



# The University of Texas Charter School System

## District Improvement Plan

2015-2016

### ***Vision***

In full partnership with our communities, the University of Texas – University Charter School’s vision is to provide the best educational system for students with specialized learning needs in unique settings where each student will achieve academic, social and emotional success.

### ***Mission***

The University of Texas-University Charter School’s mission is to provide exceptional educational opportunities, by creating safe environments and holding high expectations for all.

## **The University of Texas – University Charter School Advisory Board**

The Sponsoring Entity and Charter Holder of the University of Texas-University Charter School (UT-UCS) is The University of Texas at Austin. The Board of Regents of the University of Texas System is the Governing Body for UT-UCS. Responsibility for oversight and supervision of the charter school has been delegated from the President to Vice President of the Division of Diversity and Community Engagement.

### **Members of the Advisory Board**

Jennifer W. Maedgen, Ph.D. - Chair  
Elvia Rosales, MPA, CPA - Vice-Chair  
Judith Loreda, Ph.D. - Member  
Octavio N. Martinez, M.D. - Member  
David Anderson, - Member  
Leslie Saucedo, MBA - Member  
Linda Kokemor, - Member  
Melissa M. Chavez, Ph.D., Superintendent - Non-Voting

### **About the Advisory Board:**

The Advisory Board of the University of Texas-University Charter School is appointed by the President of the University of Texas-University Charter School to advise and make recommendations to the Vice President of the Division of Diversity and Community Engagement on matters related to the management, operation, and accountability of UT-UCS that include but are not limited to:

- Implementation and evaluation of long and short term policy and programs of UT-UCS to assure its continuous improvement and educational excellence;
- The annual operating and capital budgets;
- Recruitment and selection of Superintendent candidates; recommendation of finalists to the Vice President;
- Generation of Advisory Board nominees; recommendations of new Board appointees to the President;
- Monthly monitoring of budgets to identify and explore significant variances;
- Facility contracts, Student Information Guide, and the Student Code of Conduct;
- The annual external audit of UT-UCS financial statements;
- Review and make recommendations concerning the annual report submitted to the President of The University of Texas at Austin;
- Review parental grievances that the Superintendent is unable to resolve at the school level; and
- Review and/or make recommendations concerning any other reports or items required by state or federal law.
- All members of the Advisory Board are expected to attend monthly Advisory Board meetings. All members of the Advisory Board are required to participate in training as required by Chap. 100, Sec. 100.1102 of the Commissioner's Rules.

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

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 the future in the social, economic, and education 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.

## **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- GOAL #1: The student 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.

## **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- 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 the 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 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.

**District Information**

Superintendent: Melissa Chavez

Financial Manager: Jenny Davis

Human Resource Manager: Julie Nance

Title One Coordinator: Bob Micks

Address: 2200 East 6th Street, Austin, TX 78702

Phone: 512- 471-4365

Date: August 12, 2015

**District Level Improvement Plan Committee**

NAME	POSITION	DATE	SIGNATURE
MELISSA M .CHAVEZ	SUPERINTENDENT		Melissa M. Chavez
JENNY DAVIS	FINANCIAL MANAGER		Jenny Davis
BOB MICKS	TITLE 1 COORDINATOR		
MELISSA RUFFIN	DIRECTOR OF CURRICULUM		Melissa Ruffin
HOLLY ENGLEMAN	PRINCIPAL		Holly Engleman
CANDACE BERRIER	TEACHER		
ALLISON LAUGHLIN	PARENT		Allison Laughlin

KATHLEEN DANIELS	ARD FACILITATOR		Kathleen Daniels
AUTUMN LEAL-SHOPP	CO-LEAD CAMPUS SPECIAL EDUCATION COORDINATOR		Autumn Leal-Shopp

**District Key Results:**

- The UT-UCS and UTES will have a balanced budget by the 2016 – 2017 school year.
- Increase ADA for UT-UCS to 500 by the 16-17 school year.
- Both districts will be in 100% compliance with tea on the following: First Report, iCAP Report, and PBMAS.
- Increase district student achievement by 10% in all testing categories that need improvement, in all student groups.
- Increase district graduation rate to 100%.
- The district will be in 100% compliance with special education regulations (RF).
- Implement the new teacher evaluation system.
- Increase university and community partnerships by 20% to support individual campus needs.
- Implement our strategic plan:
- Implement professional development plan tied to our district improvement plan.
- Implement a district RTI model aligned to researched based interventions and assessments.
- Implement the fundraising/development plan for UT-UCS district.
- Research and develop the teacher and staff salary scale.

### **District Performance Goals**

- ❖ **Performance Goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- ❖ **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- ❖ **Performance Goal 3:** All students will be taught by highly qualified teachers.
- ❖ **Performance Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- ❖ **Performance Goal 5:** All students will graduate from high school.
- ❖ **Performance Goal 6:** All parent are provide opportunities to be involved and make decisions.
- ❖ **Performance Goal 7:** Provide a nurturing environment for all children, parents, staff, and teachers.

## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY - SCHOOL YEAR: 2015-2016

### **Data Sources Reviewed (Appendix 2):**

- Attendance Data
- Enrollment and Mobility Data
- Assessment Data – TARP, STAAR, TAKS/SDAA, PBMAS, iCAP, TPRI, AYP, EOC, DRA, DOMA, DORA, and ADAM
- Graduation Data - completion, dropout, and GED rates, and diploma types
- Strategic Planning Data
- Survey Data – parents, teachers, staff, facility directors
- Highly Qualified Teacher Data
- Continuous Improvement Plans from Performance-Based Monitoring Assessment System
- Program Evaluation for State Compensatory Education Program
- Professional Development Evaluations
- Teacher Retention and Attrition Data
- Teacher Evaluations
- District Budget

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the district, including how federal and state program funds will be used?
<b>Budget</b>	<ul style="list-style-type: none"> <li>Budget deficit was reduced by 70% this fiscal year.</li> </ul>	<ul style="list-style-type: none"> <li>Increase refined ADA to 500 students.</li> </ul>	<ul style="list-style-type: none"> <li>Starting partnerships with seven other facility partners. Increase our revenue by approximately \$1,000,000.</li> </ul>
<b>Demographics</b>	<ul style="list-style-type: none"> <li>Demographics have become more diverse this year. The district is serving more Hispanic students than ever before.</li> </ul>	<ul style="list-style-type: none"> <li>Due to the diversity in the school, there is a need for differentiated instruction.</li> <li>Due to the high mobility rate in the district (88%), the district's schools need to use continuous data and efficient data to plan for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding our changing demographics and the effectiveness of our instruction for every sub population is a high priority. Focus on response o intervention and differentiated instruction at the district-wide Teach and Share Day on October 12.</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>Graduation rates are increasing.</li> <li>Data collected on students</li> </ul>	<ul style="list-style-type: none"> <li>Student performance data and other campus information</li> </ul>	<ul style="list-style-type: none"> <li>Improving student achievement in all academic areas.</li> </ul>



	<p>whose length of stay at UT-UCS is 6 months or longer have show significant academic growth.</p>	<p>indicate a need for improvement in intervention instruction and accelerated instruction in all grade level.</p> <ul style="list-style-type: none"> <li>• Student performance data indicate a need for improvement in graduation.</li> <li>• According to the PBM, the special education proficiency rates were lower than the state requires.</li> <li>• Did not meet the proficiency rates of the special education students in 3-8 grade STAAR in math and reading.</li> <li>• Of the 50 ELL students who enrolled in our district last year, only 1 passed the STAAR test.</li> <li>• There is a disproportionality of white students identified as ED in our district.</li> <li>• Dropout data show that our title 1, special education, and LEP students are dropping out of school.</li> <li>• We have unreported students – leavers.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving student achievement in all sub populations.</li> <li>• Improving graduation rates to 100%.</li> <li>• District will continue to use the TEKS Resource System and academic planning guides.</li> <li>• District will implement the new Response to Intervention process.</li> <li>• Review IEPs for the STAAR participation rates of the students in special education.</li> <li>• Conduct a data review to understand the disproportionality of white students identified ED in our district.</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Survey results showed that the district climate and happenings as very positive.</li> </ul>	<ul style="list-style-type: none"> <li>• School situation, pay scale, stress, other working conditions make a need to address teacher recruitment and retention and morale.</li> </ul>	<ul style="list-style-type: none"> <li>• District will conduct climate and satisfaction surveys on each campus.</li> <li>• District will implement TBRI and Why Try? resources and strategies.</li> <li>• District will implement new social and emotional learning character traits.</li> </ul>
<b>Staff Quality/ Professional</b>	<ul style="list-style-type: none"> <li>• All teachers in the school district meet the Highly</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic planning surveys revealed that there are not</li> </ul>	<ul style="list-style-type: none"> <li>• District will pilot the new teacher and principal evaluation system T-TESS and</li> </ul>

<b>Development</b>	<ul style="list-style-type: none"> <li>Qualified Teacher requirement.</li> <li>High number of teachers with special education certification.</li> </ul>	<ul style="list-style-type: none"> <li>enough teaching assistants.</li> <li>Strategic planning surveys showed that there needs to be more professional development opportunities for teachers and staff.</li> <li>Teachers and principals do not like the I-Observation tool used for teacher development and evaluation.</li> <li>Teachers need to be paid equitably.</li> <li>Multi-grade and multi-subject classrooms added to the fact that there is only one content teacher for many schools create a need for long term and intensive professional development.</li> </ul>	<ul style="list-style-type: none"> <li>P-TESS.</li> <li>Develop system wide alignment with professional development.</li> <li>Develop and implement equity adjustment for teacher salaries.</li> <li>Fundraising plan will focus on professional development for teachers.</li> </ul>
<b>Curriculum, Instruction, Assessment</b>		<ul style="list-style-type: none"> <li>Improvements in the intervention provided to students in reading and math are not strong.</li> </ul>	<ul style="list-style-type: none"> <li>District will develop and implement a response to intervention model for students and will begin the implementation of the model this year. Professional development with regards to the new model</li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>Over 90% of the facility directors believe that they benefit from the partnership with our district.</li> <li>Over 90% of the facility directors believe that the partnership is productive and has a positive impact on their organization and the children.</li> </ul>	<ul style="list-style-type: none"> <li>Differences in schools and student situations make parent involvement problematic and because the traditional situation is not the norm, there is need for outreach and support of those in a parent role.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to produce a district newsletter in English and in Spanish.</li> <li>Continue to have an open house on each campus.</li> </ul>
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>Above state average in attendance because most</li> </ul>	<ul style="list-style-type: none"> <li>District needs to increase ADA to 500.</li> </ul>	<ul style="list-style-type: none"> <li>Implement research-based fundraising model to support academic</li> </ul>

