



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Public Education Grant (PEG) Identified Campuses for the 2015-2016 School Year

SUBMITTED BY: Emma Leza, Executive Director of Instructional Accountability

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: January 21, 2015

INFORMATIONAL REPORT:

The Public Education Grant (PEG) created in 1995 permits parents whose children attend schools on the PEG list to request that their children transfer to schools not on the PEG list for the upcoming school year.

2015-2016 PUBLIC EDUCATION GRANT (PEG) SCHOOLS

Released December 15, 2014

Presented to Instructional Committee

January 13, 2015



Texas Education Agency 2015-2016 Public Education Grant (PEG) List

2014 campuses with passing rates on STAAR that are less than or equal to 50%
in any two of the preceding three years: 2012, 2013 and 2014
or the school was rated Improvement Required in 2013 or 2014.

[No state accountability ratings were issued in 2012.]

DISTRICT NAME	CAMPUS NAME	CAMPUS NUMBER	2012	2013	2014
UNITED ISD	CLARK MIDDLE	240903046	;	,,S,,	,,S,,
UNITED ISD	LAMAR BRUNI VERGARA MIDDLE	240903054	;	,W,S,,	,,S,,
UNITED ISD	LOS OBISPOS MIDDLE	240903047	;	,W,S,,	,,S,,
UNITED ISD	LYNDON B JOHNSON	240903009	;	,W,,;	R,,;
UNITED ISD	SALVADOR GARCIA MIDDLE	240903044	;	,W,S,,	,,S,,
		TOTAL	5		

PEG identifies campuses with passing rates on STAAR that are less than or equal to 50% in any two of the preceding three years.

PEG Requirements

- A parent of a student enrolled in any of the PEG identified campuses may apply to attend another campus (not on the PEG list) in the same district for the 15-16 school year (district transportation is **NOT** required).
- Notification of eligibility must be provided by February 01, 2015 and an explanation of the PEG program and how the parent may obtain further information on transfers must also be provided with the notice (district sample letter will be provided).

2013 and 2014 STAAR Data Used to Determine PEG Status

Campus	Content	2013	2014
CMS	Social Studies	40%	45%
LBVMS	Writing	50%	59%✓
	Social Studies	39%	49%
LOMS	Writing	50%	51%✓
	Social Studies	44%	46%
SGMS	Writing	49%	58%✓
	Social Studies	35%	29%
LBJHS	Writing 1	41%	
	English 1		44%

Source: 2014 Campus Texas Academic Performance Report (TAPR)

HS Plan of Action to Meet State Standard at Phase-in 1 Level II

1. Pathfinders continue to work with campus teachers
2. Summer revisions of ELA curriculum with aligned STAAR activities
3. 9th grade cluster to target EOC assessments
4. Bilingual Dept. Coordinators are assisting with ELL population; MS and HS teachers were also trained with Stra-Tiques differentiated sheltered instructional strategies
5. Achieve 3000 is being used and monitored
6. Administrative team is performing walk throughs and providing timely feedback to teachers
7. CBA and BM data analysis provides teachers information to adjust instruction based on needs
8. HS Coordinators are updating plan of action based on data.
9. Data from EOC testing in December will be used to re-adjust POA and student schedules to prepare for Spring Semester Testing

MS Plan of Action to Meet State Standard at Phase-in 1 Level II

1. Pathfinders were added at SGMS, LOMS, LBVMS and Collaborative Teacher at CMS
2. Summer revisions of SS curriculum with aligned STAAR activities
3. Campuses created a Campus Academic Action Plan based on 2014 results to guide all campus instructional initiatives (data driven actions)
4. CBA Data Analysis at the campus and district level is used to adjust campus academic action plans
5. Reading and writing initiatives support the understanding and use of content academic language
6. Use of hands on lessons that incorporate project based learning to increase student engagement

MS Plan of Action to Meet State Standard at Phase-in 1 Level II

7. Use of walk-through instrument with critical feedback and follow-up
 - a) Principals' training on walk through instrument
 - b) Coordinators' training on walk through instrument
 - c) Teachers' training on walk through instrument with a focus to:
 - I. move from teacher directed learning to student engagement
 - II. move from whole group to small group instruction with differentiation
 - III. move from random monitoring to global understanding of material
8. Mock visits targeting SpEd and ELLs with evidence of implementing differentiated instructional practices.
9. Freedom Run web-based program approved in November for implementation during the spring semester.

Additional Support

- Professional Development sessions with Region One will be provided for identified teachers based on assessment data for PEG campuses.