

# van Vleck ISD

## 2018-2019

### District Improvement Plan



**Mission Statement**  
Van Vleck Independent School District through a solidified partnership with the community will innovatively challenge each student to achieve maximum potential and success in a positive, safe, and stimulating environment.

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

## MISSION STATEMENT

### VAN VLECK INDEPENDENT SCHOOL DISTRICT

**VAN VLECK INDEPENDENT SCHOOL DISTRICT THROUGH A SOLIDIFIED PARTNERSHIP WITH THE COMMUNITY WILL INNOVATIVELY CHALLENGE EACH STUDENT TO ACHIEVE MAXIMUM POTENTIAL AND SUCCESS IN A POSITIVE SAFE, AND STIMULATING ENVIRONMENT.**

**WE WILL CHALLENGE ALL STUDENTS ACADEMICALLY AND SOCIALLY IN A WAY THAT:**

- **PROVIDES FOR THE TOTAL DEVELOPMENT OF ALL STUDENTS**
- **ENHANCES LEARNING SKILLS AND THE ABILITY TO ACCESS INFORMATION**
- **NURTURES A POSITIVE SELF-ESTEEM**
- **MAXIMIZES ALL STUDENTS' ABILITIES TO OBTAIN A HIGH SCHOOL DIPLOMA**

**SO THAT:**

**ALL STUDENTS DEVELOP INDIVIDUAL ABILITIES WHICH ENSURE THE INDIVIDUALS BECOME AUTONOMOUS ADULTS**

## NATIONAL EDUCATIONAL GOALS

The Governors and the Congress to improve learning and teaching in the nation's education system have defined eight National Education Goals. The goals help provide a national framework for education reform and promote systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students.

- Goal 1 - Ready to Learn
- Goal 2 - School Completion
- Goal 3 - Student Achievement and Citizenship
- Goal 4 - Teacher Education and Professional Development
- Goal 5 - Mathematics and Science
- Goal 6 - Adult Literacy and Lifelong Learning
- Goal 7 - Safe, Disciplined, and Alcohol- and Drug-free Schools
- Goal 8 - Parental Participation

# Van Vleck ISD District Improvement Plan *Updated: August 10, 2018*

## TEXAS EDUCATIONAL GOALS

TEC: Title 2. Public Education; Subtitle A. General Provisions; Chapter 4. Public Education Mission, Objectives, and Goals

### § 4.001. Public Education Mission and Objectives

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

(b) The **objectives** of public education are:

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

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

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

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

**OBJECTIVE 5:** Qualified and highly effective personnel will be recruited, developed, and retained.

**OBJECTIVE 6:** The state's students will demonstrate exemplary performance in comparison to national and international standards.

**OBJECTIVE 7:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**OBJECTIVE 8:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

**OBJECTIVE 9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

### § 4.002. Public Education Academic Goals

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

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

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

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

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

# Van Vleck ISD District Improvement Plan

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## VVISD DISTRICT GOALS

1. Van Vleck ISD will improve and enhance academic performance of every student.
2. Van Vleck ISD will retain, support and recruit quality staff.
3. Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.
4. Van Vleck ISD will promote involvement of parents and community in each student's education.
5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.

## EFFECTIVE SCHOOL CORRELATES

These are the seven characteristics of an effective school:

1. **Strong Instructional Leadership** Instructional Leadership is essential if a school is to be effective. This leadership is enthusiastic, caring, and shared by administrators and teachers. However, the ultimate responsibility for the school's instructional program rests with the principal.
2. **Community and Parent Involvement** Parents and other community members actively support the school by involvement in the education process and other activities or opportunities provided by the school. The school staff, students, and parents share in the decision-making process.
3. **Clear, School Wide Mission and Goals** The school has a clear SCHOOL WIDE mission statement and goals. The staff, parents and students share the same understanding of this mission and goals. These are monitored and revised as part of an ongoing program of school improvement.
4. **Opportunity to Learn and Instructional Focus** The central focus of our school will be the curriculum and use of time for instruction. We recognize children's aptitude to learn is a function of time needed to learn a subject, not innate ability.
5. **High Expectations for Both Students and Staff** The school staff demonstrates the belief that all students can master the skills taught. The results of district wide standardized tests and other student progress measures show student achievement that is characterized by equity and quality. Teachers behave efficaciously, i.e. demonstrates that children will learn because "I have the power to teach."
6. **Safe and Orderly Environment** The school campus is safe and orderly with all parties engaged in purposeful activities, which are related to learning. A friendly atmosphere persists. Interactions among staff and students are positive. Special programs, services, and counseling are accessible to all students. The physical facility is attractive, well maintained, and progressive with respect to technology. Teaching and learning are conducted with little interruption. Extracurricular activities attract broad student participation.
7. **Monitoring Pupil Progress** Classroom and school assessments are administered periodically and used as a means to re-teach skills not mastered and to adjust curriculum.

# Van Vleck ISD

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### **BULLYING (All Grade Levels)**

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool. The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by logging on to the Van Vleck ISD website at [www.vvisd.org](http://www.vvisd.org) and click on the Report Bullying tab, reporting to a teacher, counselor, and/or principal.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments herein.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL). [See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing** herein, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

The DEIC (District Education Improvement Committee) for 2018 - 2019 is:

name	position
Brooke McSweeny <a href="mailto:bmcsweeny@vvisd.org">bmcsweeny@vvisd.org</a>	Van Vleck Elementary
Haley Lankston <a href="mailto:hlinkston@vvisd.org">hlinkston@vvisd.org</a>	Van Vleck Elementary
Patty Sundin <a href="mailto:psundin@vvisd.org">psundin@vvisd.org</a>	E Rudd Intermediate
Kelly Rawlings <a href="mailto:krawlings@vvisd.org">krawlings@vvisd.org</a>	E Rudd Intermediate
Merry Rodriguez <a href="mailto:mrodriguez@vvisd.org">mrodriguez@vvisd.org</a>	OH Herman MS (Parent)
Sandra Kelley <a href="mailto:skelley@vvisd.org">skelley@vvisd.org</a>	OH Herman MS
Leanne Sliva <a href="mailto:lsliva@vvisd.org">lsliva@vvisd.org</a>	VVHS
Kathy Stovall <a href="mailto:kstovall@vvisd.org">kstovall@vvisd.org</a>	VVHS
Sarah Roper <a href="mailto:sroper@vvisd.org">sroper@vvisd.org</a>	Elem Principal Rep
Brandon Hood <a href="mailto:bhood@vvisd.org">bhood@vvisd.org</a>	Sec. Principal (Parent)
Matthew Steiner <a href="mailto:msteiner@vvisd.org">msteiner@vvisd.org</a>	E Rudd Int./HMS Asst. Principal
Kari Bottke <a href="mailto:kbottke@vvisd.org">kbottke@vvisd.org</a>	Counselor Rep
Christie Dement <a href="mailto:cdement@vvisd.org">cdement@vvisd.org</a>	Asst. Superintendent of Curriculum & Federal Programs (Admin Rep)
Kim Wied <a href="mailto:kwied@vvisd.org">kwied@vvisd.org</a>	District Nurse - RN. (Parent)
John R. O'Brien <a href="mailto:jobrien@vvisd.org">jobrien@vvisd.org</a>	Board Designee
Robert Lister, BCPPD <a href="mailto:rlister@cityofbaycity.org">rlister@cityofbaycity.org</a>	Community Rep (Parent)
Elizabeth Sidney <a href="mailto:etsidney@gmail.com">etsidney@gmail.com</a>	Community Rep (Parent)
Stephen Matchett <a href="mailto:smatchett82@gmail.com">smatchett82@gmail.com</a>	Parent/Business Rep
Tiffany Foltyn <a href="mailto:tfoltyn@matagordaregional.org">tfoltyn@matagordaregional.org</a>	Business Rep
Shannon Jedlicka <a href="mailto:sjedlicka@vvisd.org">sjedlicka@vvisd.org</a>	Ad-Hoc Members
Gayle Blackmon <a href="mailto:gblackmon@vvisd.org">gblackmon@vvisd.org</a>	Asst. Superintendent of Finance
Amy Matchett <a href="mailto:amatchett@vvisd.org">amatchett@vvisd.org</a>	Director of Student Information Systems (Parent)
Stephanie Ward <a href="mailto:sward@vvisd.org">sward@vvisd.org</a>	Special Programs (Parent)
Fred Wesselski <a href="mailto:fwesselski@vvisd.org">fwesselski@vvisd.org</a>	VVISD Chief of Police
Pat Hackworth <a href="mailto:phackworth@vvisd.org">phackworth@vvisd.org</a>	Scribe

### **Meeting Dates for 2018-2019:**

August 7, 2018 (Administrative Staff Meeting)  
 August 13, 2018 (DEIC Team) – via email  
 August 20, 2018 (DEIC Meeting) – 3:45 pm

September 17, 2018 (SHAC Meeting) – 3:45 pm  
 November 26, 2018 (SHAC/DEIC Meeting) – 3:45 pm  
 February 25, 2019 (SHAC/DEIC Meeting) – 3:45 pm  
 May 20, 2019 (SHAC/DEIC Meeting) – 3:45 pm

### **Superintendent's Forums 2018-2019:**

December 3, 2018 – 6:00 pm  
 April 8, 2019 – 6:00 pm

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## NEEDS ASSESSMENT

*SEE CAMPUS/DISTRICT ACCOUNTABILTY DATA, CAMPUS REPORT CARDS AND TAPR REPORTS (2016-2017)*

NO.	INDICATORS RATED	PRIORITY RATING	SATISFACTION RATING
1	% ON INDEX 1 (STUDENT ACHIEVEMENT) <b>75 INDEX PTS (TARGET SCORE WAS 50)</b>	High	Med
2	% ON INDEX 2 (STUDENT PROGRESS) <b>29 INDEX PTS (TARGET SCORE WAS 21)</b>	High	Med
3	% ON INDEX 3 (CLOSING PERFORMANCE GAPS) <b>66 INDEX PTS (TARGET SCORE WAS 55)</b>	High	Med
4	% ON INDEX 4 (POSTSECONDARY READINESS) <b>91 INDEX PTS (TARGET SCORE WAS 75)</b>	High	Med
5	% ON SYSTEM SAFEGUARDS (40 OUT OF 43 = 96%)	High	Med
6	% AT LEVEL I, LEVEL II OR ABOVE (READING - ) <b>80%</b>	High	Low
7	% AT LEVEL I, LEVEL II OR ABOVE (MATH) <b>79%</b>	High	Low
8	% AT LEVEL I, LEVEL II OR ABOVE (WRITING) <b>70%</b>	High	Low
9	% AT LEVEL I, LEVEL II OR ABOVE (SCIENCE) <b>82%</b>	High	Low
10	% AT LEVEL I, LEVEL II OR ABOVE (SOCIAL STUDIES) <b>70%</b>	High	Low
11	% OF STUDENTS DEMONSTRATING MASTERY OF SELECTED TECHNOLOGICAL SKILLS	High	Med
12	DISCIPLINE REFERRAL RATES	Med	High
13	(TAPR) PERCENT OF STUDENTS PASSING TAKS SOCIAL STUDIES	High	Med
14	(TAPR) PERCENT OF STUDENTS PASSING TAKS SCIENCE	High	Med
15	(TAPR) PERCENT OF STUDENTS PASSING TAKS READING/ELA	High	Low
16	(TAPR) PERCENT OF STUDENTS PASSING TAKS MATH	High	Low
17	% OF STUDENTS DEMONSTRATING ABILITY TO WORK PRODUCTIVELY IN A WORK TEAM	Med	Med
18	% OF STUDENTS DEMONSTRATING GOOD CITIZENSHIP SKILLS	High	Med
19	ANNUAL STUDENT GRADUATION RATES & COLLEGE READINESS	High	High
20	INCREASE PARENTAL INVOLVEMENT AT DISTRICT AND CAMPUS LEVEL	High	Low

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** Students will learn to read by end of grade 3 (on grade level) and students will show continuous progress in reading proficiency (i.e. growth performance above national average)

**Indicator(s):** STAAR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Develop plan to monitor the district literacy	ALL	Literacy Vertical Team Campus Administrators Curriculum Director	Title IA Title VI Literacy Vertical Team, contracted consultant, materials	Monitored monthly	Improved reading performance at all levels for all student groups, classroom walk-throughs and observations
Expand the learning support program, including participation in TEKS/STAAR training	ALL	Campus Administrators, Special Education Director, Special Ed. Teachers, Curriculum Director	ESC 3 Special Education Consultants, Materials, MCES Co-op, 2 FTEs	Completed by Oct. 1, 2018	Sign-in sheets, Faculty meeting agendas, Semester staff survey
Provide academic growth opportunities for students functioning below grade level	AR SE	Campus Administrators and faculty, Curriculum Director, Superintendent	Title IA SCE Funds Title IIA	Monitored monthly	Pre/Post Test (released STAAR), Grade Level Checklists



# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** By end of grade 5, students will demonstrate mastery of number concepts and basic operations with whole numbers, decimals, and fractions.

