

# SAISD 2004 Performance Based Monitoring Overview

- Performance Based Monitoring replaces the previous District Effectiveness and Compliance System by which the Texas Education Agency (TEA) reviews the effectiveness of specific programs within school districts.
- The aim of the process is to promote continuous improvement through data analysis and planning, rather than through site visits. Site visits will be used only when concerns indicate a need.
- The following program data are included for evaluation by TEA through Performance Based Monitoring:
  - Special Education
  - Bilingual Education/English as a Second Language
  - Career and Technology Education
  - No Child Left Behind overall and including these groups
    - Economically Disadvantaged
    - Migrant
    - Limited English Proficient
    - Highly Qualified Teachers
    - Safe and Drug-Free Schools.
- Of the 40 possible indicators for Bilingual/ESL, we fell short in two.
- Of the 21 possible indicators for CATE, we fell short in three.

2004 TAKS READING DISTRICT RESULTS (ESL English Only)

| Grade | Scored      | Passed     | %   |
|-------|-------------|------------|-----|
| 6     | 300         | 126        | 42% |
| 7     | 210         | 59         | 28% |
| 8     | 240         | 89         | 37% |
| 9     | 277         | 72         | 26% |
| 10    | 202         | 24         | 12% |
| 11    | 148         | 55         | 37% |
|       | <u>1377</u> | <u>425</u> | 31% |

2004 TAKS DISTRICT RESULTS-CATE SPED Students

| Subject | Grade | Scored     | Passed    | %   |
|---------|-------|------------|-----------|-----|
| Reading | 9     | 67         | 28        | 42% |
| ELA     | 10    | 81         | 21        | 26% |
| ELA     | 11    | 76         | 30        | 39% |
|         |       | <u>224</u> | <u>79</u> | 35% |
| Math    | 9     | 82         | 10        | 12% |
| Math    | 10    | 90         | 18        | 20% |
| Math    | 11    | 78         | 35        | 45% |
|         |       | <u>250</u> | <u>63</u> | 25% |

2004 TAKS WRITING DISTRICT RESULTS (ESL English Only)

| Grade | Scored     | Passed    | %   |
|-------|------------|-----------|-----|
| 4     | 1          | ---       | --- |
| 7     | 196        | 76        | 39% |
|       | <u>197</u> | <u>76</u> | 39% |

2004 TAKS READING DISTRICT RESULTS-CATE LEP Students

| Grade | Scored     | Passed    | %   |
|-------|------------|-----------|-----|
| 9     | 128        | 34        | 27% |
| 10    | 142        | 14        | 10% |
| 11    | 106        | 37        | 35% |
|       | <u>376</u> | <u>85</u> | 23% |

*SAISD Performance Based Monitoring Summary 2004 - 2005*

| Program  | Issue   | Intervention Needed   |
|--|---|---|
| NCLB - Overall   | Some schools have two PEIMS ID numbers, and both should be listed when reporting to TEA on NCLB. We did not include the special Disciplinary Alternative Education Placement Numbers.   | Internal Corrective Action Plan - does not have to be shared with TEA unless requested.   |
| English as a Second Language/Bilingual Education (ESL/Bil) | <p>1. The SAISD ESL English TAKS Reading/ELA passing rate was more than 10 percentage points lower than the statewide accountability standard of 50% passing. The district passing rate was 31% with 419 of 1,339 students passing.</p> <p>2. The ESL English TAKS Writing passing rates was more than 10 percentage points lower than the statewide accountability standard of 50% passing. The district passing rate was 39% with 76 of 196 students passing.</p>   | <p>Stage 1B: Two indicators were not met. Focused Data Analysis of 2003 – 2004 ESL data and a Corrective Action Plan submitted to TEA</p>                                     |
| Career and Technology Education (CATE)                     | <p>1. Limited English Proficient students in CATE classes that follow a coherent sequence of classes or are Tech Prep students in grades 9 – 12 had a Reading/ELA TAKS passing rate which was more than 10 percentage points lower than the statewide accountability standard of 50% passing. The district passing rate was 23% with 85 of 376 students passing.</p> <p>2. Special Education students in CATE classes that follow a coherent sequence of classes or are Tech Prep students in grades 9 – 12 had a Reading/ELA TAKS passing rate which was more than 10 percentage points lower than the statewide accountability standard of 50 %.</p> <p>The district passing rate was 35% with 79 of 224 students passing.</p> <p>3. Special Education students in CATE classes that follow a coherent sequence of classes or are Tech Prep students in grades 9 – 12 had a Math TAKS passing rate which was more than 10 percentage points lower than the statewide accountability standard of 35 %.</p> <p>The district passing rate was 25% with 63 of 250 students passing.</p> | <p>Stage 2: Three indicators were not met. Focused Data Analysis of 2003 – 2004 CATE data, a Corrective Action Plan, and a Program Effectiveness review submitted to TEA.</p> |

