



The University of Texas Charter School System

TNC 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 Loredo, Ph.D. - Member
Octavio N. Martinez, M.D. - Member
David Anderson, Ph.D. - 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.

Campus Information

Principal: Dottie Goodman

Instructional Coach: Nancy Baker

LSSP: Janina Roberts

Address: 1106 West Dittmar Road, Austin, TX . 78245

Phone: 512- 444-4835

Date: September 21, 2015

TNC Improvement Plan Committee

NAME	POSITION	DATE	SIGNATURE
DOTTIE GOODMAN	PRINCIPAL	9/30/15	Dottie Goodman
NANCY BAKER	INSTRUCTIONAL COACH	9/30/15	Nancy Baker
JANINA ROBERT	LSSP	9/30/15	Janina Roberts
LINDA BROWN	SURROGATE PARENT	9-30-15	Linda Brown
SHIRLEY JORDAN	TEACHER	9-30-15	Shirley Jordan

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.

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

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for TNC, including how federal and state program funds will be used?
Student Achievement	<ul style="list-style-type: none">• Data collected on students whose length of stay at UT-UCS is 6 months or longer have shown significant academic growth.	<ul style="list-style-type: none">• Student performance data and other campus information indicate a need for improvement in intervention instruction and accelerated instruction in all grade levels.• According to the PBM, the special education proficiency rates were lower than the state requires.• Did not meet the proficiency rates of the special education students in 3-8 grade STAAR in math and reading.	<ul style="list-style-type: none">• Improving student achievement in all academic areas.• Improving student achievement in all sub populations.• TNC will continue to use the TEKS Resource System and academic planning guides.• TNC will implement the new Response to Intervention process.• Review IEPs for the STAAR participation rates of the students in special education.

		<ul style="list-style-type: none"> We have unreported students – leavers. 	
School Culture and Climate	<ul style="list-style-type: none"> Survey results showed that the district climate and happenings are very positive. 	<ul style="list-style-type: none"> School situation, pay scale, stress, other working conditions make a need to address teacher recruitment and retention and morale. Technology needs to be updated and maintained. Increase activities that foster Character and Physical excellence. 	<ul style="list-style-type: none"> District will conduct climate and satisfaction surveys on each campus. Parents will complete a survey after each campus visit. TNC will use “Why Try?” resources and strategies. TNC will implement new social and emotional learning character traits throughout the school year.
Staff Quality/ Professional Development	<ul style="list-style-type: none"> All teachers at TNC meet the Highly Qualified Teacher requirement. All teachers at TNC hold special education certification. 	<ul style="list-style-type: none"> Strategic planning surveys showed that there needs to be more professional development opportunities for teachers and staff. Teachers need to be paid equitably. Multi-grade and multi-subject classrooms led by only one content teacher creates a need for long term and intensive professional development. 	<ul style="list-style-type: none"> TNC staff will pilot the new teacher and principal evaluation system T-TESS and P-TESS. The District will develop a system wide alignment with professional development. The District will develop and implement equity adjustment for teacher salaries.
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> Teachers consistently assess students at Beginning, Middle, and End of Year for academic growth. Teachers adapt and modify required curriculum to meet each student’s needs. 	<ul style="list-style-type: none"> Improvements in the intervention provided to students in reading and math need to be enhanced. Individual student data needs to become the primary factor in determining the type and duration of the intervention. 	<ul style="list-style-type: none"> District will develop and implement a response to intervention model for students and will begin the implementation of the model this year. Teachers will be provided professional development with regards to the new model.