**Indicator(s):** STAAR, EOC & TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Continue district math alignment and monitor the plan for the improvement of math and science	AR SE \$D H	Math and Science Vertical Teams, Campus administrators, Curriculum Director, Superintendent	Local Funds	Monitored every six-weeks	Training verification rosters (ESC 3), Vertical team meeting sign-in sheets, classroom observation, lesson plans, improved math performance at all levels for all student groups
Provide staff development (for all math and science teachers) designed to improve the teaching of district math and science curriculum that includes STAAR, NCSE and NCTM objectives, as well as meet TAPR standards	AR SE H	Superintendent, ESC 3 specialists, CIT Team	Title VI CIP & SIP	Scheduled by ESC 3 math specialists, continuing through May 2019	Training verification rosters (ESC 3), Vertical team meeting sign-in sheets, classroom observation, and lesson plans
Monitor VVUSD content competencies in math and science for grades K-12 to specify what students must know and be able to do by the end of grade or course	ALL	Grade level teachers, Math and Science vertical teams, Curriculum Director, Superintendent	Materials Tech Allotment	September 2018 – May 2019	Team meeting minutes, Vertical team meeting minutes, lesson plans

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** Students will demonstrate continuous progress in math proficiency

**Indicator(s):** STAAR, EOC & TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide appropriate staff development for teachers and administrators to ensure implementation of math and science content competencies	ALL	Curriculum Director, Superintendent, Campus administrators	Local funds District Calendar	Completed by June 1 2019, Scheduled by (ESC 3 and local calendar)	Training verification rosters (ESC 3 and local), classroom walk-throughs and evaluation, MVT and SVT competency checklists, Teacher made assessments, Compare 16-17 data to 17-18
Continue to identify and select appropriate instructional materials and resources to support the implementation of math and science competencies	ALL	Curriculum Director, Superintendent, ESC 3 math/science specialist, Math and science vertical team	Local funds DMAC	Completed by June 1, 2019	Training verification rosters (ESC 3 and local), classroom walk-throughs and evaluation, MVT and SVT competency checklists, Teacher made assessments, Compare 16-17 data to 17-18

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** Students will demonstrate continuous progress in math proficiency

**Indicator(s):** STAAR, EOC & TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide a system of prescriptive measures and assistance for students to meet VVUSD math competencies and improve math and science STAAR scores	ALL	Curriculum Director, Superintendent, ESC 3 math/science specialists, Math and Science vertical teams	Local funds	December 2018 June 2019	Training verification rosters (ESC 3 and local), classroom walk-throughs and evaluation, MVT and SVT competency checklists, Teacher made assessments, Compare 16-17 data to 17-18
Continue monitoring safeguards for all campuses (School Improvement Plan)	ALL	CIT Team & Campus Leadership Team	Local Funds DMAC	September 2018 – May 2019	DMAC, Campus Rating and scores

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** Student achievement will meet/exceed state recognized standards in state-mandated assessments

**Indicator(s):** STAAR, EOC & TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Monitor student progress in mastering district curriculum to determine instructional needs and to ensure student success on STAAR, EOC and TAPR	ALL	Campus Principals, Superintendent & Curriculum Director	District Curriculum Guides, Student Performance Data	End of six-weeks	Report cards, classroom observation, STAAR objective checklist
Adjust instruction to meet the needs of all students based on performance on a variety of assessments (i.e. STAAR, Stanford)	ALL	Curriculum Director, Campus Faculty, Administrators	Superintendent, Curriculum Director, ESC 3 Instructional specialists	End of six-weeks	Report cards, classroom observation, STAAR objective checklist
Provide (and teachers will participate in) staff development designed to improve instruction in core areas, as well as TAPR.	ALL	Curriculum Director Superintendent, Campus Principals, ESC 3 Instructional Specialists	Superintendent, ESC 3 Instructional specialists, Title VI Title IA	Completed by June 1, 2019, scheduled by ESC 3, Local calendar	Training verification rosters (ESC 3 and local), Classroom walk-throughs and observations
Set achievement standards and action strategies for meeting projected state and district accountability standards	ALL	Curriculum Director, Campus Improvement Teams	Student Performance Data	September 4, 2018	Completed Campus Improvement plan
Review test results as provided by state and district to identify specific areas for remediation of individual at-risk students and to modify instruction to accommodate needs for those students	AR	Curriculum Director, Superintendent, Campus Principals, Grade level/Department teams, CIT Team	Student Performance Data	September 4, 2018	Campus Improvement Team Minutes, Lesson Plans, STAAR Objective Checklist

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**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** Student achievement will meet/exceed state recognized standards in state-mandated assessments

**Indicator(s):** STAAR, EOC & TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Administer released forms of STAAR as benchmarks to all students in grades 3-11	ALL	Lead teachers, department chairs, Campus Faculty	Materials	September 2018, January 2019	Benchmark calendar, DMAC and results
Continue to process migrant records	ALL	Campus Office Staff, Special Program Coord.	ESC 3 Migrant Contact	August 2018 – June 2019	Migrant forms on file
Maintain the list of students determined to be at-risk, and monitor these students to determine the need for follow up services	AR	Campus Counselor, Lead teachers, department chairs	Performance Data	Every six-weeks	Passing Report
Provide an remediation program for students in need	AR	Superintendent, Campus Principals	Title IA	Summer 2019	Pre/post tests, Promotion rates
Continue to support special education co-op staff	SE	MCES Coordinator	Special Education Funds	August 2018 – June 2019	MCES Reports
Provide additional staff development specific to instructional aides and teacher utilization of instructional aides and volunteers	ALL	Curriculum Director, Superintendent	Materials	Completed by December 2018, scheduled by local calendar	Training verification rosters, classroom observation, paraprofessional evaluation

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**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** Student achievement will meet/exceed state recognized standards in state-mandated assessments

**Indicator(s):** STAAR, EOC, SAT/ACT & AP

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide an overview and orientation on the district's dyslexia plan to include emphasis on the referral and screening processes	DYS SE	Superintendent, Special Education Director, Federal Program Coord. & RTI Specialist	ESC 3 Dyslexia Specialists	January 7, 2019	Training verification rosters, agendas, handouts
Provide training for regular education staff and administrators in characteristics of dyslexia and related disorders	DYS	Superintendent, Campus Dyslexia Contacts	ESC 3 Dyslexia specialists	January 7, 2019	Board approved district referral process, Sign-in sheets, faculty meeting agendas, staff development agendas
Examine student performance data to identify specific areas for remediation of individual dyslexic students and to recommend instructional modifications to accommodate the needs of those students	DYS	Campus Dyslexic Contacts, Special Program Coord., Superintendent	Performance Data, Materials	Every grading period	Progress reports, Report cards, lesson plans
Provide training opportunities for GT and AP staff in all four core areas	GT	Special Program Coord., Superintendent, GT teachers, Campus principals	ESC 3 GT Staff, AP/College Board Staff, State GT Funds	June 2018 - June 2019	Training verification rosters (ESC 3 and College Board)
Provide training for teachers new to the district who provide services to gifted students	GT	Special Program Coord., Superintendent, GT contact	Materials	Completed by October 2018	Training verification rosters (local)
Disseminate GT programs flyers to all parents	GT	Special Program Coord., GT contact, campus principals	Materials	By October 2018	Copy of distributed information

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**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** Student achievement will meet/exceed state recognized standards in state-mandated assessments

**Indicator(s):** STAAR, EOC, SAT/ACT & AP

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide 6 hours of training for all administrators and counselors regarding the gifted student	GT	Special Program Coord., Superintendent, G/T Specialists	State GT Funds \$500.	Completed by June 2019	Training verification rosters
Continue district membership in the GT cooperative	GT	Superintendent, Business Manager	ESC 3	August 2018 - June 2019	Membership contract
Continue implementation of VVISD competencies for the G/T program to meet the cognitive and affective needs of gifted students	GT	G/T Advisory Committee	State GT Funds \$500.	Completed by June 2019	Agendas, sign-in sheets, list of competencies, Board presentation and approval
Continue monitoring safeguards for all campuses (School Improvement Plan)	ALL	CIT Team & Campus Leadership Teams	Local Funds DMAC	September 2018 – May 2019	Campus Rating and scores

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** Monitor the effectiveness of special education services and ensure access to general curriculum

**Indicator(s):** STAAR, EOC & TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Establish a pre-referral process to ensure appropriate identification, delivery of services, assessment and placement	ALL	Student Support Team	Materials	September 2018	Completed SST list, Published PRP flyer
Provide staff development on: <ul style="list-style-type: none"> <li>- Pre-referral process</li> <li>- 5 AIM Components (DIC)</li> <li>- Modification/Accommodation training for all teachers</li> </ul>	ALL	MCES Coordinator, Diagnosticians, ESC 3 Consultants	Materials, <i>Action Plan for Continuous Improvement</i> , ESC 3 materials	August-September 2018	Agendas, Training verification rosters, sign-in sheets, DIC minutes, lesson plans
Utilize pre-referral process to ensure students are successful on appropriate Assessment instruments	ALL	Special Education Coordinator, Principals, Counselors	Materials	District testing Calendar	Alternative Assessment Results, TAPR
Increase staff development in Reading & Math per Stage 1 Intervention for AYP	ALL	Curriculum Director and administrations	Materials	August 2018 – June 2019	STAAR, TAPR



# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** Students will graduate with the ability to utilize current computer technology

**A.E.I.S. Indicator(s):** Transcripts

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Implement computing skills continuum by grade level.	ALL	Superintendent, Technology Staff	Technology Plan	December 2018	Copies of Continuum on all campuses
Continue to provide technology staff development required to integrate competencies and skill into core area instruction	ALL	Technology Coordinator, ESC 3	Materials	Completed by June 1, 2019	Training Verification roster, Classroom walk-throughs and lesson plans
Seek funding for hardware/software to support the academic competencies identified	ALL	Technology Coordinator, Superintendent	Materials, Applications, Internet	August 2018 – June 2019	Grant Applications

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** Encourage students to attend and graduate instead of withdrawing from school

**Indicator(s):** STAAR, EOC & TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Continue creative/flexible scheduling (such as zero hour) to meet needs of all students and provide additional opportunities for credit accrual through the expansion of the NovaNet system	ALL	High School Principal, Counselors	Local funds	August 2018 - June 2019	Attendance records, Student sign-in sheets, record of credit accrual

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** To exceed 2017 - 2018 district attendance rate (97%)

**A.E.I.S. Indicator(s):** Attendance Rate

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide recognition for student attendance	ALL	Campus Principals, Superintendent	Materials	Every Six-weeks, June 2019	TAPR Attendance Indicator

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Improve and enhance academic performance of every student

**Objective:** To remain at or below state average dropout rate

**Indicator(s):** Dropout Rate & TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide information and encourage students at risk for failure or withdrawal to explore all available options	AR	Campus Principals, Campus Counselors	Campus Counselors	Every grading period	Copies of information distributed, Counselor notes, counseling office sign-in sheets, passing report, progress reports, report cards
Provide academic counseling and related intervention regarding failure	AR	Campus Principals, Campus Counselors	Campus Counselors	Every grading period	Counselor notes, counseling office sign-in sheets, schedules of group/individual sessions

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Retain, support and recruit quality staff

**Objective:** Retain, support and recruit quality staff in an effort to improve academic performance

**Indicator(s):** TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Promote student teacher participants in the district	All	Superintendent	ESC 3 staff, Local universities, Local Funds	August 2018 - June 2019	Number of student teachers, surveys from colleges
Continue to provide professional staff development opportunities and new teacher orientation based on annual needs assessment	All	Superintendent, Curriculum Director, Campus principals	ESC 3 instructional specialists	August 2018 - June 2019	Annual staff development needs assessment
Encourage teachers to seek specialized endorsements and certifications	All	Personnel staff	ESC 3 staff, SBEC	August 2018 - June 2019	Copies of information distributed
Provide multiple opportunities for faculty and staff to serve effectively on decision-making committees	All	District and campus administration	Materials	August 2018 - June 2019	Committee rosters, committee surveys

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Retain, support and recruit quality staff

**Objective:** Retain, support and recruit quality staff in an effort to improve academic performance

**Indicator(s):** TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide opportunities for staff recognition	All	Administrative staff	Materials Top Leopard	August 2018 - June 2019	Rate of teacher and staff turnover (at or below 10%), Teacher Survey
Provide an instructional liaison to assist in the instructional needs of students at the local neglected and delinquent youth facilities as requested by the facility	All	Superintendent	Title IA Funds	August 2018 - June 2019	Liaison records, Report cards, Progress reports
Identify and recruit qualified personnel	All	Administrative staff	ESC 3 Personnel Co-op, materials	As openings occur	Job postings, Number of applications
Continue to participate in alternative certification programs	All	Superintendent Curriculum Director	ESC 3 and ESC 4 AC Program	July 2018 - June 2019	Meeting minutes and agenda
Provide ongoing feedback to teachers for enhanced and/or improved teaching styles or strategies	All	Curriculum Director, Superintendent, Lead teachers, department chairs	ESC 3 Instructional Specialists, Materials	Monitored monthly	Meeting minutes and agendas, Lesson plans
Continue to review job descriptions to ensure responsibilities are communicated, acknowledged and fulfilled	All	Superintendent, Personnel office	Materials	Monitored monthly	Signed job description

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Retain, support and recruit quality staff

**Objective:** Retain, support and recruit quality staff in an effort to improve academic performance

**A.E.I.S. Indicator(s):**

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide staff development which will increase teacher proficiency in technology	All	Technology Coordinator, Superintendent	Computer Hardware and Software	August 2018 - June 2019	Training verification rosters
Continue to review benefit and salary issues that affect district employees	All	DIC Benefits Committee, Superintendent, Business office	Materials	December 2018 and March 2019	Presentation of findings to Board, employee benefits surveys
Support staff and faculty through appropriate leadership, management, evaluation, mentoring, monitoring and guidance by valid implementation of TTESS	All	Administrative staff	ESC 3 PDAS Specialists	August 2018 - June 2019	Adherence to TTESS calendar, Number of intervention plan placements
Provide a Special Education paraprofessional to assist with the instructional needs of special needs students	SE	Special Education Coordinator	Special Education Funds	August 2018 - June 2019	Modification folders, Progress reports, Report cards

