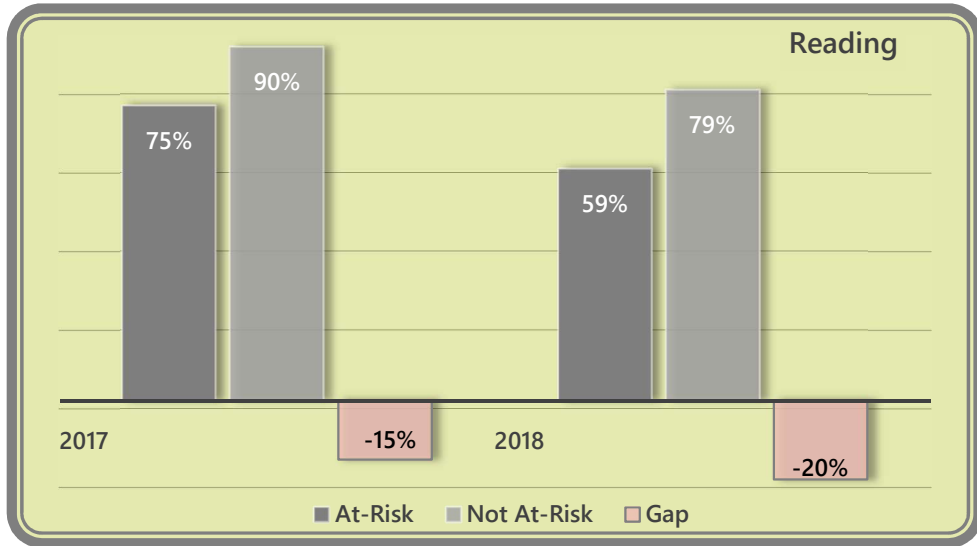
Identification of students for SCE services takes place as needed during the school year to identify those students who become eligible for services after the start of the year as well as to exit students from the SCE Program when circumstances allow. Students with disabilities are considered in an at-risk 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 2016-2017

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Stockdale Junior High School include reading and mathematics in grades 6 through 8, writing in grade 7, and science and social studies in grade 8. 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 Junior High School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 15. The STAAR reporting was modified for the Spring 2017 administration to include four 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.

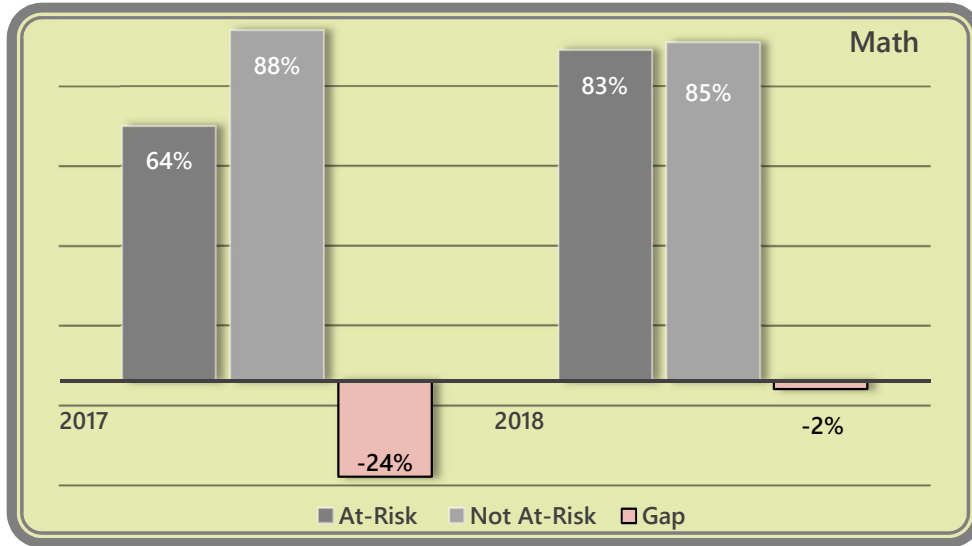
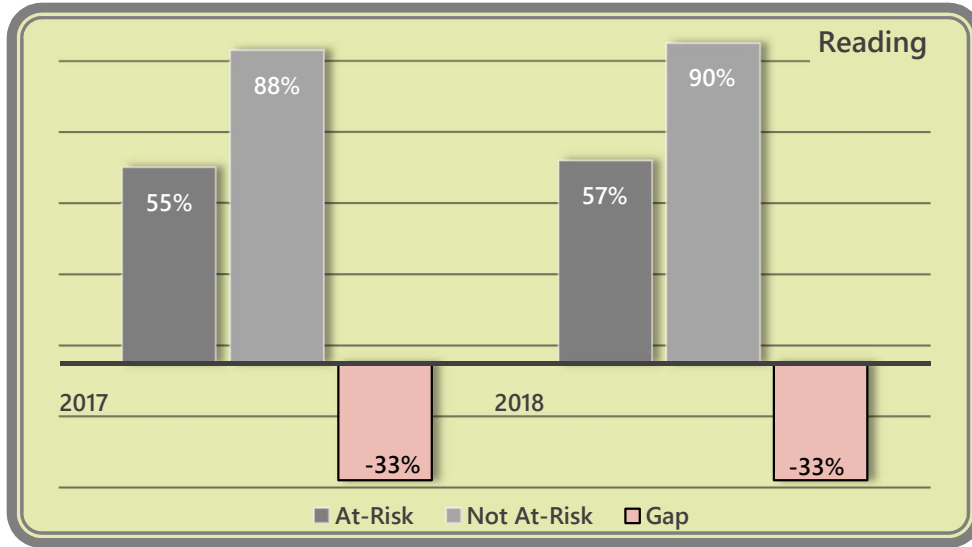
# STAAR Performance by Grade and Subject, Spring 2017-2018