## *SAISD Performance Based Monitoring Summary 2004 - 2005*

**Bilingual/ESL** (Note: Elementary schools with less than five ESL students excluded from this analysis)

1. The SAISD ESL English TAKS Reading/ELA passing rate was 31% with 419 of 1,339 students passing.
  - The number of ESL students taking TAKS Reading/ELA ranged from 1 to 133 students at individual SAISD schools. The following schools had at least 30 students testing across grades: Brackenkridge, Burbank, Edison, Fox Tech, Highlands, Jefferson, Lanier, Connell, Wheatley, Harris, Irving, Mann, Page, Poe, Rogers, Twain, Whittier, and Tafolla
  - From this group the following schools had at least 50% passing for this ESL group: Connell MS and Cooper MS
2. The ESL English TAKS Writing passing rate was 39% with 76 of 196 students passing. This is measured only at Grade 7.
  - The number of ESL students taking TAKS Writing ranged from 1 student to 34 students at individual SAISD schools.
  - Only one school had 30 or more students testing across grades: Whittier Middle School

## **CATE**

1. The LEP students in CATE classes that follow a coherent sequence of classes or are Tech Prep students in grades 9 – 12 had a Reading/ELA TAKS passing rate of 23% with 85 of 376 students passing.
  - The number of LEP students taking TAKS Reading/ELA ranged from 2 to 110 students at individual SAISD schools. Of this group, 110 students were at Fox Tech, and both Brackenkridge and Lanier each had 60 students.
2. Special Education students in CATE classes that follow a coherent sequence of classes or are Tech Prep students in grades 9 – 12 had a Reading/ELA TAKS passing rate of 35% with 79 of 224 students passing. Highlands High School had 55 students test while Lanier High School had 36 students test. No other school had 30 or more students in this group test in this subject.
3. Special Education students in CATE classes that follow a coherent sequence of classes or are Tech Prep students in grades 9 – 12 had a Math TAKS passing rate of 25% with 63 of 250 students passing. Highlands High School had 60 students test, Lanier High School had 42 students test, and Houston had 30 students test. No other school had 30 or more students in this group test in this subject.

# Performance Based Monitoring- Data Summary

## Bilingual/ESL

- 9,348 LEP students: 6,325 Bilingual, 1,952 ESL, and 1,105 parent denials (12% vs.8% for State).
- 89% of LEP students were either US born or in the US more than 3 years.
- For Grades 6-12, 1,311 (60%) have been LEP for 4+ years. Of these, 502 (38%) are also SPED.
- A cohort study of 2002 RPTE Beginning Level students found 85% were Advanced by Spring 2004.
- LEP exemptions have decreased: TAAS 2002=413, TAKS 2003=363, and TAKS 2004 194.
- Served LEP scored 6 points higher in Reading and 10 points higher in writing compared to LEP denials. Exited LEP outperform non-LEP in all subjects.
- The State and District LEP performance declined significantly at the secondary level. The District deviated most from the State in Grades 6-11.
- 75% of Elementary students at the RPTE Advanced Level passed TAKS Reading. 44% of Middle School students and only 28% of High School students at the Advanced Level passed TAKS.
- At the secondary level, RPTE data suggests that poor performance on TAKS is not the result of a language barrier.