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Reduce student crime and substance abuse and heighten campus safety

**Objective:** All students and staff will be provided a safe and orderly environment for learning

**Indicator(s):** TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Continue to adequately staff and support an Alternative Education program	All	Superintendent	SCE Funds	Monitored monthly	Monthly referrals and number of AEP placements
Continue involvement of a district and community committee that reviews safety and security issues	All	Superintendent, DIC subcommittee	Community members, staff	August 2018 - June 2019	Campus handbooks, Crisis Management Plan
Support and encourage a variety of drug awareness and prevention programs in the district and community	All	Counselors Special Programs Director	Title IVA	Monitored monthly	Needs Assessment, Copies of presentations, Counselors' logs
Begin collaboration between Matagorda County Crime Stoppers, Van Vleck VFD and district	All	Administrative staff	Contract of Agreement Inter-local Agreement	August 2018 - June 2019	Phone records, Monthly reports of activities
Ensure supervisory responsibilities are communicated, acknowledged and fulfilled	All	Campus principals, Directors	Materials	Monitored monthly	Duty roster, conference notes, TTESS documentation, Principal observation
Add more security cameras throughout district	All	Director of Maint & Transp & Superintendent	TYCO/INSIGHT	Fall 2018	Monthly monitor report



# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Reduce student crime and substance abuse and heighten campus safety

**Objective:** All students and staff will be provided a safe and orderly environment for learning

**Indicator(s):** TAPR

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Review the student code of conduct to ensure that it provides depth of detail in assuring an effective safety and security function	ALL	Campus principals, Administration & Board of Trustees	Materials District Web Site TASB	August 2018	Updated codes of conduct, revised student handbooks
Continue to seek funding for a School Resource/Police Officer based on district security needs and benefits	ALL	Superintendent	Principals Sheriff's Office	August 2018 - June 2019	Documentation
Continue to support the Student Assistance Program for crisis intervention	ALL	Superintendent, Counselors Special Programs Director	Title IV	August 2018 - June 2019, Monitored monthly	Monthly reports on referrals
Continue ongoing review/update/staff training of district wide crisis intervention plan and REM4ed program	ALL	Superintendent Director of Maint & Transp	Crisis Management Team REM4ed	Completed by Fall 2018	Board approved crisis plan, Training verification roster, faculty meeting/staff development agendas
Hire district police officer and create district police department	ALL	Superintendent	TCOL, TASB and School Attorney	September 2018	Board Agenda and approval
Install metal detectors at all campuses	ALL	Superintendent & Director of Maint & Transp	Guardian	September 2018	Visional

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** To promote involvement of parents and community in each student's education

**Objective:** To develop communication partnerships among parents, community and schools to ensure the success of all students

**Indicator(s):** All

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide scheduled days to support campuses in conducting parent conferences, with follow up as needed	<b>ALL</b>	District Improvement Committee, Campus Principals	District Calendar	Scheduled conference days, other scheduled activities: Orientations, STAAR info night	Number of parents participating, Campus documentation
Provide opportunities to accommodate the varied schedules of parents, language barriers and the need for childcare when parent conferences are being scheduled	<b>ALL</b>	Campus Principals Special Programs Director	Service organizations, Bilingual & signing interpreters	As scheduled or needed	Number of parents participating, Campus documentation
Translate communications to assist non-English speaking parents	<b>ESL LEP</b>	Superintendent, Special Programs Director, Campus Principals	Campus support staff, Bilingual interpreters	As needed	File of translated documents
Promote and encourage communication with parents regarding positive student behavior and achievement as well as areas of concern	<b>ALL</b>	Campus Principals, Campus Counselors, All Staff	Staff	August 2018 - June 2019	Increased parental involvement

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** To promote involvement of parents and community in each student's education

**Objective:** To develop communication partnerships among parents, community and schools to ensure the success of all students

**Indicator(s):** All

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Promote informal activities at which parents, staff and community members can interact	ALL	Superintendent, Campus Principals	School organizations, staff, Title IA.	August 2018 - June 2019	Number of such activities held in 2018 – 2019 school year
Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family	ALL	Superintendent, Curriculum Director, Campus Principals	Board commitment, Title IA, Local funds	Fall 2018, Spring 2019	Number of staff trained
Provide curriculum-specific flyers to inform parents of the expectations for students in each subject at grade levels K-5	ALL	Superintendent Curriculum Director	Campus Principal Curriculum Director	Fall 2018	Number of flyers produced and distributed
Provide information or sponsor workshops regarding how parents can foster learning at home, give appropriate assistance, monitor homework and give feedback to teachers	ALL	ESC 3 Title IA contacts	Staff, Parenting Schedule, Title I	Fall 2018, Spring 2019	Number of parents participating
Support the development of a personalized education plan for each student, with parents as full partners in the process	ALL	Campus Principals Curriculum Director Counselors	Campus Staff	Fall 2018 and ongoing as students enroll	Number of plans created, number of parent conferences held, improved student success

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** To promote involvement of parents and community in each student's education

**Objective:** To develop communication partnerships among parents, community and schools to ensure the success of all students

**Indicator(s):** All

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Distribute information regarding cultural, recreational, academic, health, social and other resources that serve families within the community	ALL	Superintendent, Campus Principals, Special Programs Director	Community information, District web page, Family Education Network, Web Team	Ongoing	Amount of information shared
Coordinate involvement of community members in school volunteer programs	ALL	Superintendent Special Programs Director	Title IA funds, district web page	Ongoing	Increase in number of volunteers used, student participation, and number of community programs served
Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education	ALL	Superintendent Special Programs Director	Service organizations, Campus Counselors	Ongoing	Number of meetings and phone calls logged regarding collaboration
Inform staff members of the resources available in the community and strategies for utilizing those resources	ALL	Superintendent	Superintendent, Lead teachers, department chairs	Ongoing	Amount of information disseminated, PDAS
Conduct Campus and Superintendent Community Forums	ALL	Principals & Superintendent	N/A	Spring 2019	Parent and community input

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** To promote involvement of parents and community in each student's education

**Objective:** To support and promote parenting skills

**Indicator(s):** All

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Link parents to programs and resources within the community that provide support services to families	ALL	Campus counselors, Superintendent	Counselors	Ongoing	Number of parents in need of information
Explore the development of a parent center that will provide information and services to a diverse population	ALL	Superintendent, principals, counselors	County and Community Resources	2018 - 2019	Documentation regarding exploration

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** To promote involvement of parents and community in each student's education

**Objective:** To welcome parents in the school and to seek their support and assistance

**Indicator(s):** All

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide for a coordinator of volunteer and parental involvement	ALL	Superintendent Special Programs Director	Title IA	August 2018 - June 2019	Annual Appraisal
Provide direction and staff development to ensure that office staff greetings, signage near the entrances and other interaction with parents create a climate in which parents feel valued and welcomed	ALL	Superintendent, Campus Principals, Directors	Local funds	Fall 2018	Completion of staff development/training, Staff evaluations
Develop activities demonstrating appreciation for parents' participation and demonstrating value for their diverse contributions	ALL	Counselors	Counselors, Title IA	Ongoing	Number of parents contacted
Provide staff development on how to effectively use school volunteers	ALL	Superintendent, Campus Principals	Title IA Consultant	Fall 2018	Number of staff trained, PDAS
Conduct an annual survey to evaluate school climate	ALL	Superintendent Special Programs Director	Mentoring	Late Spring 2019	Survey results

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** To promote involvement of parents and community in each student's education

**Objective:** To recognize parents as full partners in the decisions that affect children and families

**Indicator(s):** All

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Include parents and students on all decision-making and advisory committees and ensure adequate training for such areas as collaboration, school reform initiatives, building issues, health/safety or curriculum issues, and shared decision-making	ALL	Superintendent, Campus Principals	Schedules, parents agreeing to serve, Instructional facilitators, In-servicing district and campus improvement teams	Annual elections and appointments	Parent involvement in each committee

# Van Vleck ISD District Improvement Plan

*Updated: August 10, 2018*

**Site:** Van Vleck I. S. D.

**Goal:** Promote the accomplishments of every school, program, staff member and student.

**Objective:** To provide and actively seek recognition for our schools, programs, staff and students

**Indicator(s):**

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide orientations and presentations of district and campus leadership concerning special populations	ALL	Superintendent, Campus Principals	Materials IMA	Fall 2018 Spring 2019	Sign-in sheets, Copies of presentations
Conduct a community/educator forum, offering an opportunity for parents to communicate with principals and other administrative staff publicly	ALL	Superintendent Campus Administrators	Administrators, Faculty, Publicity	Fall 2018	Number attending
Disseminate information to the school community, including those without school-aged children, regarding school programs and performance	ALL	Superintendent Campus Staff	Information	Ongoing	Dissemination completed
Ensure that board policies and district documents provide understandable, accessible and well-publicized processes for influencing decisions, raising issues or concerns, appealing decision and resolving problems	ALL	Superintendent, Campus Principals	Local Funds, Internet, VVISD Web Page	Fall 2018	Production of documents
Provide parents with current information regarding both student and school performance data	ALL	Superintendent, Campus Principals	Campus Counselors	December 2018	Production of documents, Scheduling of annual forum



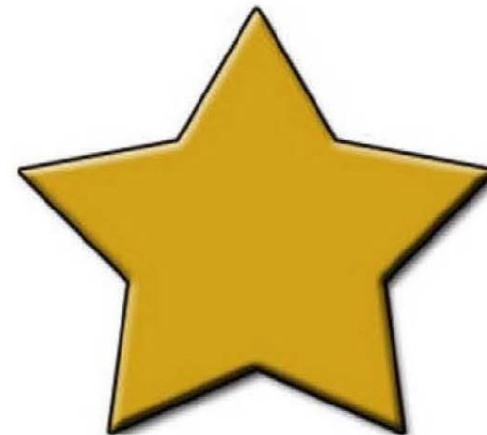
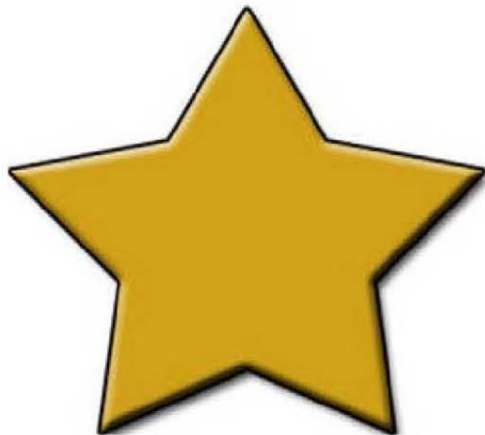
Van Vleck ISD  
District Improvement Plan

*Updated: August 10, 2018*

# Van Vleck ISD

Texas Education Agency's  
Highest Academic Rating for **2018** :

***MET STANDARD***





STATE COMPENSATORY EDUCATION:  
AN ADDENDUM TO THE DISTRICT IMPROVEMENT PLAN  
SCHOOL YEAR 2018-2019

VAN VLECK INDEPENDENT SCHOOL DISTRICT

COUNTY-DISTRICT NO: 158-906

Single Attendance District

Grades: PK-12

## **VAN VLECK ISD**

2019 TEA SCE Allotment (Summary of Finances Legislative Planning Estimate, 2/25/2019):  
\$1,017,534

DISTRICT ENROLLMENT (2017-18 PEIMS Student Program and Special Populations Report):  
1,056

DISTRICT AT-RISK STUDENT ENROLLMENT (2017-18 PEIMS Student Program and Special  
Populations Report): 494

STUDENT PARTICIPATION IN DISTRICT CHILD NUTRITION PROGRAM (2017-18 Near Final  
Summary of Finances Report, dated October 24, 2018) 640.17. This data is used to fund the  
district's State Compensatory Education program.

DISTRICT ENROLLMENT (2018-19 data provided by district for this report): 1039

DISTRICT AT-RISK STUDENT ENROLLMENT (2018-19 data provided by district for this report):  
551

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## ORGANIZATION OF THIS STATE COMPENSATORY EDUCATION REPORT

This report fulfills Texas State Compensatory Education requirements that an LEA analyze student academic performance; implement programs to meet the needs of students at-risk of failing the state's challenging academic standards or of dropping out of school; and evaluate the effectiveness of those programs.

The four components of the report are:

1. The purposes of State Compensatory Education
2. Evaluation of prior-year State Compensatory Education programs
3. Needs assessment through the analysis of the criteria by which at-risk students are identified, and the performance of those students, compared to all other students, on the STAAR and STAAR End-of-Course exams
4. Program implementation, as documented by the current-year State Compensatory Education programs and budget

## PURPOSES OF STATE COMPENSATORY EDUCATION

State Compensatory Education programs have two purposes:

1. To eliminate any disparity in performance on the STAAR assessments
2. To eliminate any disparity in the rates of high school completion between students at risk of dropping out of high school and all other students (Texas Education Code, Section 42.152 (c)).

## COORDINATION BETWEEN STATE COMPENSATORY EDUCATION AND ESSA TITLE I, PART A FUNDS AND PROGRAMS

State Compensatory Education programs and ESSA Title I, Part A programs have similar purposes. Both statutes direct financial and program resources to the needs of students not meeting state challenging academic standards. Both statutes mandate the use of data and comprehensive needs assessments in the design of supplemental, accelerated instruction programs to ensure students perform at grade level and do not drop out of school.