	<p>students reside on campus in a structured environment.</p> <ul style="list-style-type: none"> <li>Over 90% of the facility directors believe there is effective communication from the district principals, staff and superintendent.</li> </ul>	<ul style="list-style-type: none"> <li>District needs to increase funding to support academic programing.</li> </ul>	<p>programming, technology resources, and professional development.</p> <ul style="list-style-type: none"> <li>Provide shared professional development for facilities and teachers. It is important to keep all staff working with the students on the same page.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>There is an increase of technology on the campuses.</li> </ul>	<ul style="list-style-type: none"> <li>Technology is aging and needs to be replaced.</li> </ul>	<ul style="list-style-type: none"> <li>Technology replacement plan will be developed.</li> <li>Fundraising efforts will focus on technology replacement.</li> </ul>

## **Title I, Part A**

### **School-wide Components:**

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Performance Goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Objective(s):**

1. Show 10% growth in all core academic area including math, language arts, science, and social studies.
2. Show 10% growth in all sub population and at-risk categories.
3. Develop and implement a response to intervention model (RTI) aligned to research based interventions and assessments.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Continue the implementation of the TEKS Resource System curriculum and implementation of planning guides.	All current staff	TEKS Resource System Online	August 1, 2015	Walk through Lesson plans	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, and 3
Infuse technology into all content areas to increase student engagement	All current staff	Coordinated local, state, federal funds	Continuous	Walk through Lesson plans	Increase in STAAR scores and EOC Exams	STAAR Results	1 and 2
Continue initiative for data driven instructional planning by providing training and support for all staff	Melissa Ruffin	Benchmark timeline	Yearly and Continuous	Data Reports & Walk through Lesson plans	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, and 3
Use Let's Go Learn Math diagnostic to assess individual student math abilities, guide instruction, and measure growth (DOMA)	Melissa Ruffin	Math Benchmark timeline	Yearly and Continuous	Data Reports & Walk through Lesson plans	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, and 3
Provide intervention opportunities on high need campuses, which will provide supplemental support to students who are at-risk of dropping out.	Principals and school Staff	Intervention Resources	Yearly and Continuous	Data Reports & Walk through Lesson plans	Increase in STAAR scores and EOC Exams Increase Graduation Rates	STAAR Results	1, 2, 3, and 9
Continue the use of supplemental instructional materials to address special needs students.	Principals, teachers, and instructional aides	Time Supplemental Materials funds for copies and purchase \$500	Ongoing	Lesson Plans and IEPs	Increase academic achievement for students with special needs	STAAR Results	1, 2, 3, and 9

**Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Objective(s):**

1. Show a 50% increase in the passing rate for STAAR Math and Reading with ELL students.
2. Show a 50% increase in the reading level for ELL students on the DRA and DIBELS assessment.
3. Train 100% of the teachers and administrators on campuses with ELL students in Sheltered Instruction.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Begin LPAC meetings in September to create individual acceleration plans for ELLs who did not pass STAAR.	Kathleen Daniels and All Principals	Time	September 2015 – October 2015	LPAC Documentation	Improved Academic Performance	STAAR Results	1,8 and 9
Parent involvement session for faculty and staff.	Kathleen Daniels and Melissa Ruffin	Time	October 2015	Agenda Item on the District Principal Meeting	Improved Academic Performance	STAAR Results	6
Increase teacher participation in the ELL workshops by making them required.	Kathleen Daniels and Melissa Ruffin	Time	Yearly PD	Agenda	Improved Academic Performance	STAAR Results	4
Compliance in certification/Sheltered Instruction per new campus	Kathleen Daniels and Melissa Ruffin	Time and money for materials \$200	Yearly PD	Agendas and certificates	Improved Academic Performance	STAAR Results	4
Collect data on ELL students on DIBELS and DORA assessment and use to develop instruction and interventions for ELL students.	Principals and teachers	DIBELS training and materials	Ongoing	Data	Improved Academic Performance	EOY DATA Results	1,2,3 and 9

**Performance Goal 3:** Highly qualified teachers will teach all students.

**Objective(s):**

1. Develop and implement a professional development plan tied to our district improvement plan.
2. Implement a new teacher evaluation system.
3. Maintain 100% staffing of highly qualified teachers.
4. Examine possible teacher recognition systems
5. Implement new salary scale for teachers for support with teacher recruitment and retention.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Provide opportunities for teachers and staff to attend training to increase knowledge of core academic areas.	Principal	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide time during principal meetings to collaborate and share suggestions related to HQ issues.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Create a system of support for assisting teachers in preparing for certification exams.	Principal	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide stipend for teachers who are nationally board certified and for testing/certification fees.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Support teachers with certification stipend.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Peer to Peer Observation Teach and Share Day October 12	Principal	Substitute Pay Teach and Share \$2,000	Ongoing	Walkthroughs and lesson plans	Improved teaching – evaluation	Teacher Evaluations	4, 10
Implement/ Pilot the new teacher evaluation system of TEXAS (T-TESS)	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Implement new salary scale in the 2016-2017 school year.	Superintendent	Budget	2016-2017 SY	Salary Scale Documentation	Improved Student Academic Performance	Teacher Satisfaction Survey	5

<b>Performance Goal 4:</b> All students will be educated in learning environments that are safe, drug-free, and conducive to learning.							
<b>Objective(s):</b> <ol style="list-style-type: none"> <li>1. Reduce the number of referrals on campus.</li> <li>2. Increase school safety satisfaction on surveys.</li> <li>3. Improve school culture and climate.</li> </ol>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I School wide Components</b>
Require staff to attend workshops through district-wide and/or campus-based meetings	Principals	Time	Ongoing	Agendas and surveys	Improved school climate and culture	Safety Survey Results	4 and 10
Continue to collect data to monitor removals and school discipline infractions	Principals and Behavior Specialist	Time	Ongoing	Decrease in discipline referrals and classroom removals	Data tracking from Skyward	Safety Survey Results	10
Implement TBRI and other behavioral strategies in all schools	Principals	TBRI resources and PD	Ongoing	Decrease in discipline referrals and classroom removals	Campus walkthrough	Climate Survey	2 and 10
Train teachers to utilize personnel resources available to support student learning	Principals and Behavior Specialist	PD provide by Behavior specialist	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	4, 8, and 10
Implement facility mandated verbal de-escalation techniques	Principals and teachers		Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	2, 4, and 10
Incorporate character education and social and emotional learning training into the daily curriculum.	Principals and teachers	SEL resources	Ongoing – Monthly character traits	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10
Send out district survey and collect data on school culture	Superintendent Principals	Time	April	Data from the surveys	Increased sense of safety on campuses	satisfaction survey	6



<b>Performance Goal 5:</b> All students will graduate from high school.							
<b>Objective(s):</b> 1. All students will have a 4 year graduation plan established for them by the end of their 8 <sup>th</sup> grade year and / or as they enter 9 <sup>th</sup> grade.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Graduation plans will be reviewed at the end of each semester for students in grades 9-12 and annually for Special Education students.	Campus Staff, ATC and Special Ed Coordinator	Time	End of 3 <sup>rd</sup> and 6 <sup>th</sup> six weeks and ongoing	Graduation Plans	Increased graduation rates	Number of Graduates for the 2015-2016 SY	2
Establish summer and intersession program to allow for credit recovery and enrichment courses for at-risk students.	Principals	Time Supplemental funds for teachers	Summer 2016	Graduation Plans and Summer school Plans	Increased graduation rates	Summer Credits Awarded	2
Develop college-going culture on all campuses (Informal displays, college t-shirt days)	Principals and ATC	Funds \$200	Ongoing	School Walkthroughs	Increased graduation rates	Student Survey	2
Transition Packet on "Leaving UT-UCS" referral list for area agencies, portfolio of academic work	Principals, teachers, and ATC	Time and copies	Ongoing	Copy of the packet	Increased graduation rates	Number of Graduates for the 2015-2016 SY	2
Professional development for staff in facilitating transitions for students	Principal and ATC	Time	Ongoing	Meeting agendas	Increased graduation rates	Number of Graduates for the 2015-2016 SY	2
Assess students strengths and needs in the area of career knowledge and planning in grades 8-12	ATC	Time	Ongoing	Data report on results of the assessment	Increased graduation rates	Number of Graduates for the 2015-2016 SY	2
Develop relationships with post-secondary institutions and foster student support organizations	ATC	Time	Ongoing		Increased graduation rates	Number of Graduates for the 2015-2016 SY	2
Coordinate transition to home school district	ATC	Time	Ongoing	Transition plan – no leavers	Increased graduation rates	Number of Graduates for the 2015-2016 SY	2

**Performance Goal 6:** All parent are provide opportunities to be involved and make decisions.  
**Performance Goal 7:** Provide a nurturing environment for all children, parents, staff, and teachers.

Objective(s):

1. Take steps to increase school and district communication
2. Conduct organizational health surveys
3. Provide opportunities for parents to participate in school

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Build systems of continuous communication - Send out District newsletter 4 times a year in English and Spanish.	Superintendent	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Facility staff determine how to best involve parental entities in their child's education	Principals	Time	Ongoing	Agendas/ calendar of parent events	Increased parent involvement	Parent satisfaction survey	6
Distribution of information on enrollment; Handbook, parent involvement brochure, etc....	Principals	Time and Copies	Ongoing	Copies of each document – receipt signatures	Increased parent involvement	Parent satisfaction survey	6
Implement contract to provide on-demand translation for meetings with parent entities	Principals	Cost	Ongoing	Translations at meetings	Increased parent involvement	Parent satisfaction survey	6
Require principals to hold open house for students to showcase school/ work projects	Principals	Time	September or October	Agendas and sign in sheets	Increased parent involvement	Parent satisfaction survey	6
Workshops for parents, surrogates, and guardians: Communication skills, anger management, special education, homework, completion tips, instructional strategies	All Staff	Time PD Budget \$500	Ongoing	Agendas and sign -in sheets	Increased parent involvement	Parent satisfaction survey	6
Send out district survey and collect data on school culture	Superintendent Principals	Time	April	Data from the surveys	Increased parent involvement	Parent satisfaction survey	6

## **Appendix 1**

### **Overview of Regular Foundation School Program**

**Personnel**--UT—UCS provides funding for teachers, instructional aides, and campus clerks for each campus, as described in the Management Services Agreement that is executed with each facility. The number of personnel funded by UT—UCS will increase when average daily attendance (ADA) increases as described in the contracts and in the Management Services Agreements. Principals are assigned to each campus from the district level to provide instructional leadership and oversight. Teachers, instructional aides, and campus clerks are assigned to campuses based on average enrollment and student population.

**Professional Development**--In an effort to be more efficient in providing professional development to staff at the beginning of the school year and to better meet the needs of individual campuses, UT-UCS implemented a yearlong professional development process focused on mastering the tools and aspects of quality differentiated instruction. In subsequent years, the topics will vary according to the needs of our teachers and staff. The entire process includes training provided throughout the year. It then requires implementation of the specific training topic in the classroom environment, reflection, follow up and collaborative feedback. Teachers, instructional aides, instructional coaches, and principals all participate in the training. Instructional Coaches plan and support the professional development process with input, review and approval from principals.