Family and Community Involvement	<ul style="list-style-type: none"> Over 90% of the facility directors believe that they benefit from the partnership with our district. Over 90% of the facility directors believe that the partnership is productive and has a positive impact on their organization and the children. 	<ul style="list-style-type: none"> The residential setting at TNC makes 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. Since most of our students are from other states and are not from a traditional family structure, we reach out to those who fill the parental support role during preparation time and the actual ARD. 	<ul style="list-style-type: none"> Continue to produce a newsletter each six weeks. Encourage parents and guardians to shadow their students during school. Establish a welcoming atmosphere when parents arrive to shadow during school time.
School Context and Organization	<ul style="list-style-type: none"> Above state average in attendance because most students reside on campus in a structured environment. Over 90% of the facility directors believe there is effective communication from the district principals, staff and superintendent. TNC staff secured the support of Lowe's through their "HERO Program" to create an outdoor activity area. 	<ul style="list-style-type: none"> District needs to increase funding to support academic programming. 	<ul style="list-style-type: none"> Implement research-based fundraising model to support academic programming, technology resources, and professional development. Provide shared professional development for facilities and teachers. It is important to keep all staff working with the students on the same page.
Technology	<ul style="list-style-type: none"> There is an increase of technology on the campuses. 	<ul style="list-style-type: none"> Technology is aging and needs to be replaced. 	<ul style="list-style-type: none"> Technology replacement plan will be developed. Fundraising efforts will focus on technology replacement.

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.

<u>Performance Goal 1:</u> All students will show growth 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. 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.	Dottie Goodman Nancy Baker Teachers	TEKS Resource System Online	July 1, 2015	Walk throughs Lesson plans	Increase in Benchmark scores, STAAR scores and EOC Exams	Benchmarks & STAAR Results	1, 2, 3
Utilize new digital resources to support robust scope and sequence	Dottie Goodman Nancy Baker Teachers	Digital and hard copy district adopted texts	Continuous	Walk throughs Lesson Plans	Increase in Benchmarks scores, STAAR scores and EOC Exams	Benchmarks & STAAR Results	1,2, 3
Infuse technology into all content areas to increase student engagement	Dottie Goodman Nancy Baker Teachers	Coordinated local, state, federal funds	Continuous	Walk throughs Lesson plans	Increase in Benchmark scores, STAAR scores and EOC Exams	Benchmarks & STAAR Results	1, 2, 3
Continue initiative for efficient assessment and data driven instructional planning	Dottie Goodman Nancy Baker Teachers	Benchmark timeline	Continuous	Data Reports & Walk throughs Lesson plans	Increase in Benchmark scores, STAAR scores and EOC Exams	STAAR Results	1, 2, 3
Use Let's Go Learn Math and HMH diagnostic to assess individual student math abilities, guide instruction, and measure growth	Dottie Goodman Nancy Baker Teachers	Math Benchmark timeline	Continuous	Data Reports & Walk throughs Lesson plans	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, 3
Provide intervention opportunities to students who are at-risk of dropping out.	Dottie Goodman Nancy Baker Teachers	Intervention Resources Master schedule	Continuous	Data Reports & Walk throughs Lesson plans	Increase in STAAR scores and EOC Exams	STAAR Results	1, 2, 3, 9

Performance Goal 1: All students will show growth in reading/language arts and mathematics.							
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<ol style="list-style-type: none"> 1. Show 10% growth in all core academic area including math, language arts, science, and social studies. 2. 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 use of supplemental instructional materials to address special needs students.	Dottie Goodman Nancy Baker teachers, and instructional aides	Time Supplemental Materials	Continuous	Lesson Plans and IEPs	Increase academic achievement for students with special needs	STAAR Results	1, 2, 3, and 9

<p>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.</p>							
<p>Objective(s):</p>							
<p>1. Show a 10% increase in the passing rate for STAAR Math and Reading with ELL students. 2. Show a 10% 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.</p>							
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 Dottie Goodman Shirley Jordan Teacher	Read Naturally TTM	September 2015 – October 2015	LPAC Documentation	Improved Academic Performance	STAAR Results	1,8 and 9
Compliance in certification/Sheltered Instruction per new campus	Kathleen Daniels and Melissa Ruffin	Teach & Share Session Oct. 12, 2015	Fall 2015	Agendas and certificates	Improved Academic Performance	STAAR Results	4
Collect data on ELL students on DIBELS and DRA assessment and use to develop instruction and interventions for ELL students.	Principals and teachers	DIBELS training and materials	Continuous	Data	Improved Academic Performance	EOY DATA Results	1,2,3 and 9