## SUMMARY DATA ILLUSTRATING THE PURPOSE OF STATE COMPENSATORY EDUCATION

The achievement gap between VVISD at-risk and not at-risk students in 2016-17, as reported in the percent of students approaching grade level or above, all grades, all subjects, in the 2016-17 Texas Academic Performance Report is 37%. The achievement gap in Education Service Center Region 3 is 35%.

The four-year longitudinal dropout rate for the VVISD class of 2016, as reported in the 2016-17 Texas Academic Performance Report is 0%. The four-year longitudinal dropout rate for the class of 2016 in Education Service Center Region 3 is 5.5%.

To address the purposes of the State Compensatory Education program, VVISD:

1. Uses student performance data from STAAR assessments and End-of-Course tests;
2. Designs and implement appropriate compensatory, intensive, or accelerated instructional services that enable students to be performing at grade level at the conclusion of the next regular school term;
3. Provides accelerated instruction to a student who has not performed successfully on a STAAR End-of-Course test or is at risk of dropping out of school;
4. Budgets sufficient funds to design and implement a compensatory or accelerated education program – before the LEA adopts a budget for any other purpose; and
5. Evaluates and documents the effectiveness of the compensatory education program and hold a public hearing to consider the results.

## EVALUATION OF VVISD 2017-2018 STATE COMPENSATORY EDUCATION PROGRAMS

Texas Education Code, Section 29.081 (b-3) directs LEAs to evaluate the effectiveness of accelerated instruction programs annually. Section 11.252 of the education code mandates the LEA to include formative evaluation criteria for determining whether the programs are improving student performance as intended.

The following table presents the number of VVISD students served in each of the programs provided under State Compensatory Education funding in 2017-2018. Formative and summative evaluation criteria and student performance meeting those criteria are provided in the table.

VVISD uses the formative and summative data in the district's annual comprehensive needs assessment, which forms the basis of the following year's improvement planning process.



**Evaluation of VAN VLECK ISD SCE Programs, 2017-2108**

<b>VVISD Elementary School SCE-Funded Programs</b>	<b>Criteria to Measure Success</b>	<b>Grade Levels Served</b>	<b>Number Served</b>	<b>Number Meeting Criteria</b>	<b>% Meeting Criteria</b>
<b>Support for the Title I Program</b> - RTI Inclusion assistance - Tutorials - Lexia computer assisted program	Satisfactory performance on STAAR	3	40	38	95%
<b>VVISD Rudd Intermediate School SCE-Funded Programs</b>	<b>Criteria to Measure Success</b>	<b>Grade Levels Served</b>	<b>Number Served</b>	<b>Number Meeting Criteria</b>	<b>% Meeting Criteria</b>
<b>Support for the Title I Program</b> - RTI Inclusion assistance - Tutorials <b>Computer assisted instruction</b>	Satisfactory performance on STAAR	4-5	94	64	68%
<b>VVISD Herman Middle School SCE-Funded Programs</b>	<b>Criteria to Measure Success</b>	<b>Grade Levels Served</b>	<b>Number Served</b>	<b>Number Meeting Criteria</b>	<b>% Meeting Criteria</b>
<b>RTI Inclusion assistance</b> <b>Tutorials – Students at risk of failing one or more parts of the state assessment receive supplemental, accelerated instruction. Tutors reinforce</b>	Satisfactory performance on STAAR	6-8	162	120	74%

<p>concepts taught during the regular class period.</p> <p>Computer assisted instruction: Capstone, Study Island</p>					
<p>Van Vleck High School SCE-Funded Programs</p>	<p>Criteria to Measure Success</p>	<p>Grade Levels Served</p>	<p>Number Served</p>	<p>Number Meeting Criteria</p>	<p>Percent Meeting Criteria</p>
<p>RTI Inclusion assistance</p> <p>Tutorials – Students at risk of failing one or more parts of the state assessment receive supplemental, accelerated instruction. Tutors reinforce concepts taught during the regular class period.</p> <p>Computer assisted instruction: Odysseyware, TexQuest STAAR Prep</p>	<p>Satisfactory performance on STAAR</p>	<p>9-12</p>	<p>102</p>	<p>81</p>	<p>79%</p>

## SCE NEEDS ASSESSMENT

The needs assessment section of this report focuses on the number of students at-risk and the performance of students at-risk and not-at-risk on the STAAR and STAAR End-of-Course assessments.

Texas Education Code Section 11.252 (a)(1) requires LEAs to conduct a comprehensive needs assessment focused on district student performance on achievement indicators and other appropriate measures of performance, disaggregated by all student groups served by the LEA, including populations served by special programs, such as State Compensatory Education.

Title I, Part A of the Every Student Succeeds Act includes similar requirements.

The needs assessment is the foundation for determining how the LEA meets the needs of both state and federal Title I, Part A statutes. State and federal laws create a framework wherein the academic and other needs of students at-risk of not meeting state standards must be included in the annual assessment of student performance, the resulting improvement plans, and the implementation of programs to address those needs.

Texas Education Code, Section 11.252, mandates that districts use the needs assessment and planning process to develop measurable district performance objectives tied to strategies for implementing instructional methods to address the needs of students not achieving their full potential and improving the performance of students that require accelerated instruction.

For LEAs that receive ESSA Title I funds, the requirement for a comprehensive assessment of the needs of students who are failing or are at-risk of failing to meet challenging standards is included in Section 1114(b)(6) of the Every Student Succeeds Act.

## STATUTORY CRITERIA USED TO DETERMINE AT-RISK STATUS

Texas Education Code, Section 29.081 (d) mandates 13 criteria for determining the at-risk status of Texas students in grades PK-12 and at or under the age of 26.

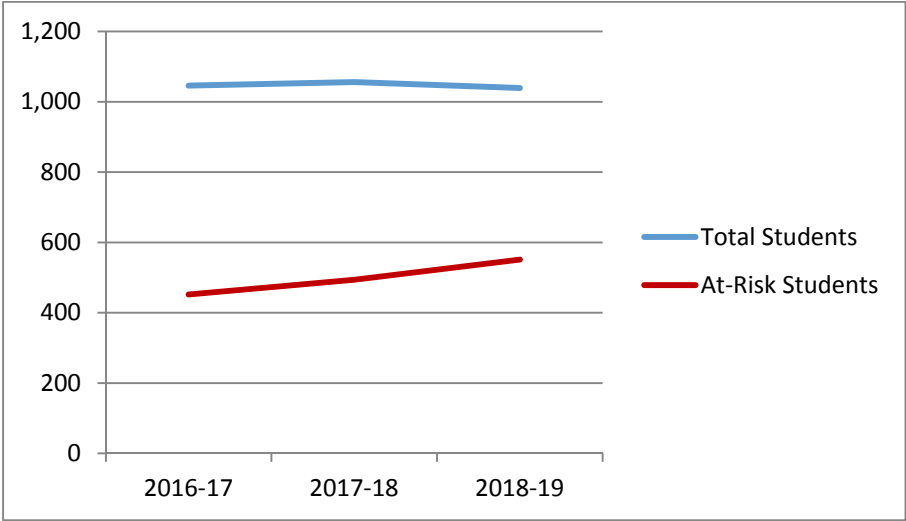
VVUSD has identified students meeting at least one of the 13 state at-risk criteria. Among those students are 551 indicators of risk. One student may be identified with more than one at-risk indicator. For example, a student who is experiencing homelessness and who is not performing at state standard on the STAAR exam is identified with two at-risk criteria.

VAN VLECK ISD STUDENTS AND AT-RISK CRITERIA 2018-2019

Grade	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		Failed Readiness (PK-3)		Pregnant/ Parenting		AEP		Parole		LEP		Care of CPS		Homeless	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	15	0	0%					9	60%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
K	69	13	19%					46	67%	0	0%	0	0%	0	0%	2	3%	0	0%	4	6%
1	71	13	18%					20	28%	0	0%	0	0%	0	0%	2	3%	0	0%	0	0%
2	77	12	16%					32	42%	0	0%	0	0%	0	0%	2	3%	1	1%	2	3%
3	79	9	11%			0	0%	34	43%	0	0%	0	0%	0	0%	2	3%	1	1%	2	3%
4	65	10	15%			4	6%			0	0%	0	0%	0	0%	2	3%	0	0%	2	3%
5	81	8	10%			31	38%			0	0%	0	0%	0	0%	2	2%	0	0%	3	4%
6	82	9	11%			14	17%			0	0%	1	1%	0	0%	2	2%	0	0%	0	0%
7	82	11	13%	0	0%	23	28%			0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
8	99	19	19%	2	2%	46	46%			0	0%	3	3%	1	1%	2	2%	1	1%	2	2%
9	81	6	7%	0	0%	34	42%			0	0%	0	0%	0	0%	0	0%	0	0%	3	4%
10	74	14	19%	4	5%	13	18%			0	0%	0	0%	1	1%	0	0%	0	0%	1	1%
11	80	9	11%	7	9%	23	29%			0	0%	2	3%	0	0%	0	0%	0	0%	1	1%
12	84	7	8%	0	0%	18	21%			1	1%	0	0%	0	0%	1	1%	0	0%	3	4%
<b>Total</b>	<b>1039</b>	<b>140</b>	<b>13%</b>	<b>13</b>	<b>1%</b>	<b>206</b>	<b>20%</b>	<b>141</b>	<b>14%</b>	<b>1</b>	<b>0%</b>	<b>7</b>	<b>1%</b>	<b>2</b>	<b>0%</b>	<b>17</b>	<b>2%</b>	<b>3</b>	<b>0%</b>	<b>23</b>	<b>2%</b>
<b>Total At Risk</b>	<b>551</b>	<b>% At Risk</b>	<b>53%</b>																		

The following table and graph illustrate how the total enrollment in the district and the incidences of risk has changed over the past three years. Sources of data for the table are PEIMS Standard Reports, Student Programs and Special Populations Reports for 2016-17 and 2017-18 and data reported to TECS by VVSD, 2018-19.

Year	Total Students	At-Risk Students
2016-17	1,046	452
2017-18	1,056	494
2018-19	1,039	551



TEC 29.081 mandates that students who have been identified as being at risk of dropping out of school, who are not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment must be provided accelerated and/or compensatory educational services.

The campus principal ensures that the services provided each student are consistent with the goals and strategies established in the district and campus improvement plans and are reviewed for effectiveness at the close of each grading period.

In line with the TEA Financial Accountability Resource Guide Volume 9, VVISD has implemented the following administrative procedures for serving at-risk students:

1. VVISD maintains a record of students served in supplemental accelerated and compensatory education programs in order to attribute supplemental costs appropriately in proportion to the population of at-risk students served (as identified in TEC 29.081).
2. VVISD maintains current student records verifying the at-risk classification(s). The records include the reason(s) the student was identified, when the student was identified, the supplemental services provided, and the data and documentation substantiating the reason for exiting the program. The record also includes documentation of periodic review and verification of student progress.
3. VVISD has established staffing ratios and financial allocation standards for basic education programs to ensure that all supplemental SCE-funded programs are articulated in the district and campus improvement plans.
4. VVISD documents SCE-related professional development. The documentation demonstrates the alignment of the training with the needs of at-risk students as indicated in the needs assessment and DIP/CIP. The training is evaluated for effectiveness. The district maintains documentation of the evaluation.
5. VVISD does not use local criteria to identify students in at-risk situations.
6. Parents are encouraged to participate in the planning of educational services for their child and are kept informed regarding the child's progress toward educational goals.