Teachers, instructional aides, curriculum specialists, and principals are encouraged to attend supplemental professional development conferences and workshops. These offer opportunities to increase their core subject knowledge, to improve their understanding of classroom management strategies that are effective with the charter school's student populations, and to develop their skills in applying strategies and activities that are consistent with the Response to Intervention (RTI) framework.

**Curriculum**--The primary goal of the UT-UCS curriculum program is to ensure value-added student learning. The district has adopted a curriculum developed by the Regional service centers. TEKS RESOURCE SYSTEM uses the 5E model of instruction. All curriculum elements are built on the TEKS (Texas Essential Knowledge and Skills) to ensure that the students successfully meet the standards for learning at each grade level. The State Board of Education has adopted the TEKS as the curriculum

standards for all Texas schools. The TEKS identify what Texas students should know and be able to do at every grade and in every course.

In the UT-UCS instructional program, support is given to meet academic challenges by providing the resources and strategies that will address the unique teaching and learning needs of our teachers and students.

The UT-UCS uses State adopted textbooks and approved supplemental instructional materials to address the Texas Essential Knowledge and Skills (TEKS) in the classroom. Teachers are trained to provide interventions or accommodations in the instructional process in order to meet the learning needs of the individual student. Our high school students are expected to meet the requirements of one of the State-approved graduation programs. All courses offered to the students are on the Texas Education Agency's (TEA) approved list of courses to meet graduation requirements or approved as an innovative course. These courses include electives as well as core courses (Texas Education Code 28.002).

Small group instruction is an essential part of our classroom setting. The low student-staff ratios allow for intensive individualized education that will benefit students with special needs such as special education and limited English proficiency, as well as those students who are functioning above grade level, at grade level, and below grade level.

The reading and language arts program at UT-UCS utilizes the state-mandated Texas Essential Knowledge and Skills (TEKS) through the TEKS RESOURCE SYSTEM curriculum. TEKS RESOURCE SYSTEM enables teachers to provide students with a comprehensive literacy program by incorporating the interrelated components of reading into daily classroom instruction. These components include phonemic awareness, vocabulary development, comprehension, and analysis of text structure and literary concepts. In addition, writing is integrated across the curriculum with an emphasis placed on the process of writing.

UT-UCS teachers use a combination of texts and materials to teach mathematics concepts outlined by the Texas Essential Knowledge and Skills. Teacher's focus on helping students attains mathematical proficiency across five strands: (1) conceptual understanding, (2) procedural fluency, (3) strategic competence, (4) adaptive reasoning, and (5) productive disposition. The resources used on each campus vary depending on the particular student needs there. At all campuses, the regular instruction is supplemented with the use of manipulatives at all levels, as well as graphing calculators and Calculator Based Laboratory (CBL) data collection devices at the secondary school level. The lessons follow a 5E model of instruction using hands-on activities and technology to support the mathematics curriculum. Teachers are encouraged to create intervention plans to better differentiate instruction and target specific student skill needs.

The UT-UCS Science department offers science at all levels and for all learners, and as such, various textbooks and ancillary guides are supplied to the teacher. Since science includes not only reading and writing skills but also is experiential, all students within the UT-UCS are encouraged to use a tactile and kinesthetic approach to learning, which goes beyond book, pen, and paper. Again utilizing the 5E model of experiential learning of science means that all students must be involved and engaged in “hands-on” scientific lab and/or field-based activities each week. To accomplish this important requirement, all teachers are supplied with science equipment for simple and safe hands-on activities that can be performed in the classroom and outside on the campus grounds (field labs). Together, all UT-UCS science teachers, science coordinators and their students are focused on how to best individualize the learning experience so that all students can be successful in the science classroom.

The Social Studies program at UT-UCS utilizes the state-mandated Texas Essential Knowledge and Skills (TEKS). TEKS RESOURCE SYSTEM provides teachers and students with a seamless integration of content and skills centered on the eight strands of social studies as defined by the Texas Education Agency. These strands include history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. In addition, cross-curriculum integration is incorporated with an emphasis placed on reading, writing, and vocabulary development.

Students who meet the eligibility criteria for special education are provided an Individual Education Plan (IEP) that addresses required accommodations and interventions as well as any modifications of the grade-level TEKS. Teachers and UT-UCS support personnel monitor progress in meeting the goals and objectives stated in the IEPs. Academic Counselors [LSSP/Educational Diagnostician] employed by UT-UCS ensure that the process of holding Admission, Review, and Dismissal (ARD) meetings and planning and implementing IEPs are timely and thorough.

Students meet graduation requirements as outlined in the Texas Administrative Code, Title 19, Part II, and Chapter 74 of Subchapter B issued under the Texas Education Code, §§7.102, 28.002, 28.023, 28.025, 28.054, and 38.003.

Computers are made available using the appropriate software with filtered access to the Internet. The education staff uses the computers in instruction with students, structuring research and communication activities around the technology.

Instructional strategies are individualized according to the particular needs of the student and the goals and objectives of the IEP or Individual Family Service Plan (IFSP). Teachers use group instruction when particular individual students can benefit from it, and students receive instruction through participative projects, "hands on" activities that allow students to create while learning and practicing academic skills and which allow teachers to evaluate student work using authentic assessment methods. When appropriate, guided instruction, self-paced monitored instruction and accelerated remedial teaching methods are used.

### **Dyslexia Program**

The goal of UT-UCS is to provide appropriate interventions to students who have been identified as having dyslexia or related disorders. Referrals and screenings are provided for students who have been identified as having primary difficulties in reading, writing, and spelling and who are not progressing academically despite conventional instruction, adequate intelligence, and socio-cultural opportunity. Appropriate intervention will take place if screenings indicate dyslexia and the Local Support Team (LST) of each campus supports the identification.

It is the policy of UT-UCS to:

1. Provide a system for screening students to identify those whom may have dyslexia or related disorders.
2. Provide remedial or differentiated instruction to meet the special needs of students who are dyslexic or have related disorders.
3. Provide staff development to train school personnel in the screening and remediation of dyslexic students.

### **ESL Program**

The goal of the charter school's English as a Second Language program is to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods designed to meet the special needs of limited English proficient students.

It is the policy of UT-UCS that:

1. Every student who has a home language other than English and is identified as limited English proficient will be provided a full opportunity to participate in an ESL program based on criteria established by the state.

2. The ESL program will be an integral part of the regular program and taught by a certified ESL teacher.
3. The basic curriculum content of the program will be based on the essential knowledge and skills required by the state and students will be assessed for achievement in mastering the essential knowledge and skills.

## **Special Education Services**

UT-UCS funds the following staff from state Special Education funds:

- Licensed Specialists in School Psychology (LSSPs)
- Behavior Specialists
- Administrative Support Staff

UT-UCS provides special education services for students with disabilities who have a need for specially designed instruction and is actively involved with “child find” efforts to ensure that children with learning challenges have access to evaluations and services, when appropriate.

An Admission, Review, and Dismissal (ARD) Committee Meeting initiate services for students with disabilities upon eligibility determination. To qualify for services, a student must meet eligibility criteria in one of the following areas: auditory impairment, autism, emotional disturbance, learning disability, mental retardation, orthopedic impairment, other health impairment, speech/language impairment, traumatic brain injury or visual impairment.

UT-UCS believes in educating students in the least restrictive environment. A full continuum of instructional and related services is available to eligible students to support and maintain maximum access to general education.

Students spend various amounts of time in general education and special education settings, depending upon their specific needs. A variety of support services are available on the campus including instructional and related services.

Below is a listing of the services provided through the UT-UCS Special Education Program:

**Assistive Technology**—UT-UCS ensures that assistive technology devices and services needed to benefit for instruction are provided to any student with a disability.

**Behavior Specialists**—Through consultation and training, Behavior Specialists support general and special education teachers in providing quality education to students who have behavioral problems. The role of the Behavior Specialist is to develop systems of support to maintain students in the least restrictive environment. Individual consultations include teacher interviews, observations and assessment, and recommendations based on the function of a student's behavior or modifications needed in the classroom. Training workshops for local school district staff and parents feature effective, practical, research-based behavior and motivational strategies focused on assisting staff in developing proactive plans that include techniques for prevention.

**Campus Instructional Settings/Service Delivery Models**—an ARD/IEP Committee makes all decisions regarding placement and services on an individual basis. Students must receive services in the least restrictive environment with an emphasis on access to the general education curriculum.

**Deaf Education Services**—Students who are Deaf or Hard of Hearing are provided a wide array of support services in the district. According to individual needs, services can include consulting, direct instruction by certified teachers of the Deaf through inclusion support, resource classrooms, and self-contained classrooms, speech and language services, audio logical management, and counseling. The Deaf Education Program supports a variety of communication options according to Individual student needs. Our program supports both Total Communication and Auditory/Oral Communication.

**Occupational Therapy (OT)**—The Occupational Therapy team uses purposeful, goal directed activities to enable a student with a disability to benefit from special education services. Specifically, therapy is designed to assist in the development of skills that are prerequisites to academic learning within the educational setting. Depending on student needs, it may include improving gross and fine motor skills, coordination, adapting environments, organizing and using materials appropriately, and/or developing routines for dressing and feeding skills. Delivery of OT services in the educational setting is distinctly different from clinically based, medically necessitated treatment. Eligibility for this support service is determined by formal assessment, requested by the ARD/IEP Committee or via the diagnostician or licensed specialist in school psychology as a part of the initial evaluation.



**Physical Therapy (PT)**—The Physical Therapist plans and implements programs that will help students meet their educational goals and objectives and benefit from special education services. The therapist is concerned with facilitating the child's overall performance in the classroom, considering the student's developmental level and physical disability. Services are provided to enhance independent functioning and may include positioning, strengthening, modifications and adaptations to the environment. Although medical concerns are significant, rehabilitation is not the focus of school-based physical therapy. Eligibility for this special education support service is determined by assessment requested by the ARD/IEP Committee or via the diagnostician or licensed specialist in school psychology as a part of the initial evaluation.

**Related Services**—Special education related services are necessary to enable eligible students to profit from special education. These services may include: Audiology, Physical Therapy, Counseling, Occupational Therapy, Orientation and Mobility.

**Special Education Transition**—Special education transition services provide support to UT-UCS staff in the areas of compliance with Federal and State laws regarding the provision of transition services to students with disabilities and related laws pertaining to the employment of individuals with disabilities. Additionally, the transition specialist provides support to UT-UCS staff, individual students and families by providing referral and service coordination based on individual needs; conducting functional vocational evaluations for specified students; providing individual consultations including teacher interviews, observations and assessments and making recommendations for the integration of transition-related services into the IEP; collaborating with community agencies to establish facilities and programs to assist persons with disabilities; providing technical assistance and innovative programs for campus-based transition assessments; and conducting workshops on transition-related topics such as: self-determination, selection of post-secondary goals and coordinated activities, compliance updates, transition assessment and work-based learning.

**Speech Language Pathology Services**—Certified Speech Language Pathologists provide services to students who have been identified through the evaluation process as having a disability in speech and/or language. Services are provided in both general and special education settings.