TAKS Passing Rates Reading: **English Only**

| Grade   | Standard | State-LEP | District-LEP | State-ESL | District-ESL |
|---------|----------|-----------|--------------|-----------|--------------|
| 3       | 50%      | 82%       | 85%          | 81%       | ---          |
| 4       | 50%      | 68%       | 60%          | 66%       | ---          |
| 5       | 50%      | 42%       | 42%          | 41%       | ---          |
| 6       | 50%      | 50%       | 44%          | 48%       | 42%          |
| 7       | 50%      | 39%       | 29%          | 37%       | 28%          |
| 8       | 50%      | 48%       | 38%          | 46%       | 37%          |
| 9       | 50%      | 38%       | 26%          | 36%       | 26%          |
| 10      | 50%      | 24%       | 11%          | 22%       | 12%          |
| 11      | 50%      | 42%       | 35%          | 39%       | 37%          |
| Overall | 50%      | 54%       | 44%          | 48%       | 31%          |

## CATE

- Of the 376 CATE LEP students, 46% have been LEP for 4+ years. 93% received ESL services.
- CATE LEP TAKS performance was consistent with High School District LEP performance.
- 88% of the CATE SPED students taking TAKS were fully mainstreamed academically and the primary diagnosis for 68% was Learning Disability.
- CATE SPED TAKS performance was consistent with High School District SPED performance.
- In 2004, CATE demographics closely mirrored High School District demographics in gender, ethnicity, and program participation. Both the LEP and CATE LEP populations were 6%. The SPED population was 12% and the CATE SPED was 13%.

TAKS Passing Rates: **Grades 9, 10 and 11 Only**

| Subject     | Standard | State-LEP | District-CATE LEP | District-LEP | State-SpEd | District-CATE SpEd | District-SpEd |
|-------------|----------|-----------|-------------------|--------------|------------|--------------------|---------------|
| Reading/ELA | 50%      | 34%       | 23%               | 20%          | 53%        | 35%                | 41%           |
| Math        | 35%      | --        | --                | --           | 35%        | 25%                | 24%           |

# Performance Based Monitoring- Bilingual/ESL

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## How were we selected for an intervention?

- **ESL English TAKS Passing Rate.** The District ESL English TAKS Reading passing Rate of 31.3 and Writing passing rate of 38.3 was more than 10 points below the state PBMAS standard of 50 percent passing.

## Intervention Stage and Actions Required

- **Stage 1B:** Two individual Bil/ESL PBMAS indicators (Reading and Writing) were below the states passing standard.
- Must conduct a focus data analysis of 2003-04 and submit CIP to TEA which addresses areas in need of improvement.

## Continuous Improvement Plan: identified areas for improvement

- **Staffing**  
Increase the number of highly qualified teachers
- **Staff Development**  
Implementation of sheltered teams at high schools  
Increase collaboration between the Reading, CATE, and ESL departments  
Implement sheltered teams at five middle schools  
Offer SIOP training to Middle and High School teachers who have yet to attend
- **Instruction**  
Develop and implement and ESL scope and sequence for Grades K-5  
Implement the Texas AP Spanish MS Program at 4 middle schools to promote student success an support student aspirations and preparation for college
- **Perception of Program goals and School Program Environment**  
Provide professional development to administrators, CICs, and C&I staff in order for the ESL program to be implemented effectively Districtwide
- **LPAC, Classification, and Placement of LEP Students**  
Make data easily accessible to view and disseminate information about LEP students in a timely manner  
Create reports which identify the inappropriate placement of secondary LEP students in remedial language courses  
Investigate LEP parent denials which are also classified as Special Education students and ensure that parents are aware that students may receive services through both programs.
- **Progression of English Proficiency**  
Revise TEKS-based weekly scope and sequence to guide ESL teachers instruction using on-line resources, links to graphic organizers, strategies, and ideas for scaffolding instruction for different levels of language learners including recent immigrants and long-term LEP students
- **TAKS Performance**  
Provide English/Language Arts curriculum with strategies for the differentiation of instruction and assessment for the different levels of language learners  
Provide access to a wider variety of resources using technology in order to increase TAKS reading and writing scores for ESL LEP students at middle and high school campuses

# Performance Based Monitoring - CATE

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## How were we selected for an intervention?