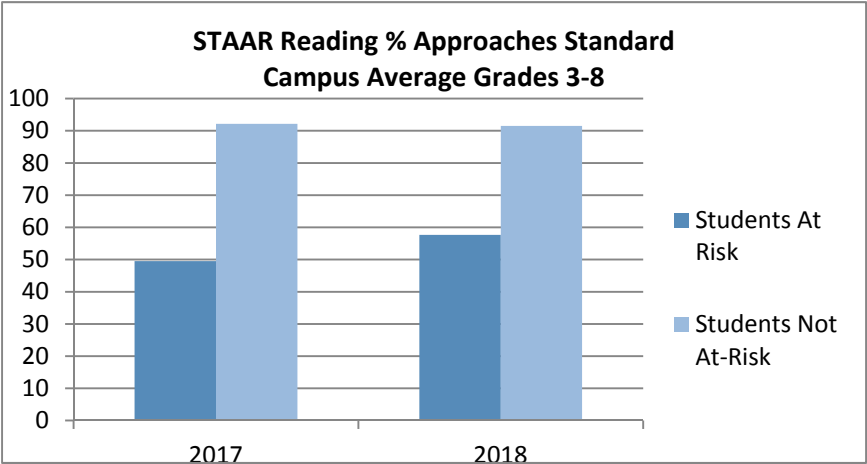
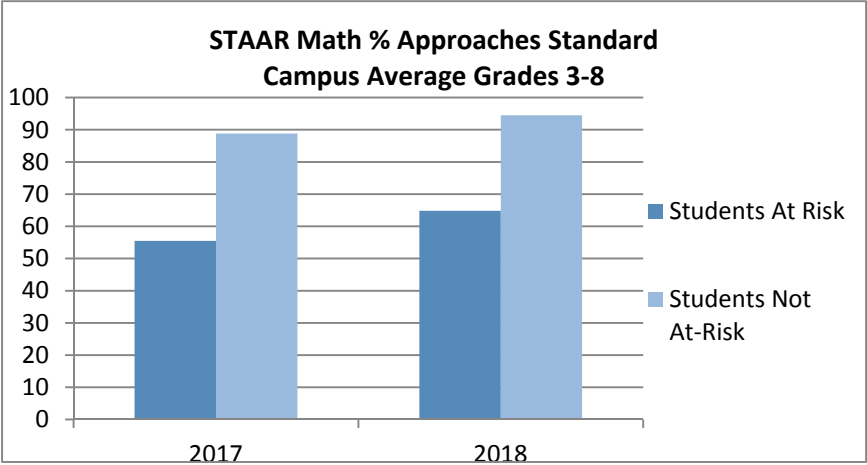
## STAAR AND STAAR END-OF-COURSE (EOC) ASSESSMENT RESULTS – 2016-17 AND 2017-18

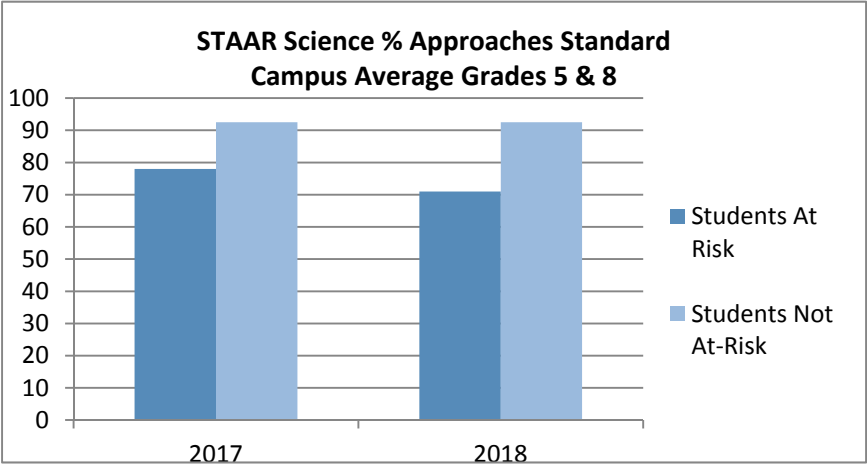
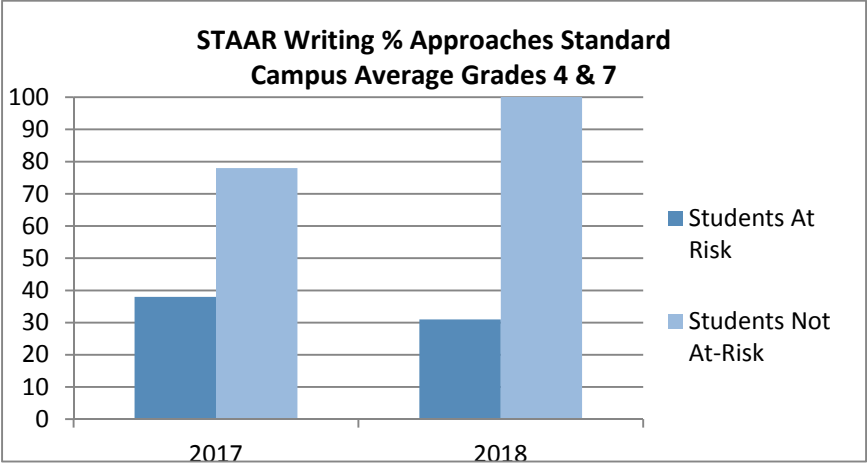
The following pages show in table and graph format comparisons of STAAR and STAAR EOC performance between students at-risk and those not at risk. The tables present two years' performance at the same grade level. The line graphs provide a two-year longitudinal picture of students at continuous grade levels.

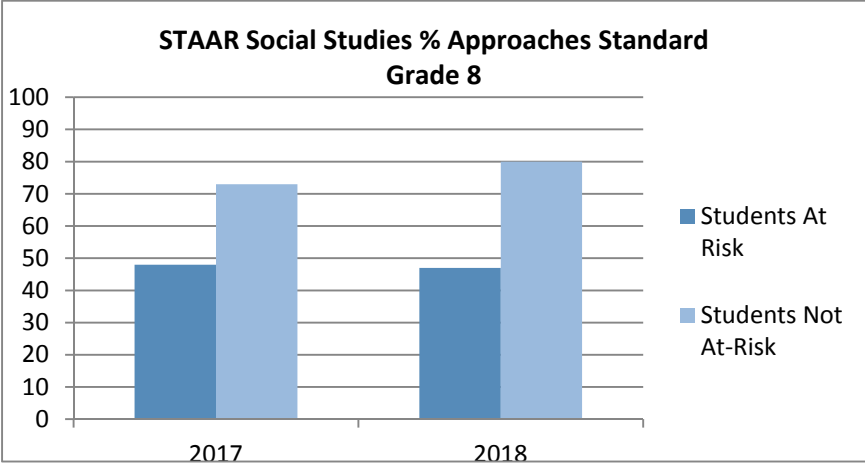
2017 AND 2018 YEAR STAAR AND STAAR EOC PERFORMANCE

State Compensatory Education Program										
At Risk Students Academic Comparison - Grades 3-8 - State Assessment Results										
Van Vleck ISD										
STAAR	Math % Approaches Standard		Reading/ELA % Approaches Standard		Writing % Approaches Standard		Science % Approaches Standard		Social Studies % Approaches Standard	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
<b>Third Grade</b>										
Students At-Risk	76	96	41	79						
Students Not At-Risk	96	98	96	98						
<b>Fourth Grade</b>										
Students At-Risk	54	50	38	42	*	29				
Students Not At-Risk	89	93	82	95	70	76				
<b>Fifth Grade</b>										
Students At-Risk	79	65	58	61			89	77		
Students Not At-Risk	98	95	94	88			89	95		
<b>Sixth Grade</b>										
Students At-Risk	32	71	32	52						
Students Not At-Risk	90	96	95	78						
<b>Seventh Grade</b>										
Students At-Risk	28	55	53	54	38	33				
Students Not At-Risk	71	92	86	94	86	7877				
<b>Eighth Grade</b>										
Students At-Risk	64	52	75	58			67	65	48	47
Students Not At-Risk	89	93	100	96			96	90	73	80









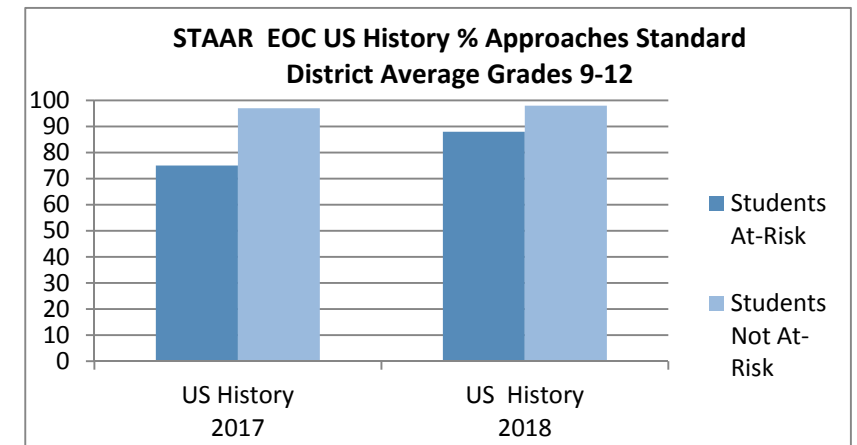
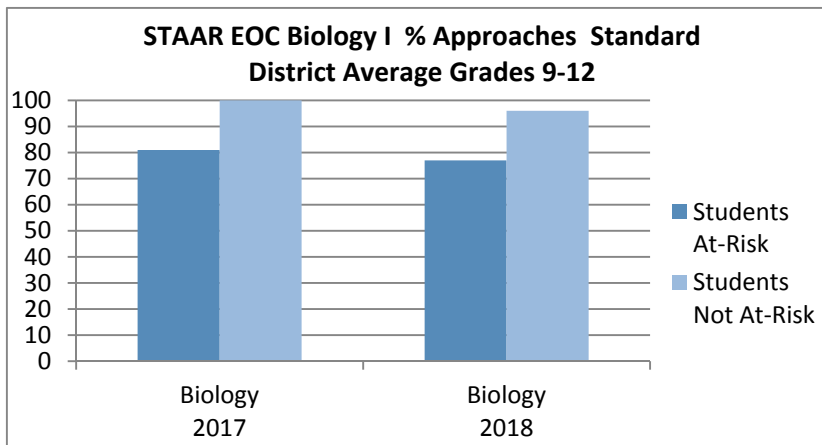
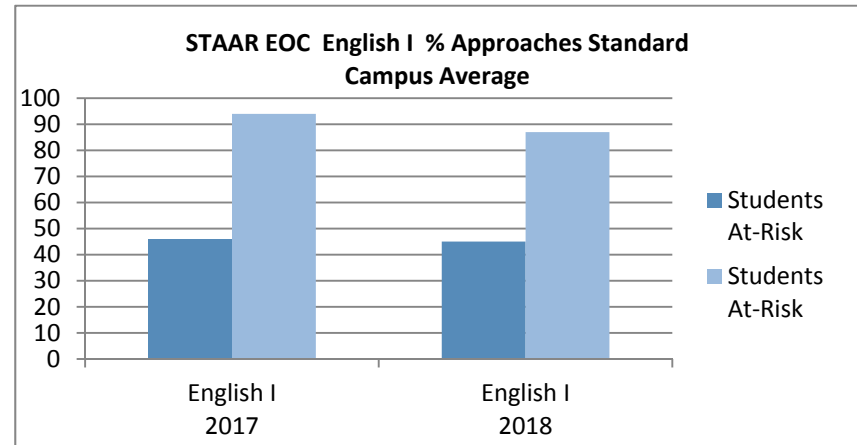
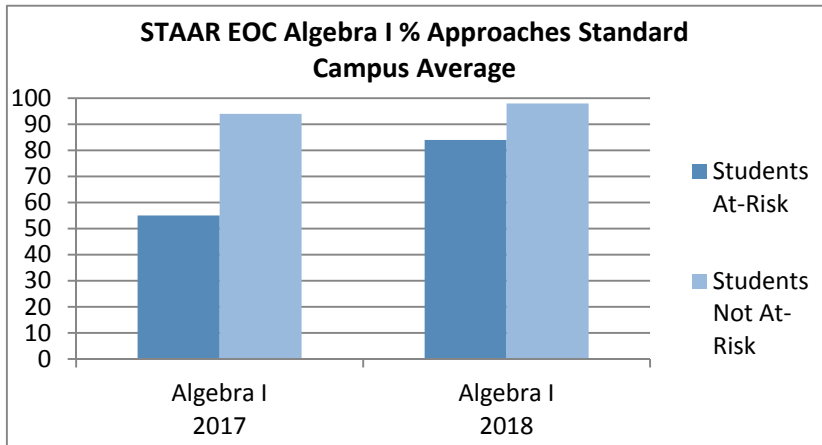
2017 AND 2018 STAAR END-OF-COURSE (EOC) RESULTS GRADES 9-12

End of Course Math (9-12)	Algebra I % Approaches Standard	
	Algebra I 2017	Algebra I 2018
Students At-Risk	55	84
Students Not At-Risk	94	98

End of Course ELA (9-12)	English I % Approaches Standard	
	English I 2017	English I 2018
Students At-Risk	46	45
Students Not At-Risk	94	87