## Grade 6



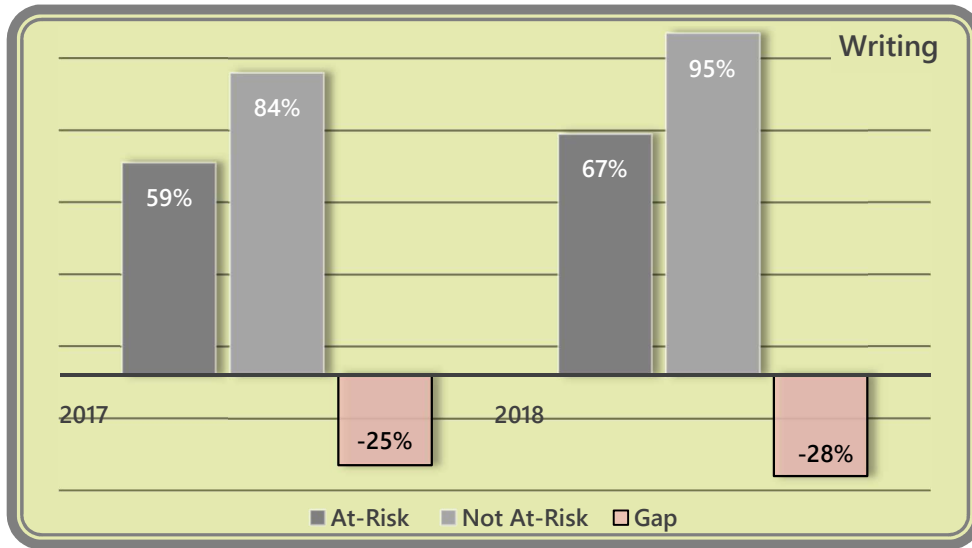
# STAAR Performance by Grade and Subject, Spring 2017-2018 (Cont.)