Performance Goal 3: highly qualified teachers will teach all students.							
Objective(s):							
<ul style="list-style-type: none"> 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. 							
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.	Dottie Goodman	List of Region 13 Training Opportunities	Continuous	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Create a system of support for assisting teachers in preparing for certification exams.	Dottie Goodman	Test Prep Materials Release time to prepare and take cert. tests	Continuous	SBEC documentation	Improved Student Academic Performance	Teacher Evaluations	4
Implement/ Pilot the new teacher evaluation system of TEXAS (T-TESS)	Dr. Chavez Dottie Goodman Nancy Baker	Region 13 Trainers of Evaluators District Training of Teachers on the System	June 2015 July 2015 Continuous	T-TESS Certified Appraisers Documentation Observations Walk Throughs	Improved Student Academic Performance	Teacher Evaluations	4

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.							
Objective(s):							
1. Increase school safety satisfaction on surveys. 2. Improve school culture and climate.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School wide Components
Require staff to attend workshops through district-wide and/or campus-based meetings	Dottie Goodman	Time	Continuous	Agendas and surveys	Improved school climate and culture	Safety Survey Results	4 and 10
Continue to collect data to monitor removals and restraints	Dottie Goodman Joan Givens	Restraint Documentation Teacher Data Notebook	Continuous	Decrease in restraints and classroom removals	Data tracking from Skyward	Safety Survey Results	10
Implement TBRI in all classrooms	Dottie Goodman Joan Givens	TBRI resources and PD	Continuous	Decrease in restraints and classroom removals	Campus Walk-throughs	Climate Survey	2 and 10
Train teachers in trauma informed practice.	Dottie Goodman Joan Givens	PD provide by Joan Givens	Continuous	Improved school climate and culture	Campus walkthrough	Climate Survey	4, 8, and 10
Implement facility mandated SATORI practices	Dottie Goodman Teachers	TNC SATORI Trainer	Continuous	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.	Dottie Goodman Teachers	Social Emotional Learning (SEL) resources	Continuous Monthly character traits	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10

Performance Goal 5: All students will be prepare for high school graduation							
Objective(s): 1. All students will have a 4 year graduation plan established for them as they enter 9 th 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.	ATC	Individual student folders	End of 3 rd and 6 th six weeks	Graduation Plans	Increased graduation interest	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.	Dottie Goodman	Time Supplemental funds for teachers	Summer 2016	Graduation Plans and Summer school Plans	Increased graduation interest	Summer Credits Awarded	2
Develop college-going culture on all campuses (Informal displays, college t-shirt days)	Dottie Goodman ATC Nancy Baker	Resources based on students college selection	Continuous	Walkthroughs	Increased graduation interest	Student Survey	2
Assess students strengths and needs in the area of career knowledge and planning in grades 8-12	ATC Randy Jackson	Student interviews Career Cruising	Continuous	Data report on results of the assessment	Increased graduation interest	Number of Graduates for the 2015-2016 SY	2
Coordinate transition to home school district	Dottie Goodman Nancy Baker Teachers ATC	Student graduation plan	Continuous	Transition plan – no leavers	Increased graduation interest	Number of Graduates for the 2015-2016 SY	2

Performance Goal 6: All parents are provided 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 school newsletter at the end of each 6 weeks	Dottie Goodman Jamie Reichardt	Facility Printing Capacity	Continuous	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Distribution of information on enrollment; Handbook, parent involvement brochure, etc....	Dottie Goodman Nancy Baker Brittany Martinez Teachers	Campus Brochures Student Code of Conduct	Continuous	Copies of each document – receipt signatures	Increased parent involvement	Parent satisfaction survey	6
Require principals to hold open house for students to showcase school/ work projects	Dottie Goodman Nancy Baker Teachers	Back to School Open House Art Show	Fall 2015 Spring 2016	Agendas and sign in sheets	Increased parent involvement	Parent satisfaction survey	6
Send out district survey and collect data on school culture	Dr. Chavez Dottie Goodman	Survey	Spring 2016	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, refection, 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)
- Special Education Diagnosticians
- 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—University Charter School insures 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.