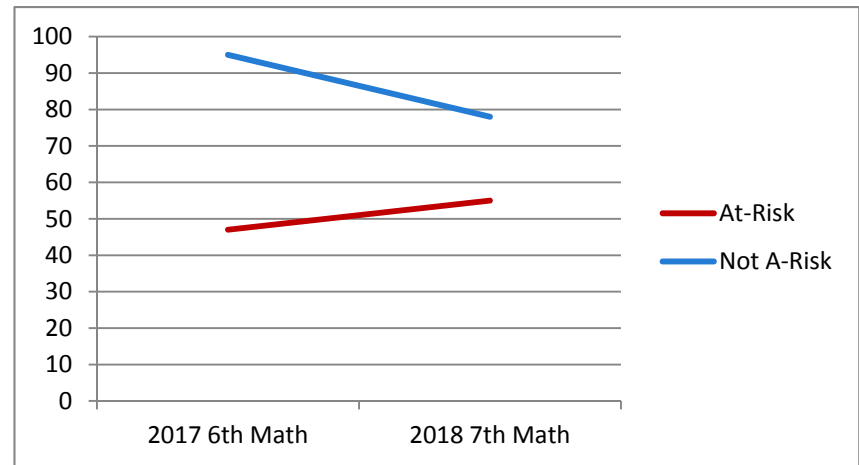
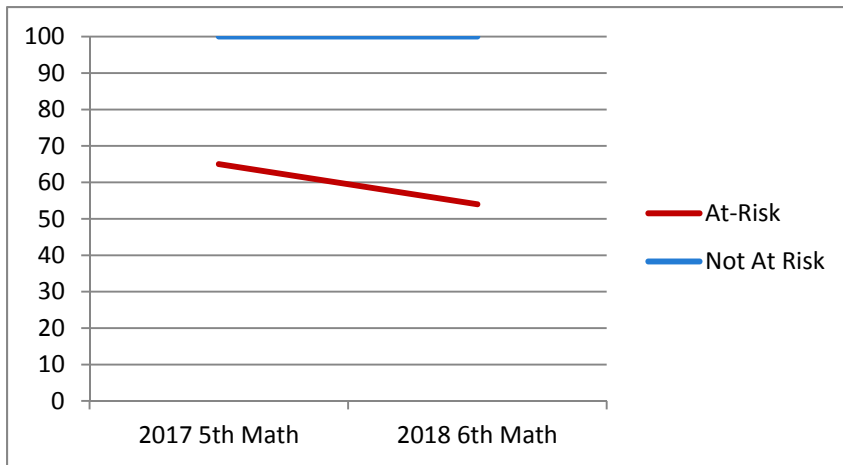
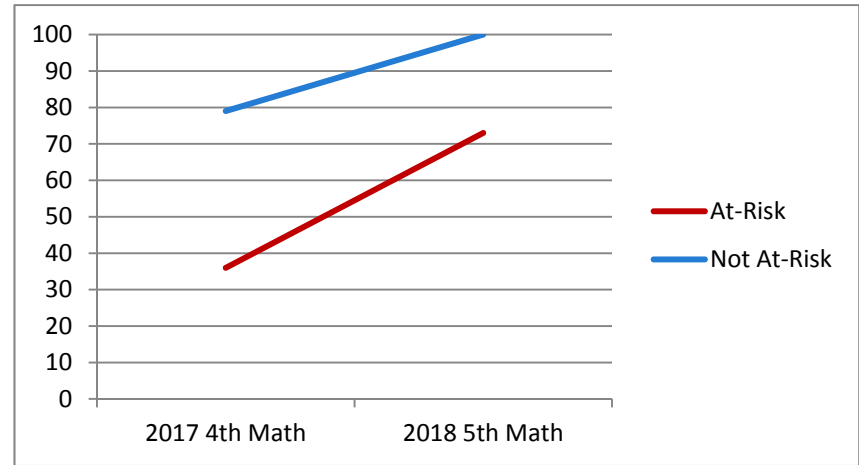
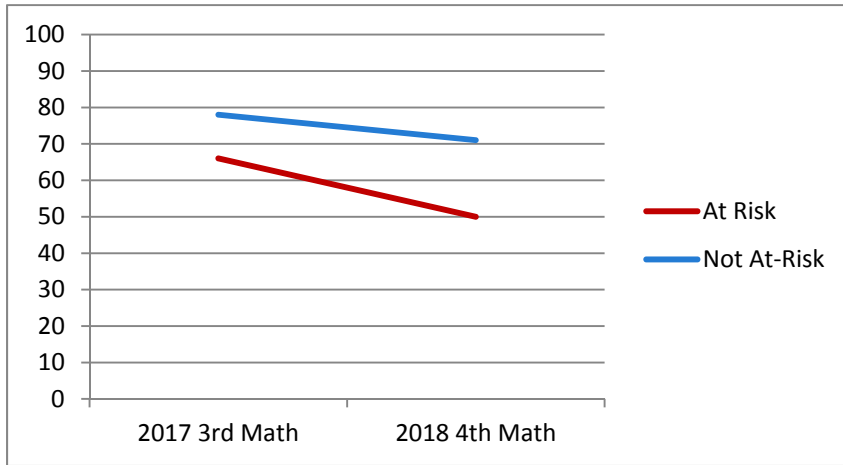
End of Course Science (9-12)	Biology % Approaches Standard	
	Biology 2017	Biology 2018
Students At-Risk	81	77
Students Not At-Risk	100	96

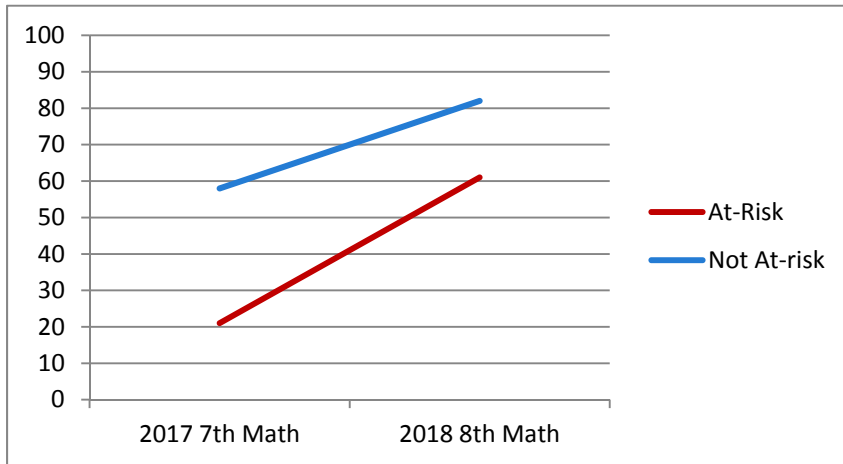
End of Course Social Studies (9-12)	US History % Approaches Standard	
	US History 2017	US History 2018
Students At-Risk	75	88
Students Not At-Risk	97	98



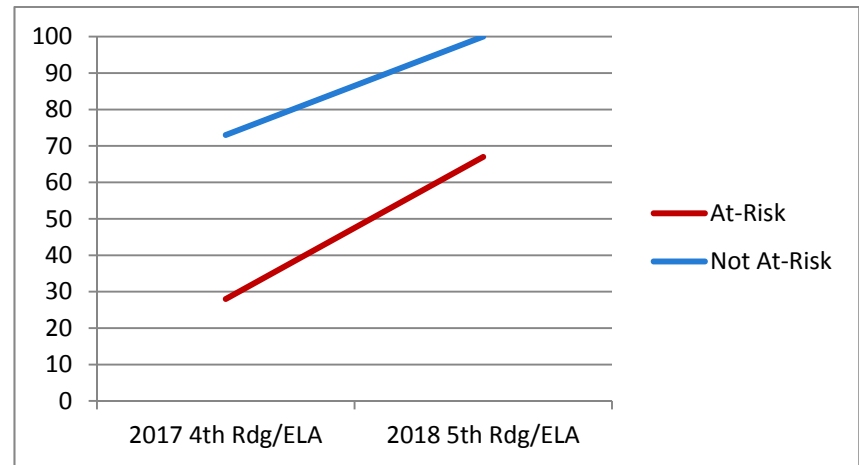
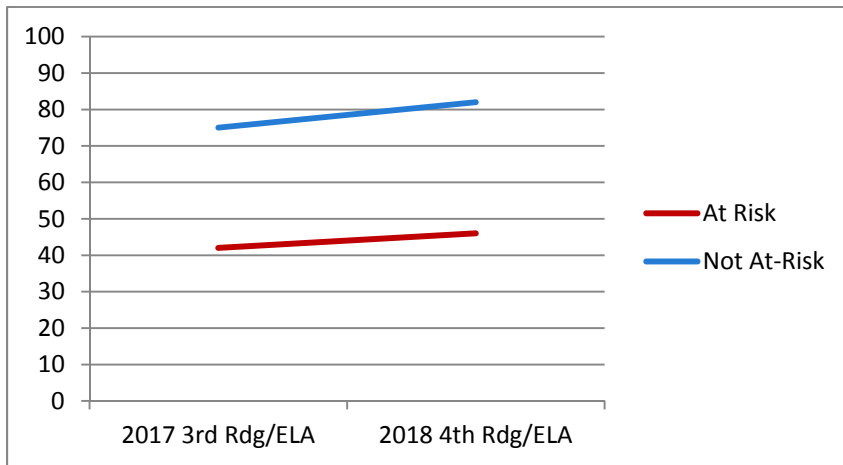
## LONGITUDINAL VIEW OF GRADES 3-8 MATH AND READING SCORES

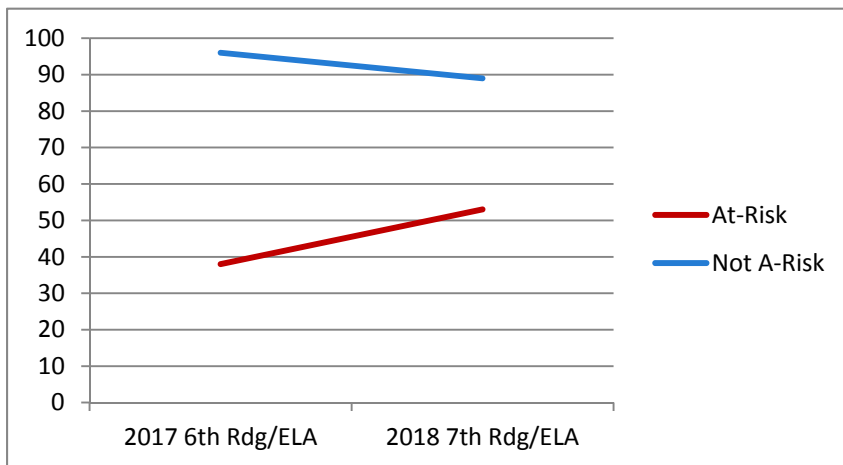
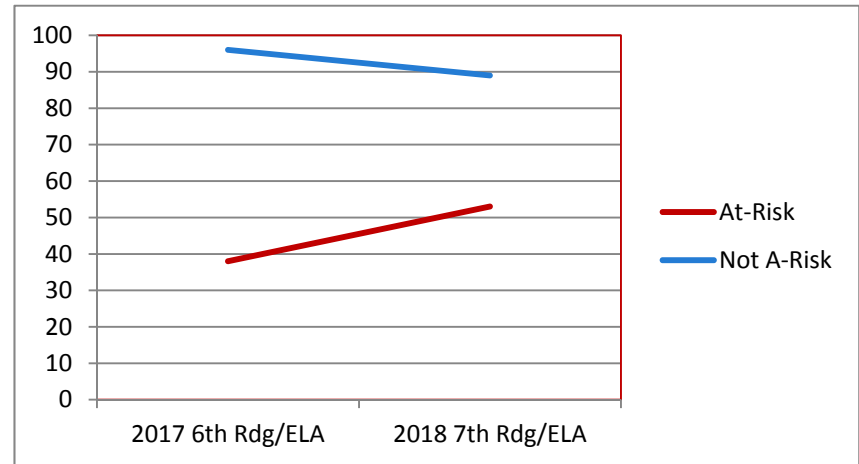
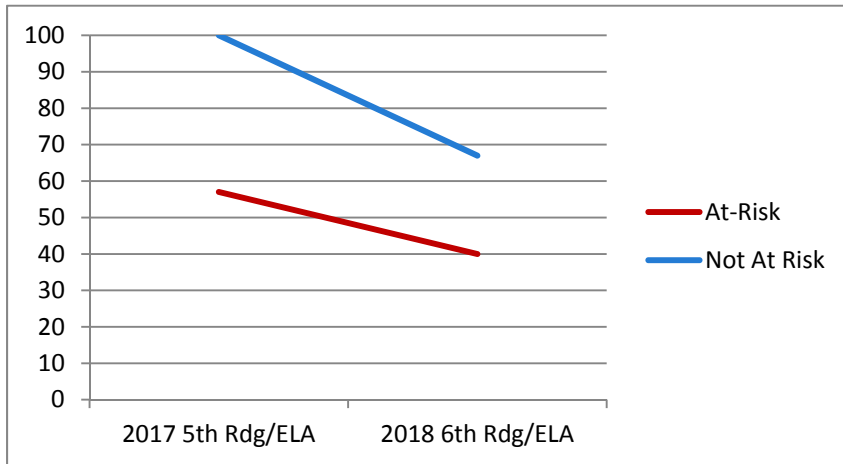
### MATH SCORES





READING / ELA SCORES







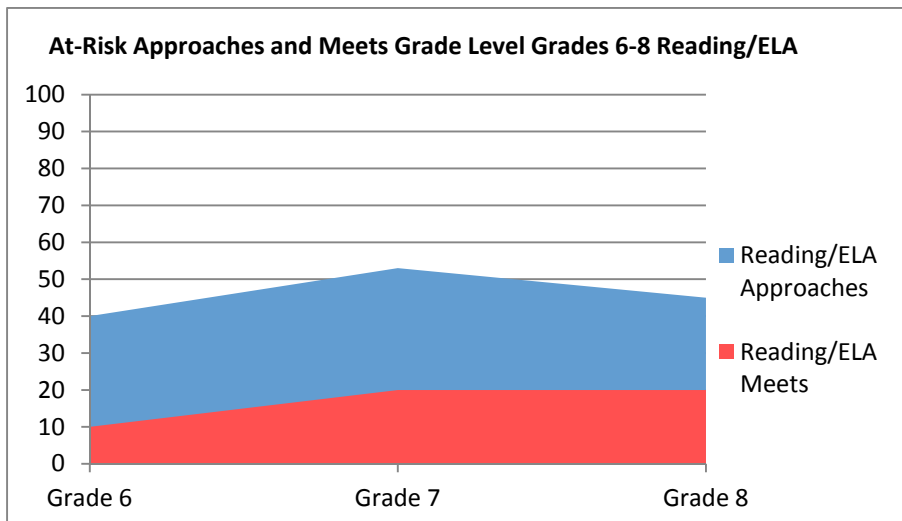
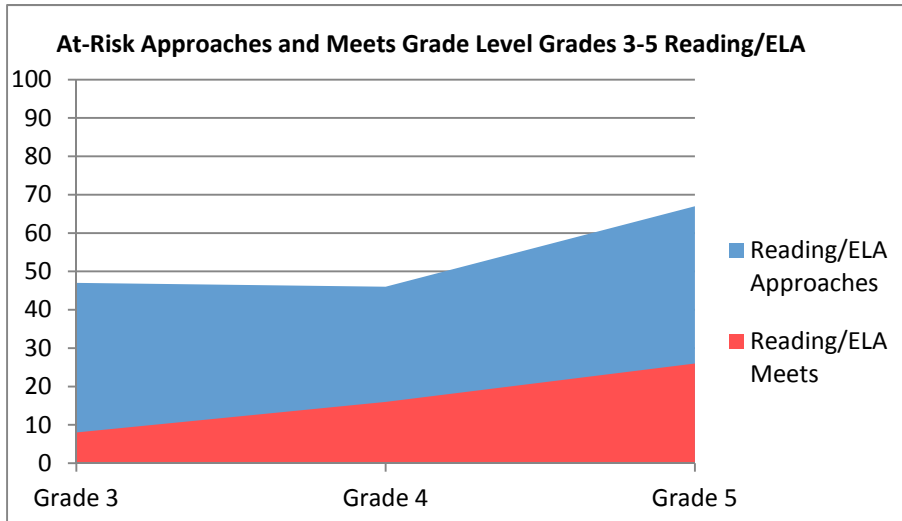
## APPROACHES GRADE LEVEL AND MEETS GRADE LEVEL

In the Texas Assessment Management System, TEA defines a student approaching grade level as one who shows some knowledge of course content but may be missing critical elements, and who may need additional support in the coming year. A student who meets grade level shows strong knowledge of course content, and is prepared to progress to the next grade.