**Student Records**—It is the responsibility of the special education department to process, maintain and safeguard all student records. The department protects the privacy of the students and their families by implementing federal and

state laws and guidelines, which govern student records. All written requests for the release of student information are processed through this department.

**Surrogate Parent Training Program**—Students whose natural parents, for a variety of reasons, cannot make educational decisions for them may have a surrogate parent appointed. The surrogate is assigned to protect the student's rights and act as the student's advocate in the educational decision making process. Surrogates attend ARD/IEP meetings and review educational records. The Special Education Department provides training for surrogate parents identified by the campus or for foster parents acting as surrogate parents.

**Visual Impairment Service for Students (VI)**—VI Certified Teachers provide services for students with visual impairments. These teachers travel to the students' assigned schools or educational settings to provide consultative services and/or direct instruction. Programming adaptations and modifications are made available in the students' learning environment. Specific skills training, unique to the visual impairment, is assured, (e.g. Braille, large print, low vision aides, tactile and recorded materials, assistive technology, and daily living skills.) Evaluation information and recommendations from the Orientation and Mobility Specialist may be included in the IEP. Training in orientation and mobility may be provided if approved by the ARD/IEP committee.

**Vocational Services**—Vocational training is provided to students in a variety of classes and settings.

Classes provided are:

- Occupational Skills Development: This class provides opportunities to experience free enterprise by operating on-campus businesses (e.g. school store, deli etc.).
- Community Based Vocational Instruction (CBVI): The classroom is extended to non-paid work sites in the community providing hands-on activities to explore careers, job shadow, and build employment skills.
- Supported Employment: Students participate in paid employment with the support of a job coach.
- Work Program: Students earn high school credit while participating in full or part-time employment with work progress monitored by the VAC teacher and employer.

Vocational Adjustment Class: This instructional arrangement/setting is for providing special education and related services to a student who are placed in paid employment with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP.

### **Campus Allotments**

A total of **\$49,470** of UT—UCS's State Foundation Funds is allocated among UT-UCS campuses to assist principals in meeting the following needs:

- Teacher Textbook Editions
- Ancillary student books/workbooks
- Correspondence courses
- Field trips [admission fees, transportation costs]
- Student incentives/awards [inexpensive, educationally related items, such as books, pencils, etc.]
- Teacher incentives/awards [inexpensive, educationally related items, such as books, pencils, etc.]
- Small equipment and miscellaneous needs
- Professional development
- General office supplies
- Food costs
- Printing costs

**A chart illustrating the campus SFF allocations follows:**

	SH	PF	KOZ	AMH	PW	TNC	MCH	DRIC	LR	OH	HHH	
Enrollment as of Spring 2015	31	18	57	13	28	68	126	15	32	23	18	
Enrollment * \$85	2,635	1,530	4,845	1,105	2,380	5,780	10,710	1,275	2,720	1,955	1,530	
<b>Total Campus Allocation</b>	<b>2,635</b>	<b>1,530</b>	<b>4,845</b>	<b>1,105</b>	<b>2,380</b>	<b>5,780</b>	<b>10,710</b>	<b>1,275</b>	<b>2,720</b>	<b>1,955</b>	<b>1,530</b>	
420-11-6399-XXX-6-11	1,581	918	2,907	663	1,428	3,468	6,426	765	1,632	1,173	918	
420-11-6499-XXX-6-11	527	306	969	221	476	1,156	2,142	255	544	391	306	
420-13-6499-XXX-6-11	527	306	969	221	476	1,156	2,142	255	544	391	306	
	HP	MH	RS	SHC	SSC	LHH	AO	UVA	HBH	UHS	GBH	Totals
Enrollment as of Spring 2015	28	25	3	10	10	10	10	25	10	12	10	582
Enrollment * \$85	2,380	2,125	255	850	850	10	850	2,125	850	1,020	850	49,470
<b>Total Campus Allocation</b>	<b>2,380</b>	<b>2,125</b>	<b>255</b>	<b>850</b>	<b>850</b>	<b>10</b>	<b>850</b>	<b>2,125</b>	<b>850</b>	<b>1,020</b>	<b>850</b>	<b>49,470</b>
420-11-6399-XXX-6-11	1,428	1,275	204	680	680	680	680	1,700	680	816	680	68
420-11-6499-XXX-6-11	476	425	26	85	85	85	85	213	85	102	85	
420-13-6499-XXX-6-11	476	425	26	85	85	85	85	213	85	102	85	272

### **High School Allotment**

Based on the preliminary charter school funding template for the 2015-2016 school year, UT-UCS will receive **\$106,775** in State Foundation Funds that are earmarked as its High School Allotment, to be used for activities listed in the Texas Education Code §61.1093. When funds from the 2014-2015 school year are rolled forward, a total of **\$107,634** will be in the 2014-2015 program. After taking set-asides for district-wide initiatives, UT-UCS will distribute these funds to campuses based on the number of students enrolled in grades 9 through 12.

- **\$44,114** has been reserved to fund .5 of an Academic Transition Coordinator's salary.
- **\$55,000** has been reserved fund travel for Academic Transition Coordinators across the district.
- **\$2,000** has been reserved to purchase licenses for the Odysseyware program.
- **\$2, 500** has been reserved to provide professional development to staff responsible for creating college-going cultures, increasing the number of students on the Recommended High School Plan, establishing summer and transition programs, and other activities allowed under the High School Allotment program.
- The remaining balance has been allocated to campuses based on the number of students in grades 9 through 12.

**Note: Any supplemental funds allocated to individual campuses that remain unobligated after April 15 are subject to being redirected to district wide supplemental activities.**

**Planned Activities (Allowable under TEC § 61.1095)**

UT-UCS will focus program efforts on programs and activities to—

- Provide under-achieving students with instruction in study skills for success in college level work, academic and community support for success in college preparatory classes, and information about and access to college and financial aid;
- Create small learning communities, advocacy programs, or advisory programs for students;
- Establish summer and transition programs that provide academic support and instruction of students entering Grade 9;
- Provide academic support and instruction to increase the number of students who complete the Recommended High School Plan;
- Increase the number of students participating in dual enrollment or concurrent enrollment courses;
- Create a college-going culture within the district; and
- Increase the number of students taking preparatory and college entrance exams.
- 

**Allowable Expenditures—High School Allotment**

The High School Allotment funds may be use for the following items, as long as the items support at least one of the activities allowed under TEC § 61.1095:

- Tuition and fees (for student
- Textbooks and other instructional materials;
- Transportation (related to the allowable activities);
- Equipment, including science laboratory equipment;
- Technology;
- Parent and community involvement and outreach;
- Professional development;
- Technical assistance services;
- Performance rewards and incentive programs for students;

- Personnel costs, including salaries and benefits;
- Stipends and extra-duty pay; and
- Performance reward and incentive programs established in district policy or employment contracts.
- 

### **Unallowable Expenditures**

- Indirect costs;
- Administrative costs;
- Athletic programs.

### **Annual Performance Review**

At a meeting of its Advisory Board, UT-UCS will establish annual performance goals for the programs, activities, and strategies funded through the High School Allotment. These goals will be related to the following indicators and will be reviewed annually:

- (1) Percentage of students graduating from high school;
- (2) Enrollment in advanced courses, including College Board advanced placement courses, International Baccalaureate courses, and dual or college credit courses;
- (3) Percentage of students successfully graduating on the Recommended High School Program or Distinguished Achievement Program described in Chapter 74, Subchapter E, of this title (relating to Graduation Requirements, Beginning with School Year 2004-2005), or Chapter 74, Subchapter F, of this title (relating to Graduation Requirements, Beginning with School Year 2007-2008);
- (4) Percentage of students who achieve the higher education readiness component qualifying scores on the English language arts section of the exit-level Texas Assessment of Knowledge and Skills (TAKS); and
- (5) Percentage of students who achieve the higher education readiness component qualifying scores on the mathematics section of the exit-level TAKS.

UT-UCS shall ensure that decisions about the continuation or establishment of programs, activities, and strategies implemented with high school allotment funds are based on:

- (1) State assessment results and other student performance data;
- (2) Standards for success and cost-effectiveness as established by the commissioner of education in accordance with the Texas Education Code (TEC), §39.113(a)(1); and
- (3) Guidance for improving high school completion and success and college readiness programs as established by the commissioner in accordance with TEC, §39.113(a)(2).

### **Individuals with Disabilities Education Act (IDEA)**

#### **IDEA-B Program**

IDEA-B Formula and Preschool funds are used only for the excess cost of special education and related services for students with disabilities. Before these funds are used, UT-UCS must expend on the education of students with disabilities at least an amount of state and local funds equal to the average amount of funds spent on all students at UT-UCS.

All IDEA-B funds must be used to supplement the level of state and local funds expended for the education of students with disabilities and in no case to supplant state and local funds. All available state fund sources should be explored before a decision is made to expend these funds.

#### **IDEA-B Formula**

The 2015-2016 IDEA-B Formula tentative entitlements for UT-UCS are **\$413,376**. When the \$84,804 in carryover funds from 2014-2015 is added to this amount, UT-UCS has a total of **\$498,180** for its 2015-2016 IDEA-B Formula program.

Formula funds are distributed to supplement payroll costs, professional and contracted services, supplies and materials and other operating expenses. Following is a general explanation of the major uses in each category.

#### **\$365,804—Payroll Costs**

2 FTE Behavior Specialists are funded by IDEA-B in order to support individual student and campus and district level behavioral concerns.

1 FTE District Monitor is funded by IDEA-B in order to ensure compliance with state and federal education special education regulation.

### **\$117,736—Professional and Contracted Services**

Surrogate Parents are utilized for students with disabilities who require a surrogate parent be appointed based on state law. The surrogate parent ensures that the student is afforded all his rights under federal law.

Speech Therapists are required to provide identified students the necessary evaluation and speech and language therapy services documented in the student's IEP. IDEA-B funds the hourly rates of 11 speech therapists.

Related Services Providers may include professional such as occupational therapist, physical therapist, special education transition service providers, and teachers certified in the education of students with auditory impairments or visual impairments. These professionals are required to provide identified students the necessary evaluation and therapy services documented in the student's IEP.

### **\$5,000—Supplies and Materials**

Classroom Materials and Supplies are provided to the teacher in order to provide direct services to identified students with disabilities. Purchased materials are necessary in order to implement the student's IEP.

Assessment Tools for district assessment personnel is updated annually to ensure the most current measures are utilized for the evaluation of students.

Training Materials are purchased in order to enhance teacher training. Materials may include resources such as books, charts, or like materials.

### **\$2,500—Staff Development**

Staff Development will include conferences, workshops and presentations designed to increase UT-UCS staff knowledge of current practice, research and legal issues in education.



Memberships are obtained to provide the LSSPs, Educational Diagnosticians, Behavior Specialist, and Transition Specialist support and training.

**\$7,140—Capital Outlay**

Technology software will be used for student special education data management.

**Title I, Part A**

The 2015-2016 Title I, Part a tentative entitlement for UT—UCS is **\$529,618**. A total of **\$201,000** will carryover from the 2014-2015 school year, making the total Title I, Part A funds available for the

2015-2016 program **\$730,618**.