Community Works Program—Community Works provides services to student's ages 18-21 that is ready to move to a community-based phase of high school. This phase involves full or part-time employment in the community, participation in community recreation/leisure activities and use of public transportation. The goal of this service is seamless transition to a post high school setting. The Community Works Program relies heavily on collaboration among schools, family and appropriate adult services agencies.

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 **\$39,100** 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	ANN	PW	TNC	MCH
Enrollment as of 8/31/2014	31	15	72	11	42	67	133
Enrollment * \$85	2,635	1,275	6,120	935	3,570	5,695	11,305
Total Campus Allocation	2,635	1,275	6,120	935	3,570	5,695	11,305
420-11-6399-XXX-5-11	1,581	765	3,672	204	714	1,139	2,261
420-11-6499-XXX-5-11	527	255	1,224				
420-13-6499-XXX-5-11	527	255	1,224	816	2,856	4,556	9,044
	DRIC	LR	OH	HH	HP	MH	Totals
Enrollment as of 8/31/2014	18	19	25	11	12	4	460
Enrollment * \$85	1,530	1,615	2,125	935	1,020	340	39,100

Total Campus Allocation	1,530	1,615	2,125	935	1,020	340
420-11-6399-XXX-5-11	306	323	425	187	204	68
420-11-6499-XXX-5-11						
420-13-6499-XXX-5-11	1,224	1,292	1,700	748	816	272

High School Allotment

Based on the preliminary charter school funding template for the 2014-2015 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 2013-2014 school year are rolled forward, a total of **\$108,789** 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.

- **\$4,000** has been reserved at the central office to purchase PSAT exams for all 10th grade students.
- **\$10,000** has been reserved fund travel for Academic Transition Coordinators across the district.
- **\$2,000** has been reserved to purchase licenses for the Odysseyware program.
- **\$1,500** 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 **\$91,289** 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 used 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 2014-2015 IDEA-B Formula tentative entitlements for UT-UCS are \$413,376. When the \$108,829 in carryover funds from 2013-2014 is added to this amount, UT-UCS has a total of \$663,650 for its 2014-2015 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.

\$286,000—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.

\$221,565—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. IDEA-B compensates a total of 15 surrogate parents.

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 professionals 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 are 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 2014-2015 Title I, Part a tentative entitlement for UT—UCS is **\$544,164**. A total of **\$136,464** will carryover from the 2013-2014 school year, making the total Title I, Part A funds available for the 2014-2015 program **\$680,628**.

- Reservation of Funds. UT—UCS has reserved approximately 99.59% of its Title I, Part A funds for the following purposes:
 - **\$677,837** 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.
 - **\$10,000** for the Administration of Title I, Part A, Programs
 - **\$5,442** for district-level parental involvement training and activities.
 - **\$1,000** 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 **\$5,000** 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 2014-2015 Title I, Part D, Subpart 2 tentative entitlement for UT—UCS, is **\$184,733**. When the **\$423,527** in carryover funds from 2013-2014 is added to this amount, UT—UCS has a total of **\$608,260** for its 2014-2015 Title I, Part D, Subpart 2 program.

- A total of **\$359,165** 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.
- **\$5,000** for extra-duty pays for teachers and instructional aides who participate in supplemental professional development activities that occur outside the regular school day.
- **\$10,250**—Tutoring services for students attending campuses located at facilities for the delinquent. Tutoring occurs after the school day and on Saturdays.
- A total of **\$100,000** has been retained at the central office to provide supplemental transition services to students in order to prepare them for success in a less restrictive environment.
- A total of **\$25,000** has been retained at the central office to provide professional development in differentiation and classroom management techniques and in assisting students in at-risk situations.
- **\$30,000** to provide supplemental instructional materials in reading, math, science, and social studies for students attending campuses located at facilities for delinquent students.
- The remaining **\$78,845** has been reserved at the district level as follows for UT—UCS campuses that are located at residential facilities for delinquent children:

