

## Performance Based Monitoring 2005 - 2006

We have received instructions from TEA that indicate the intervention levels and compliance requirements for SAISD Performance Based Monitoring for 2005 - 2006. There were four programs reviewed:

**Bilingual/English as a Second Language (ESL)** – in intervention stage 1B – for two indicators –

- 1) ESL English TAKS Passing Rate for Math was 22.4% or 305/1,362 (below state requirement of 35%)
- 2) ESL English TAKS Passing Rate for Reading/ELA was 25.0% or 339/1,357 (below state requirement of 50%)

We will complete a **focused data analysis** on ESL English TAKS Passing Rate for Math, Reading/ELA and Writing, and Bilingual Education Spanish TAKS Passing Rate for Science (not cited, but had lower scores than the state passing rate). A team will be formed to complete and review all of the needed documents. The coversheet, focused data analysis and **continuous improvement plan** are due to TEA by **December 16, 2005**.

**NCLB** – in intervention stage 1A – for four indicators – for the Initial Compliance Review

- 1) Must document encoding of Graduation Plans for Migrant students in grades 9-12 in New Generation System
- 2) Must document implementation of the supplemental Title III, Part A immigrant activities as approved in the 2004-05 NCLB Consolidated Application for Federal Funding
- 3) Must document expenditure of Safe and Drug Free Schools Community (SDFSC) Act funds for services to students attending private nonprofit schools as approved in the 2004-05 NCLB Consolidated Application for Federal Funding
- 4) Must document expenditure of SDFSC funds for activities as approved in the 2004-05 NCLB Consolidated Application for Federal Funding

We will complete a **program effectiveness review** and **continuous improvement plan**. A team will be formed to complete and review all of the needed documents. The coversheet and program effectiveness review will be submitted to TEA by **December 9, 2005**. The continuous improvement plan will also need to be completed by **December 9, 2005** and be available for submission to TEA if they request the document.

**CATE** – in intervention stage 4 – for four indicators – Limited English Proficient performance (LEP) and Special Education performance (SPED) for students in Career and Technology Education (CATE)

- 1) CATE LEP TAKS Pass Rate for Math was 21.2% or 79/373 (below state requirement of 35%)
- 2) CATE LEP TAKS Pass Rate for Reading/ELA was 22.1% or 85/385 (below state requirement of 50%)
- 3) CATE SPED TAKS Pass Rate for Math was 15.4% or 42/273 (below state requirement of 35%)
- 4) CATE SPED TAKS Pass Rate for Reading/ELA was 37.9% or 119/314 (below state requirement of 50%)

We will complete a **focused data analysis** on LEP TAKS Passing Rate for Reading/ELA, Math, and Science as well as Special Education TAKS Passing Rate for Reading/ELA, Math and Science. We also will complete a **program effectiveness review, compliance review and continuous improvement plan**. A team will be formed to complete and review all of the needed documents. The coversheet, focused data analysis, program effectiveness review, compliance review and continuous improvement plan will be due to TEA by **January 27, 2006**. This intervention stage will also trigger an **on-site TEA/OCR visit** for verification of compliance with the Office of Civil Rights (OCR) requirements across all programs.

**Special Education** – No intervention or compliance issues.