- Reservation of Funds. UT—UCS has reserved approximately 98.4% of its Title I, Part A funds for the following purposes:
- **\$440,162** to provide neglected share services to students residing in facilities for neglected children. These neglected share services will consist of an instructional coach who will provide peer coaching to teachers of these students, as well individualized instruction to students in greatest need of assistance. It will also include supplemental curriculum materials in reading, math, science, and social studies for use with students who reside in facilities for neglected students.
- **\$500** to provide services to homeless students attending campuses not serviced by Title I, Part A.
- **\$60,160** for the Administration of Title I, Part A, Programs
- **\$5,296** for district-level parental involvement training and activities.
- **\$15,000** for supplemental professional development, including professional development to assist teachers in meeting the NCLB Highly Qualified Teacher requirements, and to assist paraprofessionals in meeting the Title I, Part A qualification requirements.
- Campus Allocations. A total of **\$8,550** has been allocated to the campuses designated as Title I, Part A

All students on the one Title I, Part A campuses will benefit from the Title I, Part A program at the campus.

UT—UCS has outlined the following general parameters that all Title I, Part A campuses will use in order to prioritize children for the appropriate level of Title I, Part A services.

#### PK through Grade 2

- Students in PK through Grade 2 will be assessed using) DOMA for math primary tests in and TPRI and DRA 2 for reading, or if students are unable to perform on these assessments, using developmentally appropriate alternate assessments in these areas

#### Grades 3-8

- Students in Grades 3-8 will be assessed in reading using DRA 2 and DOMA for math, or if students are unable to perform on these assessments, using developmentally appropriate alternate assessments in these areas.
- In each subject, students will be ranked in order of greatest need, and the level of service.

#### Grades 9-12

- Students in Grades 9-12 will be assessed in reading using DORA and DOMA for math, or if students are unable to perform on these assessments, using developmentally appropriate alternate assessments in these areas.
- In each subject, students will be ranked in order of greatest need, and the level of service.

#### **Title I, Part D, Subpart 2**

Title I, Part D, Subpart 2 provides supplemental funding designed to improve the educational service to children in facilities for the neglected or delinquent so that these students will have the opportunity to acquire the knowledge and skills contained in the state content standards. The goal is that these students will meet the same student performance standards that all children in the state are expected to meet. Title I, Part D has a primary focus of facilitating the transition and academic needs of students from correctional programs to further education or employment.

The 2015-2016 Title I, Part D, Subpart 2 tentative entitlement for UT—UCS, is **\$130,249**. When the **\$215,000** in carryover funds from 2014-2015 is added to this amount, UT—UCS has a total of **\$345,249** for its 2015-2016 Title I, Part D, Subpart 2 program.

- A total of **\$215,145** of the UT—UCS Title I, Part D, Subpart 2 entitlement has been retained at the central office to provide Instructional Coaches, and Academic Transition Coordinator salaries for services to students attending UT—UCS campuses located at facilities for the delinquent.
- The remaining balance of **\$130,104** will fund supplemental teachers and an instructional aide at UT-UCS campuses located at facilities for the delinquent.

#### PK through Grade 2

- Students in PK through Grade 2 will be assessed using) DOMA for math primary tests in and TPRI and DRA 2 for reading, or if students are unable to perform on these assessments, using developmentally appropriate alternate assessments in these areas

#### Grades 3-12

- Students in Grades 3-12 will be assessed in reading using DRA 2 and DOMA for math, or if students are unable to perform on these assessments, using developmentally appropriate alternate assessments in these areas.
- In each subject, students will be ranked in order of greatest need, and the level of service.

#### **Title II, Part A**

The 2015-2016 Title II, Part A tentative entitlement for UT—UCS is **\$24,673**. When the **\$0** in carryover funds from 2014-2015 is added to this amount, a total of **\$24,673** is available for the 2015-2016 Title II, Part A program.

- **\$24,673** will be used to fund an additional teacher at the George M. Kozmetsky campus in order to reduce class sizes.

To determine the distribution of Title II, Part A funds to campuses, each campus was assigned weights based on the percentage of core academic subject classes in 2015-2016 that were taught by teachers who were not highly qualified in the subject, either for regular education classes or for special education classes.

### **State Compensatory Education**

The revised 2015-2016 charter school funding template indicates that UT—UCS will receive approximately **\$806,039** in funds for the SCE program. A minimum of 52% of these funds, or **\$419,140** must be expended for program activities allowable under SCE. Prior-year carryover for this program is **\$0**. When combined with the current-year amount, this results in approximately **\$419,140** that must be expended for the 2015-2016 program. Of this amount, the following reservations will be made at the district level:

- **\$161,104** will be allocated to provide Title I, Part A-equivalent services to the campuses that are being “skipped” on the Title I, Part A campus selection schedule. These are the amounts that these three campuses would have received in Title I, Part A funds if they had not been “skipped.” As required by federal statute, these supplemental state funds will be used in accordance with P.L. 107-110, Section 1114.
- **\$233,036** will be distributed to UT—UCS campuses for services to students who meet the state criteria for at-risk students. Thirteen UT—UCS campuses have 100% of their enrollment identified as being at risk by virtue of residing in a residential facility for neglected or delinquent children. Students at the remaining UT—UCS campuses [Olympia Hills] who receive SCE services are identified by the state at-risk criteria. These funds will be used to provide supplemental instructional services as determined by the individual campus improvement plans.
- **25,000** will be used to provide credit recovery and summer enrichment programs to at-risk students. Odysseyware is included in this amount.

Campuses receiving SCE funds will use these funds for the following purposes, as determined by their campus improvement plans:

- To provide supplemental tutorial services to students identified as at risk of failing to meet the state student performance standards.
- To provide transition services to identified at-risk students to assist in their transition to a less restrictive environment.
- To provide supplemental instructional supplies and materials to identified at-risk students.
- Title I, Part A school-wide campuses have the option to combine their SCE funds to upgrade their entire education program, as described in their individual campus plans.

**Note: Any supplemental funds allocated to individual campuses that remain unobligated after April 15 are subject to being redirected to district wide supplemental activities.**

6/04/2015

CONFIDENTIAL

TEXAS EDUCATION AGENCY

**2013-14 ANNUAL DROPOUT SUMMARY REPORT**

District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA  
District No.: 227806

District or campus	Grade span	Student group	Dropouts	Students Rate (%)	Calculated with statutory exclusions applied for state accountability	
DISTRICT	7-8	All students	9	191	4.7	190
		African American	0	14	0.0	13
		American Indian	0	1	0.0	1
		Asian	0	1	0.0	1
		Hispanic	5	87	5.7	87
		Pacific Islander	0	0	.	0
		White	4	77	5.2	4
		Multiracial	0	11	0.0	11
		At risk	2	22	9.1	2
		CTE	0	0	.	0
		Economically disadv.	4	53	7.5	4
		ELL	0	9	0.0	0
		Migrant	0	0	.	0
		Special education	1	45	2.2	1
		Title I	2	30	6.7	2
	9-12	All students	21	298	7.0	19
		African American	0	22	0.0	0
		American Indian	0	1	0.0	1
		Asian	2	8	25.0	2
		Hispanic	3	134	2.2	2
		Pacific Islander	0	1	0.0	0
		White	16	126	12.7	15
		Multiracial	0	6	0.0	0
		At risk	3	30	10.0	2
		CTE	0	0	.	0
		Economically disadv.	4	63	6.3	3
		ELL	0	1	0.0	0
		Migrant	0	0	.	0
		Special education	0	62	0.0	0
		Title I	3	30	10.0	2
	7-12	All students	30	489	6.1	28
		African American	0	36	0.0	0
		American Indian	0	2	0.0	0
		Asian	2	9	22.2	2
		Hispanic	8	221	3.6	7
		Pacific Islander	0	1	0.0	0
		White	20	203	9.9	19
		Multiracial	0	17	0.0	0
		At risk	5	52	9.6	4
		CTE	0	0	.	0
		Economically disadv.	8	116	6.9	7
		ELL	0	10	0.0	0
		Migrant	0	0	.	0
		Special education	1	107	0.9	1
		Title I	5	60	8.3	4
	7-8	All students	0	2	0.0	0
		African American	0	1	0.0	0
		American Indian	0	0	.	0
		Asian	0	0	.	0

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TEXAS EDUCATION AGENCY  
**2013-14 ANNUAL DROPOUT SUMMARY REPORT**  
District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA  
District No.: 227806

District or campus	Grade span	Student group	Dropouts	Students Rate (%)	Calculated with statutory exclusions applied for state accountability	
					Dropouts	Students Rate (%)
	9-12	Hispanic	0	0.0	0	1 0.0
		Pacific Islander	0	.	0	0
		White	0	.	0	0
		Multiracial	0	.	0	0
		At risk	0	.	0	0
		CTE	0	.	0	0
		Economically disadv.	0	.	0	0
		ELL	0	.	0	0
		Migrant	0	.	0	0
		Special education	0	.	0	0
		Title I	0	0.0	0	2 0.0
		All students	0	0.0	0	4 0.0
		African American	0	.	0	0
		American Indian	0	.	0	0
		Asian	0	.	0	0
		Hispanic	0	1 0.0	0	1 0.0
		Pacific Islander	0	.	0	0
		White	0	3 0.0	0	3 0.0
		Multiracial	0	.	0	0
		At risk	0	.	0	0
	7-12	CTE	0	.	0	0
		Economically disadv.	0	.	0	0
		ELL	0	.	0	0
		Migrant	0	.	0	0
		Special education	0	3 0.0	0	3 0.0
		Title I	0	4 0.0	0	4 0.0
		All students	0	6 0.0	0	6 0.0
		African American	0	1 0.0	0	1 0.0
		American Indian	0	.	0	0
		Asian	0	.	0	0
		Hispanic	0	2 0.0	0	2 0.0
		Pacific Islander	0	.	0	0
		White	0	3 0.0	0	3 0.0
		Multiracial	0	.	0	0
		At risk	0	.	0	0
		CTE	0	.	0	0
		Economically disadv.	0	.	0	0
		ELL	0	.	0	0
		Migrant	0	.	0	0
		Special education	0	3 0.0	0	3 0.0
		Title I	0	6 0.0	0	6 0.0
PATHFINDER CAMP (227806009)	7-8	All students	0	1 0.0	0	1 0.0
		African American	0	.	0	0
		American Indian	0	.	0	0
		Asian	0	.	0	0
		Hispanic	0	1 0.0	0	1 0.0
		Pacific Islander	0	.	0	0
		White	0	.	0	0
		All students	0	1 0.0	0	1 0.0
		African American	0	.	0	0
		American Indian	0	.	0	0

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## TEXAS EDUCATION AGENCY

**2013-14 ANNUAL DROPOUT SUMMARY REPORT**

District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA  
 District No.: 227806