- **CTE LEP TAKS Passing Rate.** District-level percentage of CTE coherent sequence and Tech Prep students (Codes 2 and 3) in grades 9-12 with limited English proficiency (LEP) passing rate for the Reading/ELA TAKS subject test was 25.8%, below the 50% standard set by the state.
- **CTE Special Education TAKS Passing Rate.** District-level percentage of CTE coherent sequence and Tech Prep students (Codes 2 and 3) in grades 9-12 who receive special education services passing rate for the Reading/ELA TAKS subject test was 35.3%, below the 50% standard set by the state, and the passing rate for Math TAKS subject test was 25.2%, below the state standard of 35%.

## Intervention Stage and Actions Required

- **Stage 2:** Three individual CATE PBMAS indicators (CATE Special Education-Reading/ELA and Math, CATE LEP-Reading/ELA) were below the state's passing standard.
- Must conduct a program effectiveness review, focused data analysis and submit CIP to TEA which addresses areas in need of improvement. Submit to TEA by April 22, 2005.

## Continuous Improvement Plan: identified areas for improvement

- **Advisory Committees**  
Develop and strengthen connection with the business community and industry partners
- **Collaboration between Teachers**  
Deepen and build connection between CTE and Core Teachers regarding TEKS based instruction and assessment
- **Collaboration between Programs**  
Deepen and build connection between CTE and Special Populations (with special focus for LEP and Special Education)
- **Post-Graduate Studies**  
Create tracking system for post-graduate students to follow up on college, military, and/or work force experience.
- **Facilities**  
Address accessibility concerns for all students.

# Performance Based Monitoring - Timeline

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|--|---|
| December 15, 2004                            | Received 2004-2005 PBMAS Summary Report with cover letter from TEA. Indicators were identified and indicator performance levels were reported. We were advised information would follow regarding interventions and reporting requirements.   |
| February 15, 2005                            | Received Summary of Interventions report from TEA. It explained the intervention stages identified under the new PBMAS system and stated that instructions and forms for responses would be available on the TEA website the week of February 21 <sup>st</sup> , 2005. Deadlines for submission were made available at this time. |
| February 22, 2005                            | CATE, Bilingual/ESL and NCLB departments were notified that forms and instructions were available on TEA's website.   |
| March 3, 2005                                | Region 20 offered training on new PBMAS requirements  |
| March 9, 2005                                | Meeting with Dr. Torres (NCLB, Bilingual/ESL, CATE and R&E) to discuss timelines/deadlines  |
| March 10- 11, 2005<br>and March 21- 24, 2005 | Data collection and review by CATE, Bilingual/ESL and R&E.  |
| March 29, 2005                               | Preparation for and presentation to mandatory PBMAS Review Committee for input on submission documents.   |
| March 30, 2005                               | Presentation to DLT for review and input on submission documents.   |
| April 1, 2005                                | NCLB review complete. No submission required unless requested by TEA.   |
| April 8, 2005                                | Bilingual/ESL submission to TEA of Focused Data Analysis and Continuous Improvement Plan.   |
| April 12, 2005                               | CATE director meeting with CATE department chairs for review and input on submission documents.   |
| April 18, 2005                               | Progress Report to the SAISD Board  |
| April 22, 2005                               | CATE submission to TEA of Program Effectiveness Review, Focused Data Analysis and Continuous Improvement Plan.  |