## Grade 7



# STAAR Performance by Grade and Subject, Spring 2017-2018 (Cont.)

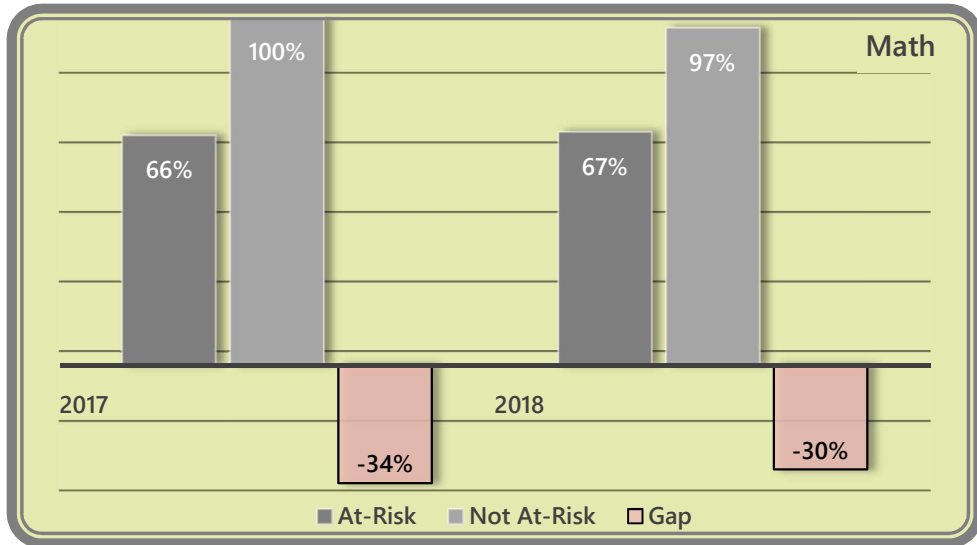
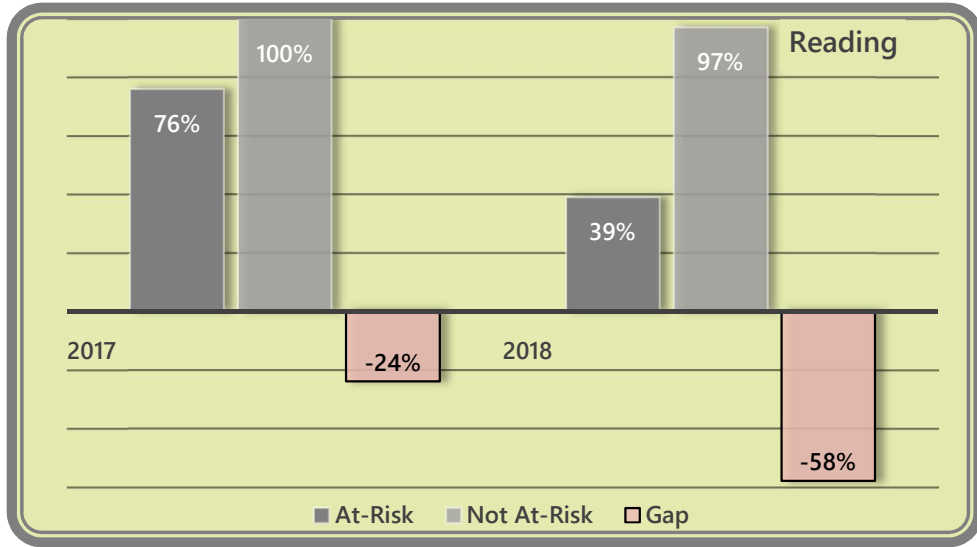
## Grade 7





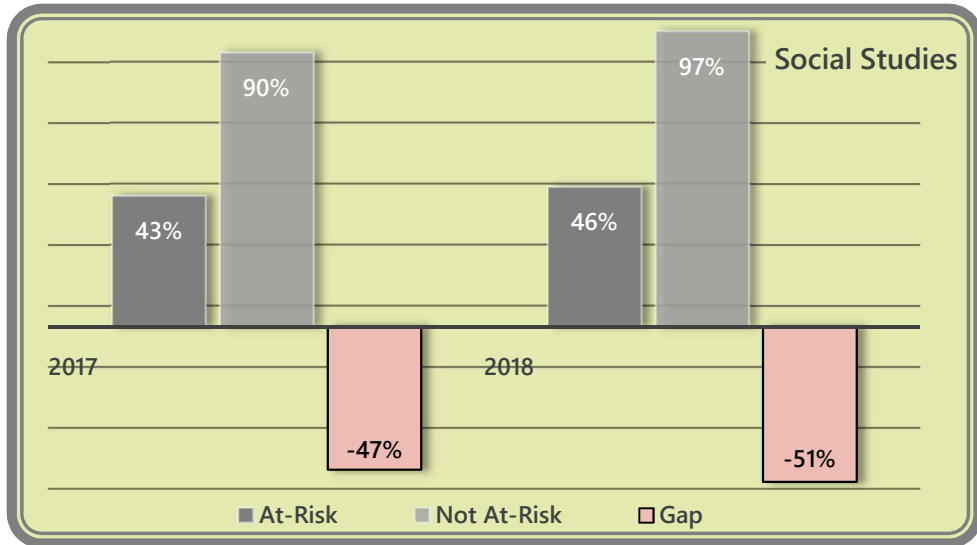
# STAAR Performance by Grade and Subject, Spring 2017-2018 (Cont.)