District or campus	Grade span	Student group	Dropouts	Students Rate (%)	Calculated with statutory exclusions applied for state accountability	
					Dropouts	Students Rate (%)
GEORGE M KOZMITSKY SCHOOL (227806015)	7-8	Multiracial	0	0	0	0
		At risk	0	0	0	0
		CTE	0	0	0	0
		Economically disadv.	0	1	0	0.0
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	0	0	0
		Title I	0	1	0	0.0
		All students	0	1	0	0.0
		African American	0	0	0	0
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	0	1	0	0.0
		Pacific Islander	0	0	0	0
		White	0	0	0	0
		Multiracial	0	0	0	0
		At risk	0	0	0	0
GEORGE M KOZMITSKY SCHOOL (227806015)	7-8	CTE	0	0	0	0
		Economically disadv.	0	1	0	0.0
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	0	0	0
		Title I	0	1	0	0.0
		All students	2	25	2	24
		African American	0	2	0	1
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	2	19	2	19
		Pacific Islander	0	0	0	0
		White	0	4	0	4
		Multiracial	0	0	0	0
		At risk	2	14	2	14
		CTE	0	0	0	0
GEORGE M KOZMITSKY SCHOOL (227806015)	9-12	Economically disadv.	2	20	2	19
		ELL	0	6	0	5
		Migrant	0	0	0	0
		Special education	0	2	0	2
		Title I	2	25	2	24
		All students	3	15	2	13
		African American	0	1	0	1
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	2	11	1	9
		Pacific Islander	0	0	0	0
		White	1	3	1	3
		Multiracial	0	0	0	0
		At risk	1	9	0	7
		CTE	0	0	0	0
		All students	2	8.0	2	24
		African American	0	0.0	0	1
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	2	10.5	2	19
		Pacific Islander	0	0	0	0
		White	0	0.0	0	4
		Multiracial	0	0	0	0
		At risk	2	14.3	2	14
		CTE	0	0	0	0
		Economically disadv.	2	10.0	2	19
		ELL	0	0.0	0	5
		Migrant	0	0	0	0
		Special education	0	2	0	2
		Title I	2	8.0	2	24
		All students	3	20.0	2	13
		African American	0	1	0	1
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	2	11	1	9
		Pacific Islander	0	0	0	0
		White	1	3	1	3
		Multiracial	0	0	0	0
		At risk	1	9	0	7
		CTE	0	0	0	0

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**2013-14 ANNUAL DROPOUT SUMMARY REPORT**

District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA  
District No.: 227806

District or campus	Grade span	Student group	Dropouts	Students Rate (%)	Calculated with statutory exclusions applied for state accountability		
					Dropouts	Students Rate (%)	
	7-12	Economically disadv.	3	12	25.0	2	10
		ELL	0	1	0.0	0	1
		Migrant	0	0	.	0	0
		Special education	0	3	0.0	0	3
		Title I	3	15	20.0	2	13
							15.4
		All students	5	40	12.5	4	37
		African American	0	3	0.0	0	2
		American Indian	0	0	.	0	0
		Asian	0	0	.	0	0
		Hispanic	4	30	13.3	3	28
		Pacific Islander	0	0	.	0	0
		White	1	7	14.3	1	7
		Multiracial	0	0	.	0	0
		At risk	3	23	13.0	2	21
TNC CAMPUS (TEXAS NEUROREHABILITAT (227806024)	7-8	CTE	0	0	.	0	0
		Economically disadv.	5	32	15.6	4	29
		ELL	0	7	0.0	0	6
		Migrant	0	0	.	0	0
		Special education	0	5	0.0	0	5
		Title I	5	40	12.5	4	37
							10.8
		All students	1	36	2.8	1	36
		African American	0	1	0.0	0	1
		American Indian	0	0	.	0	0
		Asian	0	1	0.0	0	1
		Hispanic	0	8	0.0	0	8
		Pacific Islander	0	0	.	0	0
		White	1	24	4.2	1	24
		Multiracial	0	2	0.0	0	2
		At risk	0	2	0.0	0	2
	9-12	CTE	0	0	.	0	0
		Economically disadv.	0	3	0.0	0	3
		ELL	0	2	0.0	0	2
		Migrant	0	0	.	0	0
		Special education	0	14	0.0	0	14
		Title I	0	2	0.0	0	2
							0.0
		All students	12	70	17.1	11	68
		African American	0	3	0.0	0	3
		American Indian	0	1	0.0	0	1
		Asian	1	3	33.3	1	3
		Hispanic	0	18	0.0	0	17
		Pacific Islander	0	0	.	0	0
		White	11	44	25.0	10	43
		Multiracial	0	1	0.0	0	1
		At risk	2	4	50.0	2	4
		CTE	0	0	.	0	0
		Economically disadv.	0	2	0.0	0	2
		ELL	0	0	.	0	0

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TEXAS EDUCATION AGENCY  
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District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA  
District No.: 227806

District or campus	Grade span	Student group	Dropouts	Students Rate (%)	Calculated with statutory exclusions applied for state accountability	
					Dropouts	Students Rate (%)
METHODIST CHILDREN'S HOME (227806025)	7-12	Migrant	0	0	0	0
		Special education	0	13	0	12
		Title I	0	2	0	2
		All students	13	106	12	104
		African American	0	4	0	4
		American Indian	0	1	0	1
		Asian	1	4	1	4
		Hispanic	0	26	0	25
		Pacific Islander	0	0	0	0
		White	12	68	11	67
		Multiracial	0	3	0	3
		At risk	2	6	2	6
		CTE	0	0	0	0
		Economically disadv.	0	5	0	5
		ELL	0	2	0	2
		Migrant	0	0	0	0
		Special education	0	27	0	26
		Title I	0	4	0	4
METHODIST CHILDREN'S HOME (227806025)	7-8	All students	0	3	0	3
		African American	0	1	0	1
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	0	1	0	1
		Pacific Islander	0	0	0	0
		White	0	1	0	1
		Multiracial	0	0	0	0
		At risk	0	3	0	3
		CTE	0	0	0	0
		Economically disadv.	0	3	0	3
		ELL	0	1	0	1
		Migrant	0	0	0	0
		Special education	0	1	0	1
		Title I	0	3	0	3
		All students	0	12	0	12
		African American	0	6	0	6
METHODIST CHILDREN'S HOME (227806025)	9-12	American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	0	4	0	4
		Pacific Islander	0	0	0	0
		White	0	2	0	2
		Multiracial	0	0	0	0
		At risk	0	10	0	10
		CTE	0	0	0	0
		Economically disadv.	0	12	0	12
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	3	0	3
		Title I	0	11	0	11
		All students	0	12	0	12
		African American	0	6	0	6
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	0	4	0	4
		Pacific Islander	0	0	0	0
		White	0	2	0	2
		Multiracial	0	0	0	0
		At risk	0	10	0	10
		CTE	0	0	0	0
		Economically disadv.	0	12	0	12
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	3	0	3
		Title I	0	11	0	11

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TEXAS EDUCATION AGENCY  
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District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA  
District No.: 227806

District or campus	Grade span	Student group	Calculated with statutory exclusions applied for state accountability			
			Dropouts	Students Rate (%)	Dropouts	Students Rate (%)
LAUREL RIDGE (227806030)	7-12	All students	0	15	0	15
		African American	0	7	0	7
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	0	5	0	5
		Pacific Islander	0	0	0	0
		White	0	3	0	3
		Multiracial	0	0	0	0
		At risk	0	13	0	13
		CTE	0	0	0	0
		Economically disadv.	0	15	0	15
		ELL	0	1	0	1
		Migrant	0	0	0	0
		Special education	0	4	0	4
		Title I	0	14	0	14
	7-8	All students	0	8	0	8
		African American	0	0	0	0
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	0	2	0	2
		Pacific Islander	0	0	0	0
		White	0	4	0	4
		Multiracial	0	2	0	2
		At risk	0	0	0	0
		CTE	0	0	0	0
		Economically disadv.	0	0	0	0
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	4	0	4
		Title I	0	0	0	0
	9-12	All students	0	21	0	21
		African American	0	3	0	3
		American Indian	0	0	0	0
		Asian	0	1	0	1
		Hispanic	0	7	0	7
		Pacific Islander	0	0	0	0
		White	0	8	0	8
		Multiracial	0	2	0	2
		At risk	0	4	0	4
		CTE	0	0	0	0
		Economically disadv.	0	6	0	6
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	3	0	3
		Title I	0	0	0	0
	7-12	All students	0	29	0	29
		African American	0	3	0	3

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## TEXAS EDUCATION AGENCY

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District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA  
 District No.: 227806

District or campus	Grade span	Student group	Dropouts	Students Rate (%)	Calculated with statutory exclusions applied for state accountability	
					Dropouts	Students Rate (%)
OLYMPIA HILLS (227806031)	7-8	American Indian	0	0	0	0
		Asian	0	1	0	1
		Hispanic	0	9	0	9
		Pacific Islander	0	0	0	0
		White	0	12	0	12
		Multiracial	0	4	0	4
		At risk	0	4	0	4
		CTE	0	0	0	0
		Economically disadv.	0	6	0	6
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	7	0	7
		Title I	0	0	0	0
		All students	0	14	0	14
		African American	0	1	0	1
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	0	3	0	3
		Pacific Islander	0	0	0	0
	9-12	White	0	10	0	10
		Multiracial	0	0	0	0
		At risk	0	2	0	2
		CTE	0	0	0	0
		Economically disadv.	0	1	0	1
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	2	0	2
		Title I	0	0	0	0
		All students	0	1	0	1
		African American	0	0	0	0
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	0	0	0	0
		Pacific Islander	0	0	0	0
		White	0	1	0	1
		Multiracial	0	0	0	0
		At risk	0	0	0	0
		CTE	0	0	0	0
	7-12	Economically disadv.	0	0	0	0
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	1	0	1
		Title I	0	0	0	0
		All students	0	15	0	15
		African American	0	1	0	1
		American Indian	0	0	0	0
		Asian	0	0	0	0
		Hispanic	0	3	0	3

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District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA  
District No.: 227806

District or campus	Grade span	Student group	Dropouts	Students Rate (%)	Calculated with statutory exclusions applied for state accountability	
					Dropouts	Students Rate (%)
UT - UNIVERSITY CHARTER SCHOOL AT (227806034)	7-8	Pacific Islander	0	0	0	0
		White	0	11	0	11
		Multiracial	0	0	0	0
		At risk	0	2	0	2
		CTE	0	0	0	0
		Economically disadv.	0	1	0	1
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	3	0	3
		Title I	0	0	0	0
		All students	6	113	6	113
		African American	0	9	0	9
		American Indian	0	1	0	1
		Asian	0	0	0	0
		Hispanic	3	56	3	56
		Pacific Islander	0	0	0	0
		White	3	38	3	38
		Multiracial	0	9	0	9
		At risk	0	1	0	1
		CTE	0	0	0	0
		Economically disadv.	2	26	2	26
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	1	26	1	26
		Title I	0	0	0	0
		All students	6	196	6	196
		African American	0	12	0	12
		American Indian	0	0	0	0
		Asian	1	5	1	5
	9-12	Hispanic	1	100	1	100
		Pacific Islander	0	1	0	1
		White	4	73	4	73
		Multiracial	0	5	0	5
		At risk	0	5	0	5
		CTE	0	0	0	0
		Economically disadv.	1	37	1	37
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	0	39	0	39
		Title I	0	2	0	2
		All students	12	309	12	309
		African American	0	21	0	21
		American Indian	0	1	0	1
		Asian	1	5	1	5
	7-12	Hispanic	4	156	4	156
		Pacific Islander	0	1	0	1
		White	7	111	7	111
		Multiracial	0	14	0	14
		All students	12	309	12	309
		African American	0	21	0	21
		American Indian	0	1	0	1
		Asian	1	5	1	5
		Hispanic	4	156	4	156
		Pacific Islander	0	1	0	1
		White	7	111	7	111
		Multiracial	0	14	0	14
		All students	12	309	12	309
		African American	0	21	0	21
		American Indian	0	1	0	1