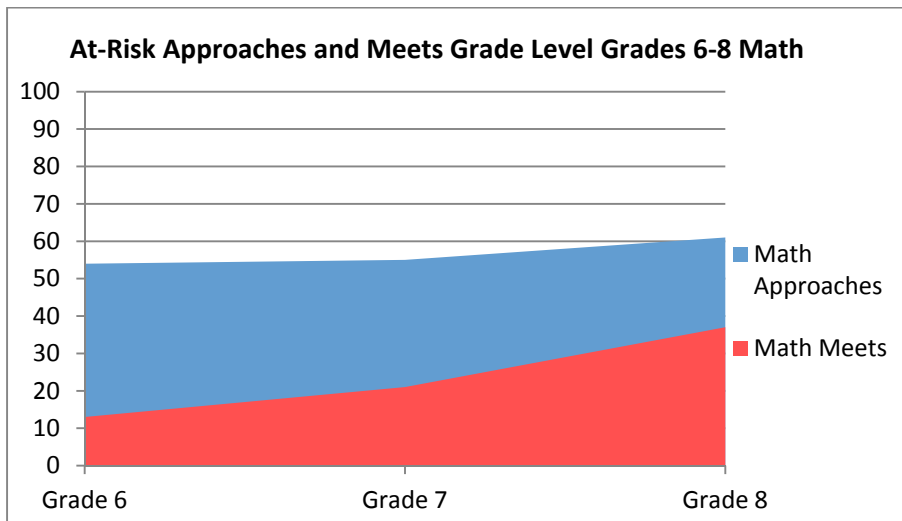
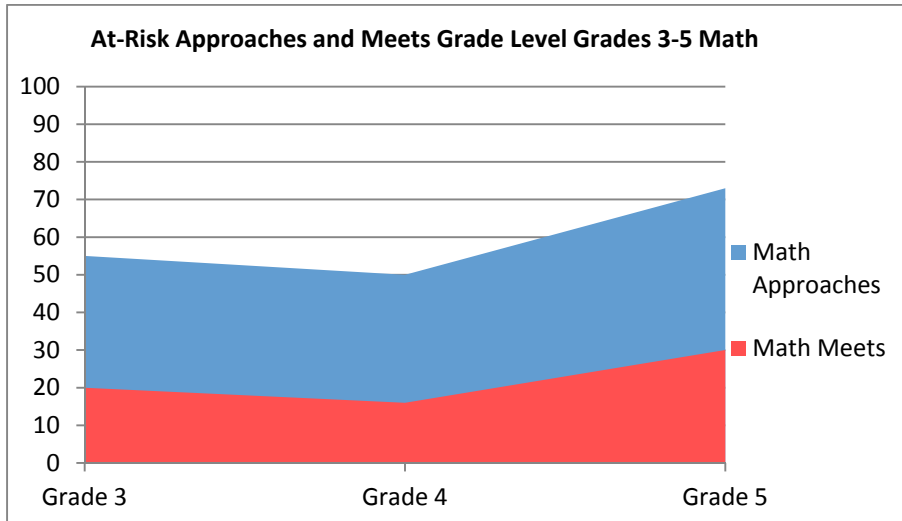
The table below shows the percent of VVISD students “approaching” and “meeting” STAAR grade-level standards in grades 3-8 Reading/ELA and Math and grades 9-12 English I and Algebra I.

<b>VAN VLECK ISD At-Risk Students 2018 % "Approaches" and "Meets" Standard</b>		
	Approaches	Meets
<b>Reading</b>		
Grade 3	47	8
Grade 4	46	16
Grade 5	67	26
Grade 6	40	10
Grade 7	53	20
Grade 8	45	20
<b>Math</b>		
Grade 3	55	20
Grade 4	50	16
Grade 5	73	30
Grade 6	54	13
Grade 7	55	21
Grade 8	61	37
<b>English 1 EOC</b>		
English 1 EOC	51	23
<b>Algebra I EOC</b>		
Algebra I EOC	93	49

APPROACHES GRADE LEVEL AND MEETS GRADE LEVEL – STUDENTS AT RISK - READING / ELA



APPROACHES GRADE LEVEL AND MEETS GRADE LEVEL – STUDENTS AT RISK - MATH



## DISTRICT ADOPTION OF COMPENSATORY EDUCATION DISTRICT POLICIES

VVISD's Board of Trustees has adopted the Legal and Local policies that specify the requirements for identification and service of at-risk students. Board Policies EHBC, Special Programs – Compensatory/Accelerated Services (Legal) and (Local) define the policy approach to SCE instructional and dropout prevention programs. The policies were adopted by the Board in summer, 2018. EHBC (Legal) states the Board and district responsibilities for implementing state law and rule. EHBC (Local) includes policies specific to VVISD. The local policy ties accelerated and compensatory instruction and dropout prevention to the DIP/CIPs and parent involvement.

## STATE COMPENSATORY EDUCATION AND DISTRICT IMPROVEMENT PLANNING

School district and campus improvement plans are required to include strategies and activities relating to accelerated education (TEC 11.252(a) (3) (H)). District planning committees are required to analyze information and evaluate programs relating to dropout prevention (TEC 11.255).

Texas Education Agency rules require school districts and charter schools that receive SCE funds to show how those funds are budgeted for direct instructional programs, including resources, salaries, and staff, both overall and in the strategies and activities that address accelerated instruction and dropout prevention.

## VAN VLECK ISD SCE PROGRAM IMPLEMENTATION – CURRENT YEAR PROGRAMS AND BUDGET

### VAN VLECK SCE PROGRAMS, 2018-2019

VVISD documents that SCE funds are expended to provide programs and services that supplement the regular education program. The programs are research-based. The documentation demonstrates that all direct instructional costs relate specifically to the SCE program and that the programs are efficient and cost-effective.

The district also documents how SCE-funded programs are expected to increase academic achievement or students at risk and/or reduce the dropout rate.

Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned are exited from the program and/or service upon the recommendation of their teacher(s).

Based on the evaluation of prior-year programs and the comprehensive needs assessment, VVISD has implemented the following programs for 2018-2019.

<b>VAN VLECK ISD (CDN 158-906) DESCRIPTION OF 2018-2019 SCE PROGRAMS AND SERVICES</b>					
<b>Goal: Improve and enhance academic performance of every student</b>					
<b>Objective: Students will demonstrate continuous progress in math proficiency</b>					
<b>Pages 10, 11 in the DIP</b>					
<b>Strategy / Activity</b>	<b>Resources Needed to Implement</b>	<b>Staff Responsible</b>	<b>Timelines for monitoring implementation</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Continue to identify and select appropriate instructional materials and resources to support the implementation of math and science competencies	All Local funds DMAC	Campus Administrators  Curriculum Director  Superintendent	Completed by June 1, 2019	Teacher-made assessments, comparison of 2017-18 data to 2018-19	STAAR / STAAR EOC

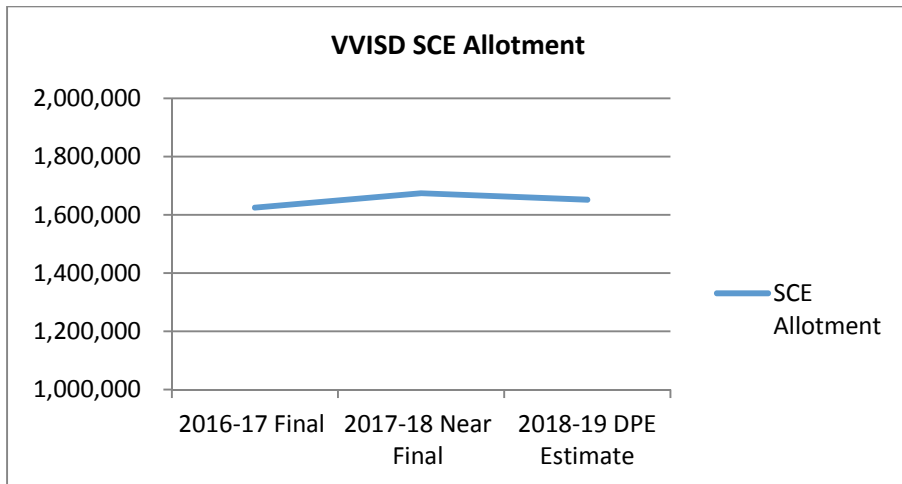
Provide a system of prescriptive measures and assistance for students to meet VVISD math competencies and improve math and science STAAR scores.	All Local funds	Math and Science vertical teams, ESC 3 specialists, Curriculum Director, Superintendent	December 2018-June 2109	Competency checklists, teacher-made assessments, compare 2017-18 data to 2018-19	STAAR / STAAR EOC
Monitor student progress in mastering district curriculum to determine instructional needs and to ensure student success on STAAR and STAAR EOC	All	Campus faculty, Campus administrators, Administrators	End of six weeks	Report cards, STAAR objective checklist	STAAR / STAAR EOC
<b>Objective: Student achievement will meet/exceed state recognized standards in state-mandated assessments.</b> <b>Pages 12, 13 of the DIP</b>					
Maintain the list of students determined to be at-risk and monitor these students to determine the need for follow-up services.	Campus Faculty	Campus counselor, Lead teachers, Department Chairs	Every six weeks	Pre / post-tests, performance data	STAAR / STAAR EOC

<p><b>Objective: Encourage students to attend and graduate instead of withdrawing from school</b></p> <p><b>Page 18 of the DIP</b></p>					
<p>Continue creative / flexible scheduling (such as zero hour) to meet needs of all students and provide additional opportunities for credit accrual through the expansion of the NovaNet system</p>	<p>All Local funds</p>	<p>High School Principal Counselors</p>	<p>August 2018 - June 2019</p>	<p>Attendance records, student sign-in sheets, records of credit accrual</p>	<p>STAAR / STAAR EOC</p>



Van Vleck ISD’s State Compensatory Education allotment in 2018-2019, as presented in the Summary of Finances Template District Planning Estimate on 2/25/2019, is \$1,651,574. These funds are part of the state’s Foundation School Program. They do not carry forward from year-to-year.

The chart below shows the increase in VVISD’s SCE allotment over the past three years. The SCE allotment is allocated by the state to VVISD as part of the Foundation School Program. The amount of the allotment is “carved out” of, not added to, the state’s funding amount.



The SCE allotment is calculated based on the number of students that qualify as economically disadvantaged, defined as those participating in the district’s prior-year free and reduced lunch program. The funds are to serve, but are not allocated based on, students at-risk. Economic disadvantage is not, by itself, an at-risk criterion.

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## SCE AND TITLE I, PART A

As allowed by the Financial Accountability System Resource Guide (9.2.14.2), Van Vleck ISD uses SCE funds to supplement and support the Title I, Part A schoolwide program.

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## ADOPTION OF VVISD STATE COMPENSATORY EDUCATION BUDGET

Van Vleck ISD's Board of Trustees adopted the district's 2018-19 State Compensatory Education Budget on August 27, 2018, in accordance with TEC 29.081 (b) (b-2).

The district sufficiently funds the accelerated instructional activities for students who have failed to perform satisfactorily on an end-of-course (EOC) assessment and provides SCE funding for those activities in keeping with TEC 28.0217, Accelerated Instruction for High School Students.

## APPENDICES

Appendix 1: Key Definitions

Appendix 2: Statutory Criteria Used to Determine At-Risk Status

Appendix 3: Coordination of Funds for SCE Activities

Appendix 4: Assurances and Good Practices

Appendix 5: Calculation of SCE Funding

## APPENDIX 1: KEY DEFINITIONS

Understanding State Compensatory Education programs is made easier with knowledge of definitions and initialisms.

Accelerated Instruction, Compensatory Instruction – Education programs that are supplemental to the regular instructional programs in an LEA, designed and implemented to ensure that students that are not performing satisfactorily on a STAAR assessment or End-of-Course test meet satisfactory, grade level standards at the conclusion of the next school term.

Adjusted Basic Allotment – the funds that provide a basic level of education for each student in an LEA. The funds vary from LEA to LEA, based on the cost of providing a basic level of education.

At-Risk Student – A student served in an LEA’s accelerated or compensatory instructional programs, based on the student meeting at least one of 13 identifying criteria listed in Texas Education Code 29.081.

CNP – Child Nutrition Program, which is the free- and reduced-price lunch program in the LEA.