Campus	Campus Name	Enrollment	Title I, Part D Allocation Reserved at the District on behalf of campuses
009	UT-UCS at Pathfinders	5.7%	\$1,841
023	UT-UCS at Pathways	12.6%	\$4,068
024	UT-UCS at Texas NeuroRehab Center	13.4%	\$4,327

030	UT-UCS at Laurel Ridge	18.0%	\$5,812
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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 2014-2015 Title II, Part A tentative entitlement for UT—UCS is **\$31,272** When the **\$20,820** in carryover funds from 2013-2014 is added to this amount, a total of **\$52,092** is available for the 2014-2015 Title II, Part A program.

- **\$1,000** will be retained at the central office to provide for the following professional development activities:
 - Gifted/Talented training for pilot group of teachers and principals.
 - Training to teachers and principals in the implementation and administration of the DORA and DOMA assessment at UT—UCS campuses
 - Training in data analysis.

- Response to Intervention (RtI) training for teachers.
 - Professional development reference material for instructional coaches to use with teacher training.
 - Extra-duty pay for teachers.
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- The remaining **\$51,092** 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 2014-2015 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 2014-2015 charter school funding template indicates that UT—UCS will receive approximately **\$555,079** in funds for the SCE program. A minimum of 52% of these funds, or **\$288,641** must be expended for program activities allowable under SCE. Prior-year carryover for this program is **\$1,605**. When combined with the current-year amount, this results in approximately **\$290,246** that must be expended for the 2014-2015 program. Of this amount, the following reservations will be made at the district level:

- **\$6,000** in SCE funds to provide supplemental tutorials for eligible students at UT-UCS at Olympia Hills
- **\$7,000** will be allocated to provide Title I, Part A-equivalent services to ten 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.

- **\$15,400** will be used to acquire supplemental instructional materials that will be used for at-risk students district wide. An example of this type of material is the license for IGNITE! Learning.
- **\$10,175** 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.
- **232,635** will be used to provide credit recovery and summer enrichment programs to at-risk students. Odysseyware is included in this amount.

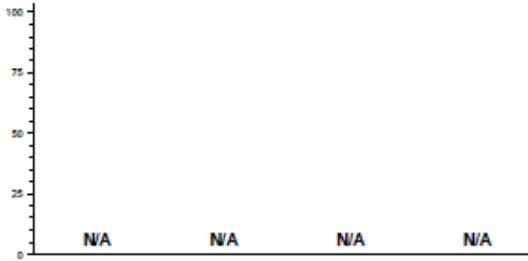
Campuses receiving SCE funds will use these funds for the following purposes, as determined by their campus improvement plans:

- 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.

TEXAS EDUCATION AGENCY
2015 Accountability Summary

TNC CAMPUS (TEXAS NEUROREHABILITAT (227806024) - UNIVERSITY OF TEXAS UNIVERSITY CHA

Accountability Rating		Distinction Designation				
Not Rated						
Met Standards on - NONE	Did Not Meet Standards on - NONE					
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 Report						
						
NA	NA	N/A	N/A			
Index 1 Student Achievement	Index 2 Student Progress	Index 3 Closing Performance Gaps	Index 4 Postsecondary Readiness			
Performance Index Summary						
Index	Points Earned	Maximum Points	Index Score			
1 - Student Achievement	N/A	N/A	N/A			
2 - Student Progress	N/A	N/A	N/A			
3 - Closing Performance Gaps	N/A	N/A	N/A			
4 - Postsecondary Readiness						
STAAR Score	N/A					
Graduation Rate Score	N/A					
Graduation Plan Score	N/A					
Postsecondary Component Score	N/A					
	N/A					
State System Safeguards						
Number and Percent of Indicators Met						
Performance Rates		1 out of 1 = 100%				
Participation Rates		2 out of 2 = 100%				
Graduation Rates		0 out of 1 = 0%				
Total		3 out of 4 = 75%				