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District No.: 227806

District or campus	Grade span	Student group	Dropouts	Students Rate (%)	Calculated with statutory exclusions applied for state accountability	
					Dropouts	Students Rate (%)
		At risk	0	0.0	0	6 0.0
		CTE	0	0	0	0
		Economically disadv.	3	63 4.8	3	63 4.8
		ELL	0	0	0	0
		Migrant	0	0	0	0
		Special education	1	65 1.5	1	65 1.5
		Title I	0	2 0.0	0	2 0.0

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C O N F I D E N T I A L  
Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

County-District Number: 227806

District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA

Region 13

2015 INDICATOR									
INDICATOR	2015 PL 0 CUT POINTS	2015 DISTRICT RATE	2015 NUMERATOR	2015 DENOMINATOR	2014 NUMERATOR	2014 DENOMINATOR	2013 NUMERATOR	2013 DENOMINATOR	PERFORMANCE LEVEL
*****									
1. BE STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0 - 100	.	0	0					No Data
(ii) READING	70.0 - 100	.	0	0					No Data
(iii) SCIENCE	65.0 - 100	.	0	0					No Data
(iv) SOCIAL STUDIES	65.0 - 100	.	0	0					No Data
(v) WRITING	70.0 - 100	.	0	0					No Data
2. ESL STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0 - 100	28.6	2	7					NA
(ii) READING	70.0 - 100	14.3	1	7					NA
(iii) SCIENCE	65.0 - 100	0.0	0	3					NA
(iv) SOCIAL STUDIES	65.0 - 100	0.0	0	2					NA
(v) WRITING	70.0 - 100	0.0	0	2					NA
3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0 - 100	.	0	0					No Data
(ii) READING	70.0 - 100	.	0	0					No Data
(iii) SCIENCE	65.0 - 100	.	0	0					No Data
(iv) SOCIAL STUDIES	65.0 - 100	.	0	0					No Data
(v) WRITING	70.0 - 100	.	0	0					No Data
4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0 - 100	.	0	0					No Data
(ii) READING	70.0 - 100	.	0	0					No Data
(iii) SCIENCE	65.0 - 100	.	0	0					No Data
(iv) SOCIAL STUDIES	65.0 - 100	.	0	0					No Data
(v) WRITING	70.0 - 100	.	0	0					No Data
5. LEP STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	0.0	0	2					NA
(ii) SCIENCE	60.0 - 100	.	0	0					No Data
(iii) SOCIAL STUDIES	60.0 - 100	40.0	2	5					NA
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 37.6	40.0	2	5					Report Only
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	0 - 1.8	0.0	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	
			0	10	1	14	1	11	0
7. LEP RHSP/DAP DIPLOMA RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	70.0 - 100	0.0	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	
			0	1	0	1	0	2	NA SA
8. LEP GRADUATION RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	75.0 - 100	.	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	
			0	0	1	1	1	3	No Data
9. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE			<u>BEGINNING</u>	<u>TESTED</u>					
	0 - 7.5	0.0	0	7					0
10. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS			<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	
	0 - 7.5	22.2	2	9	0	9	1	5	NA SA

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C O N F I D E N T I A L  
Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
CAREER AND TECHNICAL EDUCATION

County-District Number: 227806

District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA

Region 13

INDICATOR	2015 PL 0 CUT POINTS	2015 DISTRICT RATE	2015 NUMERATOR	2015 DENOMINATOR	2014 NUMERATOR	2014 DENOMINATOR	2013 NUMERATOR	2013 DENOMINATOR	2015 INDICATOR PERFORMANCE LEVEL
1. CTE STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	.	0	0					No Data
(ii) SCIENCE	60.0 - 100	0.0	0	1					NA
(iii) SOCIAL STUDIES	60.0 - 100	.	0	0					No Data
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 71.8	0.0	0	2					Report Only
2. CTE LEP STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	.	0	0					No Data
(ii) SCIENCE	60.0 - 100	.	0	0					No Data
(iii) SOCIAL STUDIES	60.0 - 100	.	0	0					No Data
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 42.2	.	0	0					Report Only
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	.	0	0					No Data
(ii) SCIENCE	60.0 - 100	.	0	0					No Data
(iii) SOCIAL STUDIES	60.0 - 100	.	0	0					No Data
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 65.3	.	0	0					Report Only
4. CTE SPED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	.	0	0					No Data
(ii) SCIENCE	60.0 - 100	0.0	0	1					NA
(iii) SOCIAL STUDIES	60.0 - 100	.	0	0					No Data
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 31.6	0.0	0	2					Report Only
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	0 - 2.8	.	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	
			0	0	0	0	0	0	No Data
6. CTE RHSP/DAP DIPLOMA RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	70.0 - 100	.	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	
			0	0	0	0	0	0	No Data
7. CTE GRADUATION RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	75.0 - 100	.	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	
			0	0	0	0	0	0	No Data
8. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	40.0 - 100	.	MALE ALL COMPLETE COMPLETE FEMALE FEMALE COURSES COURSES	MALE ALL COMPLETE COMPLETE FEMALE FEMALE COURSES COURSES	MALE ALL COMPLETE COMPLETE FEMALE FEMALE COURSES COURSES	MALE ALL COMPLETE COMPLETE FEMALE FEMALE COURSES COURSES	MALE ALL COMPLETE COMPLETE FEMALE FEMALE COURSES COURSES		No Data
			0	0	0	5	0	0	
9. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----				
	40.0 - 100	45.5	FEMALE ALL COMPLETE COMPLETE MALE MALE COURSES COURSES	FEMALE ALL COMPLETE COMPLETE MALE MALE COURSES COURSES	FEMALE ALL COMPLETE COMPLETE MALE MALE COURSES COURSES	FEMALE ALL COMPLETE COMPLETE MALE MALE COURSES COURSES	FEMALE ALL COMPLETE COMPLETE MALE MALE COURSES COURSES		0
			15	33	17	34	26	48	

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C O N F I D E N T I A L  
Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
NO CHILD LEFT BEHIND

County-District Number: 227806

District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA

Region 13

2015 INDICATOR																
INDICATOR	2015 PL 0 CUT POINTS	2015 DISTRICT RATE	2015 NUMERATOR	2015 DENOMINATOR	2014 NUMERATOR	2014 DENOMINATOR	2013 NUMERATOR	2013 DENOMINATOR	2015 INDICATOR PERFORMANCE LEVEL							
*****																
1. TITLE I, PART A STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>												
(i) MATHEMATICS	70.0 - 100	30.0	3	10					NA							
(ii) READING	70.0 - 100	40.0	4	10					NA							
(iii) SCIENCE	65.0 - 100	0.0	0	3					NA							
(iv) SOCIAL STUDIES	65.0 - 100	0.0	0	1					NA							
(v) WRITING	70.0 - 100	0.0	0	2					NA							
2. TITLE I, PART A STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>												
(i) MATHEMATICS	60.0 - 100	28.6	2	7					NA							
(ii) SCIENCE	60.0 - 100	0.0	0	1					NA							
(iii) SOCIAL STUDIES	60.0 - 100	0.0	0	2					NA							
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 63.2	36.8	7	19					Report Only							
3. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----											
	0 - 1.8	8.3	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>								
			5	60	24	289	14	239	3							
4. TITLE I, PART A RHSP/DAP DIPLOMA RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----											
	70.0 - 100	46.8 / 21.1	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	0 RI							
			22	47	8	38	20	56								
5. TITLE I, PART A GRADUATION RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----											
	75.0 - 100	63.7	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	2							
			12	25	22	39	45	60								
6. MIGRANT STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>												
(i) MATHEMATICS	70.0 - 100	.	0	0					No Data							
(ii) READING	70.0 - 100	.	0	0					No Data							
(iii) SCIENCE	65.0 - 100	.	0	0					No Data							
(iv) SOCIAL STUDIES	65.0 - 100	.	0	0					No Data							
(v) WRITING	70.0 - 100	.	0	0					No Data							
7. MIGRANT STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>												
(i) MATHEMATICS	60.0 - 100	.	0	0					No Data							
(ii) SCIENCE	60.0 - 100	.	0	0					No Data							
(iii) SOCIAL STUDIES	60.0 - 100	.	0	0					No Data							
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 51.8	.	0	0					Report Only							
8. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----											
	0 - 1.8	.	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	No Data							
			0	0	0	0	0	0								
9. MIGRANT RHSP/DAP DIPLOMA RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----											
	70.0 - 100	.	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	No Data							
			0	0	0	0	0	0								
10. MIGRANT GRADUATION RATE			----- 2013-14 -----	----- 2012-13 -----	----- 2011-12 -----											
	75.0 - 100	.	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	No Data							
			0	0	0	0	0	0								

Detailed information on the assignment of performance levels can be found in the 'PBMA 2015 Manual' at <http://tea.texas.gov/pbm/PBMAManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented. Passing standards equivalent to the previous STAAR mathematics tests are used as applicable for the STAAR 3-8 mathematics indicators.