## Grade 8



# STAAR Performance by Grade and Subject, Spring 2017-2018 (Cont.)

## Grade 8



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

Stockdale JH			<70 Average		Not Advanced		Failed STAAR		AEP		LEP		DPRS		Homeless		Residential Placement		Local Criterion Section 504		Local Criterion Dyslexia	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade Level	Total Enrollment	Percentage of Enrollment																				
6	69	35%			12	17%	29	42%	0	0%	3	4%	0	0%	2	3%	0	0%	10	14%	5	7%
7	62	31%	3	5%	8	13%	37	60%	1	2%	5	8%	0	0%	4	6%	0	0%	9	15%	7	11%
8	66	34%	3	5%	6	9%	29	44%	3	5%	2	3%	2	3%	0	0%	0	0%	18	27%	7	11%
	197	100%	6	3%	26	13%	95	48%	4	2%	10	5%	2	1%	6	3%	0	0%	37	19%	19	10%

## Programs and Services at Stockdale Junior High School Funded by SCE

**Summative Assessment:** Passing STAAR Spring 2019; Passing core subjects

<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>
<b>Reading Intervention</b> - Supplemental accelerated instruction in Reading/ELA to support students in mastery of TEKS and success on STAAR.	Salaries \$58,416 Supplies \$200	1 FTE Certified teacher	Passing grades in Reading/ELAR	Each six weeks	Report card grades
<b>Summer School</b> – Extended school year offering supplemental instructional time for students to master grade-level TEKS and STAAR assessments.	Extra duty pay \$4,465	NA	Progress reports	Weekly	Promotion
<b>Content Mastery Center</b> - Individualized instructional program for struggling students to reinforce core-content essential skills.	Salaries \$13,602	1 FTE Instructional aide	Passing grades	Each six weeks	Report card grades
<b>Study Island</b> - Individualized computer assisted instructional program targeting mastery of essential skills.	Supplies \$5,000	NA	TEKS Mastery	Every three weeks	Progress reports

## 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 Junior 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 Junior 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 Junior 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 JH					
SCE-Funded Program	Evaluation Criteria	# of participating students	# of successful students	% successful	Modify (yes no)
Reading Intervention	Passing grade English	64	64	100.00%	yes
Student Assistance Center	Passing STAAR	63	30	47.62%	yes
Study Island	Passing STAAR	189	125	66.14%	yes
Summer School	Promotion	8	8	100.00%	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 Junior 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 Junior 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 Junior 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.

# Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

## Campus Detail



Stockdale Junior High	Acct Title	Activity	Cost
199-11-6118-00-041-9-24-0-00	Teacher/Professional Extra Duty Pay	Summer School	\$4,465.00
199-11-6119-00-041-9-24-0-00	Teacher/Professional Salary	Reading Intervention	\$52,010.00
199-11-6129-00-041-9-24-0-00	Support Personnel Salary	Content Mastery Center	\$12,530.00
199-11-6141-00-041-9-24-0-00	Social Security/Medicare	Content Mastery Center	\$181.69
199-11-6141-00-041-9-24-0-00	Social Security/Medicare	Reading Intervention	\$754.15
199-11-6142-00-041-9-24-0-00	Health/Life Insurance	Reading Intervention	\$32.00
199-11-6142-00-041-9-24-0-00	Health/Life Insurance	Content Mastery Center	\$32.00
199-11-6143-00-041-9-24-0-00	Worker's Comp.	Reading Intervention	\$184.48
199-11-6143-00-041-9-24-0-00	Worker's Comp.	Content Mastery Center	\$44.44
199-11-6145-00-041-9-24-0-00	Unemployment Comp.	Content Mastery Center	\$0.00
199-11-6145-00-041-9-24-0-00	Unemployment Comp.	Reading Intervention	\$0.00
199-11-6146-00-041-9-24-0-00	TRS Care	Content Mastery Center	\$814.45
199-11-6146-00-041-9-24-0-00	TRS Care	Reading Intervention	\$3,380.65
			<hr/>
			<b>\$74,428.85</b>
199-11-6339-00-041-9-24-0-00	Testing Materials		\$200.00
199-11-6399-00-041-9-24-0-00	General Supplies	Technology Supplies	\$1,376.00
199-11-6399-00-041-9-24-0-00	General Supplies	Study Island	\$5,000.00
			<hr/>
			<b>\$6,576.00</b>
			<hr/>
		<b>Campus 041 Total:</b>	<b>\$81,004.85</b>

# Stockdale ISD 247906

Fund 199 State Compensatory Education

Fiscal Year 2019

## Personnel Detail



### Stockdale Junior High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Cathy Dixon	Teacher	Reading Intervention	\$52,010.00	1.000	\$32.00	\$754.15	\$184.48	\$0.00	\$3,380.65	\$59,061.27
Katherine Wright	Aide	Content Mastery Center	\$12,530.00	1.000	\$32.00	\$181.69	\$44.44	\$0.00	\$814.45	\$16,302.58
<b>Campus 041 Subtotal:</b>		<b>FTE - 2</b>	<b>\$64,540.00</b>		<b>\$64.00</b>	<b>\$935.83</b>	<b>\$228.92</b>	<b>\$0.00</b>	<b>\$4,195.10</b>	<b>\$75,363.85</b>