DAEP – Disciplinary Alternative Education Program.

DIP/CIP – The District Improvement Plan and the Campus Improvement Plan. The plans articulate goals, objectives, strategies, performance measures, resources and source of funds for regular education, state compensatory education and the other federal and state programs. State Compensatory Education funds and programs must be included in the improvement plans. This addendum fulfills Texas Education Code requirements relating to State Compensatory Education and an LEA’s DIP/CIP.

Dropout Prevention Programs – Accelerated or Compensatory Education programs that are designed to prevent students from dropping out by bringing them up to grade-level performance at the conclusion of the next school term.

ESSA – Every Student Succeeds Act – the 2016 reauthorization of No Child Left Behind (NCLB) and ESEA.

FASRG – TEA’s Financial Accountability Resource Guide – Volume 9.

LEA – Local Education Agency, a term that encompasses both traditional school districts and open-enrollment charter schools.

SCE – State Compensatory Education.

State Compensatory Education Funding Student – A student participating in an LEA’s CNP. An LEA receives State Compensatory Education funding allotment for each student participating in the CNP.

State Compensatory Education Program Student – A funding student is not necessarily an at-risk student. While an LEA receives its funding allotment based on the number of students participating in its CNP, the funding allotment supports the design and implementation of supplemental accelerated or compensatory education programs for students identified by one of the at-risk criteria in Texas Education Code 29.081.

Supplemental Funding, Supplemental Instruction – Supplemental funds add to an LEA’s or campus’s regular instruction budget. They are budgeted separately from an LEA’s regular instruction funding. Supplemental instruction adds to an LEA’s regular instructional program. Regular program funding is not to be reduced because an LEA or campus receives supplemental funds.

TAC – Texas Administrative Code. Includes rules relating to SCE funding and programs.

TEC – Texas Education Code. Includes laws relating to SCE funding and programs.

TEC Chapter 39 Subchapter B – Authorizing legislation for the STAAR and End-of-Course assessment programs.

## APPENDIX 2: STATUTORY CRITERIA USED TO DETERMINE AT-RISK STATUS

While student participation in a district's CNP funds its SCE programs, economic disadvantage, by itself, is not an at-risk criterion. The Texas Education Code, in TEC 29.081 (d) mandates 13 criteria for determining the at-risk status of Texas students in grades PK-12 and at or under the age of 26. Some of these criteria impact a student's status for the current year and leading up to the next regular academic term; others are permanent designations that will stay with the student for their academic career.

A district or charter school must provide students identified as meeting one or more of the at-risk criteria specified in the education code. The 13 at-risk criteria are listed below.

1. The student 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. The student 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. The student is not advanced from one grade level to the next for one or more school years (excluding students who did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the student's parents). Students identified with this criterion remain at risk for the remainder of their student careers.
4. The student did not perform satisfactorily on a STAAR assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and 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 original instrument. Once the student reaches the mandated performance level on the assessment, the student is no longer classified as at risk under this criterion.
5. The student is pregnant or is a parent.
6. The student has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year.
7. The student has been expelled in accordance with TEC §37.007 during the preceding or current school year.
8. The student is currently on parole, probation, deferred prosecution, or another conditional release.
9. The student was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school. Students meeting this criterion are classified as being at-risk for their entire school careers.

10. The student is a student of limited English proficiency, as defined by TEC §29.052. Once the student is exited from the program, the student is no longer classified as at risk under this criterion.
11. The student is in 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 or the juvenile court, or law enforcement officer.
12. The student is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments.
13. The student resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home.

In addition to these 13 criteria, state law allows a school district or charter school to establish local criteria for identifying students who are at risk. If established, local criteria must be based on the prior year comprehensive needs assessment and identified in the improvement plan. The district or charter Board of Trustees must formally adopt the local criteria. The district or charter must evaluate its success in addressing the local criteria. The number of students served using local criteria during a school year may not exceed 10% of the number of students served using state-defined criteria during the preceding school year.

VVUSD does not have locally-identified at-risk criteria.

For 2018-2019 the total number of students at-risk reported by VVUSD 153. The graph below compares trends in enrollment and the number of at-risk students, as reported by the district to TECS in 2017-2018 and 2018-2019 and reported through PEIMS; in 2016-2017.

### SCE AND TITLE I SCHOOLWIDE FUNDING

SCE funds can be used to supplement a Title I, Part A schoolwide program. Title I schoolwide programs are those permissible on Title I-served campuses, typically with 40% or economically disadvantaged students in enrollment (Title I rules allow certain campuses greater leeway in setting the threshold of 40% economically disadvantaged students). SCE programs and expenditures must be supplemental to both Title I and the regular instruction program funded with state and local funds. SCE funds budgeted and expended on a schoolwide program must be documented in the district and appropriate campus improvement plans and in the district's financial system.

In addition to the documentation requirements, a school district or charter school that budgets SCE funds on a schoolwide campus must be able to provide sufficient evidence that all SCE expenditures are allowable and support accelerated instruction. The use of SCE funds must not result in a decrease in funding for the regular education program.

VVUSD uses SCE funds to supplement the Title I program on the district's schoolwide campuses: Van Vleck High, Middle, Intermediate, and Elementary schools. The use of SCE funds on those campuses supplements Title I and state and local funding. The district does not use SCE funds to supplant federal, state, and local funding on those campuses.



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### STATE AND LOCAL EFFORT

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

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### IMPROVEMENT AND ENHANCEMENT

VVSD uses State Compensatory Education funds 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.

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### COORDINATION OF FUNDING

VVSD coordinates all federal, state and local funds received by THIS district will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

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### COORDINATION OF INSTRUCTION

VVSD coordinates instruction 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.

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## FEDERAL PROGRAMS

1. ESSA, Title I, Part A—At VVISED Elementary and Intermediate schools, which are school-wide Title I campuses, instructional aides in the regular classroom provide supplemental, research-based reading/language arts and math instruction. Additional Title I-funded resources include tutorials and extra duty pay provided for teachers. VVISED Middle and High schools are not served with these funds.
2. ESSA, Title II—Teacher and Principal Training and Recruiting Fund—VVISED uses these funds for recruiting, hiring and retention of highly qualified teachers, assistant principals, and pupil services personnel, and for professional development in core academic subject areas for VVISED staff.
3. IDEA-B— Individuals with Disabilities Education Act—the special education program at VVISED provides instruction for students with special needs in a way that addresses the students' differences and needs. It involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community.
4. Career and Technology Education—Additional funds will be used for supplemental supplies to further enhance the marketable skills of students upon graduation. Career planning is fostered through coherent sequences of courses. Emphasis is also placed on the integration of career/technology and general education to promote both occupational and general competencies.

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## STATE PROGRAMS

1. 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.

2. 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 Committee 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.

## APPENDIX 5: CALCULATION OF SCE FUNDING

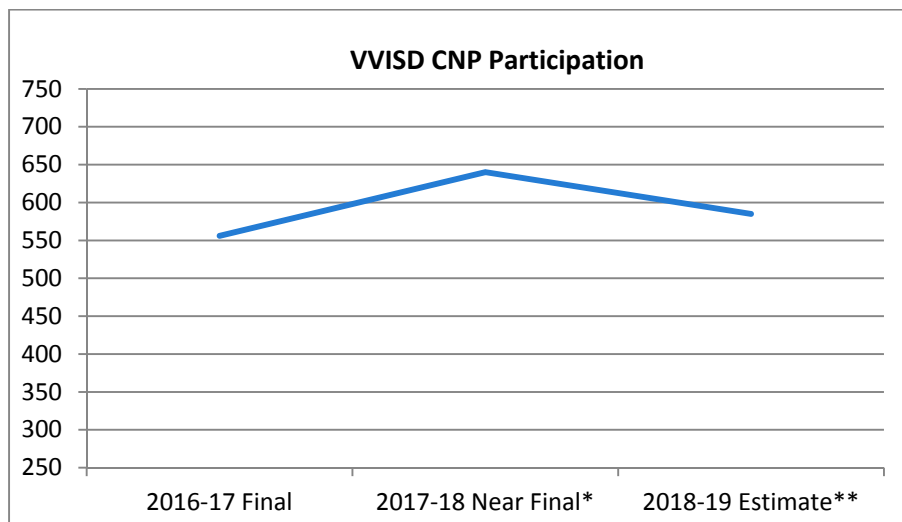
VVISD receives current-year SCE funds based on the highest six-month average of students participating in its Child Nutrition Program during the prior year.

SCE funding is weighted per-student. That is, a student participating in VVISD's prior year CNP generates an additional 20% of VVISD's Adjusted Allotment (Line 24 on TEA's Summary of Finances report).

To arrive at the total SCE allotment, the product of 20% of the Adjusted Allotment is multiplied by the highest six-month average of the number of students participating in VVISD's CNP program in the prior year. (TEC 42.152). The SCE allotment that is the result of this calculation is on line 33 of the TEA Summary of Finances report on the agency web page.

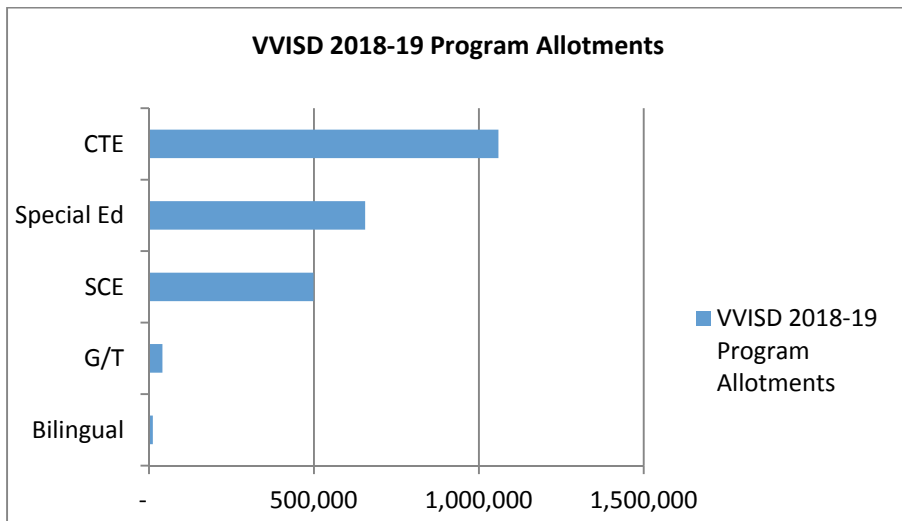
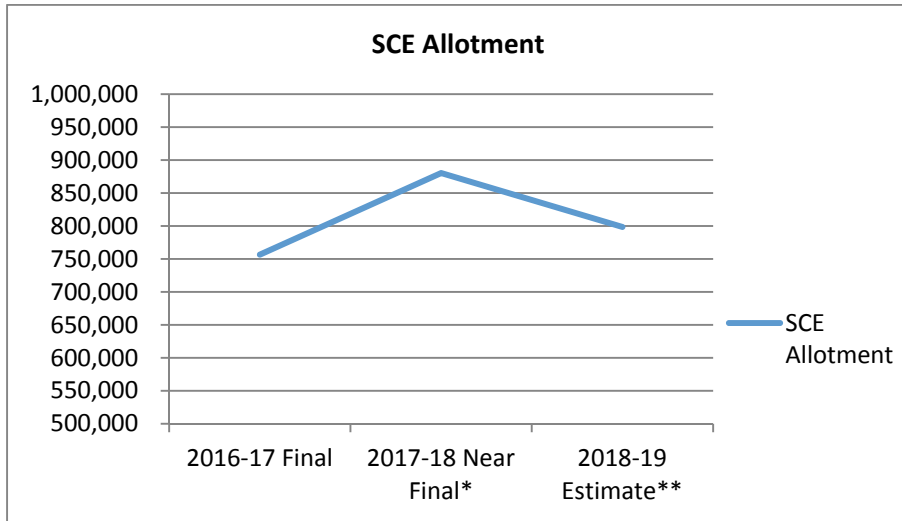
In VVISD the Legislative Planning Estimate of the adjusted basic allotment, as shown on the July 3, 2018 Summary of Finances report is \$6,825. Each funding student generates a 20% weight added to that basic allotment ( $\$6,825 * 20\% = \$1,365$ ). July 3 was chosen for this report because it is during the time when the district budget is prepared.

The 2018-19 SCE weighted student amount (\$1,365) was then multiplied by the prior-year highest six-month average of the Legislative Planning Estimate of the number of students participating in VVISD's CNP. The resulting number is the Legislative Planning Estimate for VVISD's State Compensatory Allotment.



Notes: \* 2017-18 Near Final Estimate may have spiked due to the impact of Hurricane Harvey. 2018-19 Estimate is a Legislative Planning Estimate calculated on 2016-17 Final CNP participation.

SCE AND OTHER PROGRAM ALLOTMENTS



# Van Vleck ISD SCE Personnel Budget

CDN 158-906

SCE Allotment (LPE) **875,112**

**SCE Full Time Equivalents** **18.88**

61XX Salaries and Personnel

Substitutes	6112	
Stipends/Extra Duty	6117-6118	1,000
Salaries	6119, 6129	956,466
Deductions	6141, 6143 - 6145	13,883
Benefits	6142	42,900

**Total Personnel** **1,013,235**

62XX Contracted Services

62XX	

Total Contracted Services

63XX Supplies and Materials

63XX	

Total Supplies and Materials

64XX Other Operating Costs

6499	

Total Other Operating Costs

**Total** **1,013,235**

**Percent SCE Allotment Direct Program Costs** **115.78%**