C O N F I D E N T I A L  
Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
SPECIAL EDUCATION

County-District Number: 227806

District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA

Region 13

INDICATOR	2015 PL 0 CUT POINTS	2015 DISTRICT RATE	2015 NUMERATOR	2015 DENOMINATOR	2014 NUMERATOR	2014 DENOMINATOR	2013 NUMERATOR	2013 DENOMINATOR	2015 INDICATOR PERFORMANCE LEVEL
*****									
1. SPED STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	70.0 - 100	28.6	10	35					3
(ii) READING	70.0 - 100	33.3	12	36					3
(iii) SCIENCE	65.0 - 100	29.4	5	17					NA
(iv) SOCIAL STUDIES	65.0 - 100	14.3	2	14					NA
(v) WRITING	70.0 - 100	15.4	2	13					NA
2. SPED YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	.	0	0					No Data
(ii) READING	70.0 - 100	.	0	0	0	0	0	0	No Data
(iii) SCIENCE	65.0 - 100	.	0	0	0	0	0	0	No Data
(iv) SOCIAL STUDIES	65.0 - 100	.	0	0	0	0	0	0	No Data
(v) WRITING	70.0 - 100	.	0	0	0	0	0	0	No Data
3. SPED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0 - 100	30.8	4	13					NA
(ii) SCIENCE	60.0 - 100	55.6	5	9					NA
(iii) SOCIAL STUDIES	60.0 - 100	42.1	8	19					NA
(iv) ENGLISH LANGUAGE ARTS	STATE RATE - 31.7	34.1	14	41					Report Only
4. SPED STAAR® ALTERNATE 2 PARTICIPATION RATE			STAAR® <u>ALTERNATE</u>	DOCUMENTS <u>SUBMITTED</u>	STAAR® <u>ALTERNATE</u>	DOCUMENTS <u>SUBMITTED</u>	STAAR® <u>ALTERNATE</u>	DOCUMENTS <u>SUBMITTED</u>	
	0 - 10.0	20.0	7	35	1	27	5	46	3
5. SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)			SETTINGS <u>RECP</u>	SPED <u>STUDENTS</u>					
	30.0 - 100	.	0	0					No Data
6. SPED REGULAR CLASS >=80% RATE (AGES 6-11)			SETTINGS <u>&gt;=80%</u>	SPED <u>STUDENTS</u>	SETTINGS <u>&gt;=80%</u>	SPED <u>STUDENTS</u>			
	70.0 - 100	85.0	34	40	47	48			0
7. SPED REGULAR CLASS <40% RATE (AGES 6-11)			SETTINGS <u>&lt;40%</u>	SPED <u>STUDENTS</u>	SETTINGS <u>&lt;40%</u>	SPED <u>STUDENTS</u>			
	0 - 10.0	15.0	6	40	1	48			1
8. SPED REGULAR CLASS >=80% RATE (AGES 12-21)			SETTINGS <u>&gt;=80%</u>	SPED <u>STUDENTS</u>	SETTINGS <u>&gt;=80%</u>	SPED <u>STUDENTS</u>			
	70.0 - 100	75.5	74	98	123	149			0
9. SPED REGULAR CLASS <40% RATE (AGES 12-21)			SETTINGS <u>&lt;40%</u>	SPED <u>STUDENTS</u>	SETTINGS <u>&lt;40%</u>	SPED <u>STUDENTS</u>			
	0 - 10.0	2.0	2	98	3	149			0

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C O N F I D E N T I A L  
Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
SPECIAL EDUCATION (CONT.)

County-District Number: 227806

District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA

Region 13

INDICATOR	2015 PL 0 CUT POINTS	2015 DISTRICT RATE	2015 NUMERATOR	2015 DENOMINATOR	2014 NUMERATOR	2014 DENOMINATOR	2013 NUMERATOR	2013 DENOMINATOR	2015 INDICATOR PERFORMANCE LEVEL
*****									
10. SPED ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	0 - 1.8	0.9	DROPOUTS	ATTEND	DROPOUTS	ATTEND	DROPOUTS	ATTEND	0
			1	107	10	147	5	133	
11. SPED RHSP/DAP DIPLOMA RATE			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	20.0 - 100	6.9	RHSP/DAP	GRADUATED	RHSP/DAP	GRADUATED	RHSP/DAP	GRADUATED	2
			1	17	2	19	1	22	
12. SPED GRADUATION RATE			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	75.0 - 100	62.9	GRADUATES	CLASS	GRADUATES	CLASS	GRADUATES	CLASS	2
			4	12	14	20	21	30	
13. SPED REPRESENTATION			SPED	ALL	SPED	ALL	SPED	ALL	
	0 - 8.5	6.3	STUDENTS	STUDENTS	STUDENTS	STUDENTS	STUDENTS	STUDENTS	0
			18	286	23	413	22	365	
14. SPED AFRICAN AMERICAN (NOT HISPANIC/LATINO) REPRESENTATION			AFR AM	SPED	AFR AM	SPED	AFR AM	SPED	
MIN - 1.0	(DIFF) 4.7		SPED	STUDENTS	SPED	STUDENTS	SPED	STUDENTS	NA SA
SPED AFRICAN AMERICAN		27.8	5	18	5	23	5	22	
			AFR AM	ALL	AFR AM	ALL	AFR AM	ALL	
			STUDENTS	STUDENTS	STUDENTS	STUDENTS	STUDENTS	STUDENTS	
ALL AFRICAN AMERICAN		23.1	66	286	78	413	86	365	
15. SPED HISPANIC REPRESENTATION			HISP	SPED	HISP	SPED	HISP	SPED	
MIN - 1.0	(DIFF) -3.4		SPED	STUDENTS	SPED	STUDENTS	SPED	STUDENTS	0
SPED HISPANIC		33.3	6	18	4	23	11	22	
			HISP	ALL	HISP	ALL	HISP	ALL	
			STUDENTS	STUDENTS	STUDENTS	STUDENTS	STUDENTS	STUDENTS	
ALL HISPANIC		36.7	105	286	129	413	117	365	
16. SPED LEP REPRESENTATION			LEP	SPED	LEP	SPED	LEP	SPED	
MIN - 1.0	(DIFF) -8.4		SPED	STUDENTS	SPED	STUDENTS	SPED	STUDENTS	0
SPED LEP		0.0	0	18	1	23	2	22	
			LEP	ALL	LEP	ALL	LEP	ALL	
			STUDENTS	STUDENTS	STUDENTS	STUDENTS	STUDENTS	STUDENTS	
ALL LEP		8.4	24	286	29	413	23	365	

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MIN = Minimum and denotes values less than 0.

C O N F I D E N T I A L  
Texas Education Agency  
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
SPECIAL EDUCATION (CONT.)

County-District Number: 227806

District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA

Region 13

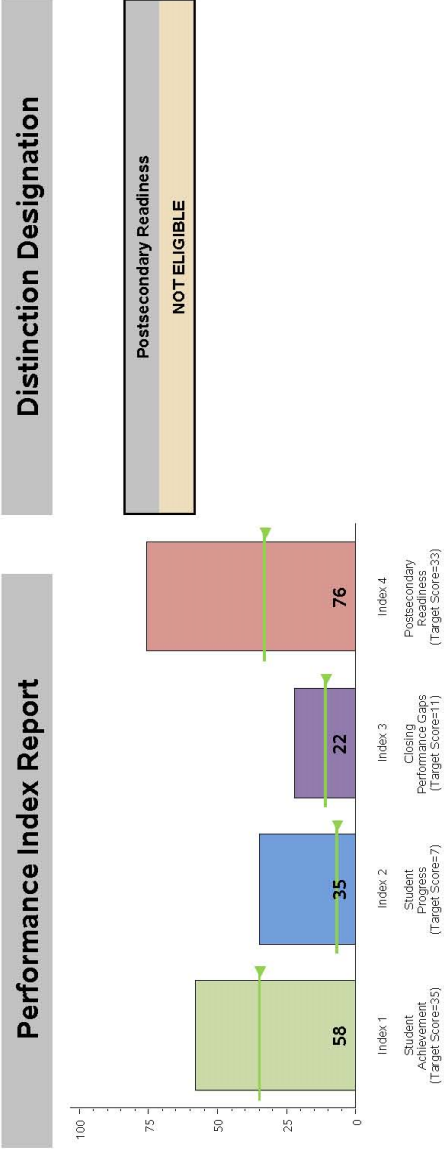
INDICATOR	2015 PL 0 CUT POINTS	2015 DISTRICT RATE	2015 NUMERATOR	2015 DENOMINATOR	2014 NUMERATOR	2014 DENOMINATOR	2013 NUMERATOR	2013 DENOMINATOR	2015 INDICATOR PERFORMANCE LEVEL
*****									
17. SPED DISCRETIONARY DAEP PLACEMENTS			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	MIN - 1.0	(DIFF) 0.0	SPED DAEP	SPED STUDENTS	SPED DAEP	SPED STUDENTS	SPED DAEP	SPED STUDENTS	0
SPED DAEP PLACEMENTS		0.0	0	663	0	687	0	642	
			ALL	ALL					
ALL DAEP PLACEMENTS		0.0	DAEP	STUDENTS	DAEP	STUDENTS	DAEP	STUDENTS	
			0	2,060	0	1,933	0	1,841	
DISPROPORTIONALITY RATE (REPORT ONLY)	MIN - 10.0	0.0							0 Report Only
*****									
18. SPED DISCRETIONARY ISS PLACEMENTS			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	MIN - 10.0	(DIFF) -4.8	SPED ISS	SPED STUDENTS	SPED ISS	SPED STUDENTS	SPED ISS	SPED STUDENTS	0
SPED ISS PLACEMENTS		3.0	20	663	10	687	64	642	
			ALL	ALL					
ALL ISS PLACEMENTS		7.8	ISS	STUDENTS	ISS	STUDENTS	ISS	STUDENTS	
			161	2,060	65	1,933	233	1,841	
DISPROPORTIONALITY RATE (REPORT ONLY)	MIN - 10.0	-61.5							0 Report Only
*****									
19. SPED DISCRETIONARY OSS PLACEMENTS			----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	MIN - 6.0	(DIFF) 0.0	SPED OSS	SPED STUDENTS	SPED OSS	SPED STUDENTS	SPED OSS	SPED STUDENTS	0
SPED OSS PLACEMENTS		0.5	3	663	2	687	0	642	
			ALL	ALL					
ALL OSS PLACEMENTS		0.5	OSS	STUDENTS	OSS	STUDENTS	OSS	STUDENTS	
			10	2,060	4	1,933	0	1,841	
DISPROPORTIONALITY RATE (REPORT ONLY)	MIN - 10.0	0.0							0 Report Only

Detailed information on the assignment of performance levels can be found in the 'PBMA 2015 Manual' at <http://tea.texas.gov/pbm/PBMAManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented.  
MIN = Minimum and denotes values less than 0.

C O N F I D E N T I A L Texas Education Agency 2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM PBMA5 PERFORMANCE LEVEL SUMMARY (NOT INCLUDING REPORT ONLY INDICATORS)													Region 13
County-District Number: 227806 District Name: UNIVERSITY OF TEXAS UNIVERSITY CHA													
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**TEXAS EDUCATION AGENCY**  
**2015 Accountability Summary**  
**UNIVERSITY OF TEXAS UNIVERSITY CHA (227806)**

Accountability Rating	
Met Alternative Standard	
<b>Met Standards on</b> <ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<b>Did Not Meet Standards on</b> <ul style="list-style-type: none"> <li>- NONE</li> </ul>
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	



### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	63	109	58
2 - Student Progress	70	200	35
3 - Closing Performance Gaps	174	800	22
4 - Postsecondary Readiness	10.8		
STAAR Score	58.1		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score			76*

### State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	2 out of 6 = 33%
Participation Rates	8 out of 9 = 89%
Graduation Rates	0 out of 1 = 0%
<b>Total</b>	<b>10 out of 16 = 63%</b>

\* Includes bonus points that may have been added to the Index 4 Score.

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account2015/index.html>