

**District Site-Based Decision Making
Committee Meeting
September 18, 2014**

MINUTES

Becky Trojczak opened the meeting at 4:15 pm by welcoming the new committee members.

1. Overview of ICR – Initial Compliance Review

The Initial Compliance Review is done annually. There are about 72 indicators that have to be checked to ensure the district stays in compliance for federal programs: Title I, Migrant, and Bilingual/ESL. We keep substantial documentation for the compliance report due to TEA in July-August. Some examples of required documentation are minutes from Campus and District Site-Based meetings, minutes from visits to Private Non-Profit campuses participating in our federal programs, and Parent Involvement information.

2. District Rating

Every campus in our district met standard for 2013-2014. The district met standard as well.

3. PBMAS – Areas to Address

The state uses PBMAS to evaluate federal and state programs. The Performance-Based Monitoring Analysis System looks at Special Education, Bilingual/ESL, and NCLB programs. These populations are scored on a scale from 0-4, with 0 being the best score. If any of these pops receive a 2 or 3, a plan has to be written on how to improve the indicated area. Strategies will be put into place on how to improve scores, with the focus on Middle Schools. Rickie Martinez handed out a printout of 2013 PBMAS results.

TEA has scheduled a random Monitoring Visit scheduled for the week of October 6. They will be looking at Corrective Action Plans; the accuracy of our ELA findings; CTE Program; PAR (Program Access Review) which deals with areas such as wheelchair accessibility, facility upkeep, etc. The TEA monitors will be interviewing LEA staff, may visit ESL and Special Education classrooms, and may be contacting parent and/or community reps.

4. Program Evaluations – must be completed this Fall for these programs in 2013-2014:

- SCE
- HSA
- Title I
- Title II
- Migrant

- Bilingual/ESL

Program evaluations are all monitored through the compliance report, except for State Compensatory Education, which is monitored through our District Improvement Plan and Campus Improvement Plans. These evaluations are kept in case we are audited. We work diligently on documentation throughout the year.

5. Federal & State Budgets

- SCE (\$4,700,000 budget for current year)
- HSA – High School Allotment (\$950,000 budget for current year)
- Title I – (\$3,189,810 budget for current year)
 - All but 3 of our campuses receive Title I funds
 - 40% or above of student enrollment on each campus has to be on Free & Reduced Lunch to qualify as a Title I campus
- Title II – (\$704,236 budget for current year)
- Migrant – (\$139,998 budget for current year)
- Bilingual/ESL – (\$73,622 budget for current year)

6. Coordination of funds

We coordinate all grant funds, state funds, and local funding to extend programs that enable us to help the maximum number of students. Every cent of State Comp Ed funds have to be spent each year. Campuses are asked to spend all of their SCE tutoring funds before using their Title I funds. This is because Title funds can be carried forward to the next school year.

7. DSBDMC Meeting Dates for 2014-2015 (handout)

- Subject to change if issues arise, will let you know if changes are made
- Our longest meeting is in April, the District Site-Based Committee reviews the District Improvement Plan and Comprehensive Needs Assessment before submission to the Board. Campus District Site-Based reps should share information from our meetings with their principal. The principal can share the information at their staff meetings and/or Campus Site-Based meetings.*

2014-2015
District Site-Based
Decision-Making Committee Meetings

September 2014

4:15 p.m. – Thursday, September 18

October 2014

4:15 p.m. – Thursday, October 16

November 2014

4:15 p.m. – Thursday, November 13

January 2015

4:15 p.m. – Thursday, January 15

April 2015

4:15 p.m. – Thursday, April 16

June 2015

12:00-1:00 p.m. – Thursday, June 4

All meetings are scheduled to be held in the Board Room at the Administration Building, 1621 University.

Dates are subject to change.

2013 PBMAS Results

Bilingual/ESL

Indicator #1 – Bilingual Education STAAR Passing Rate at the TAKS Equivalency (Grades 3-5)

Mathematics	70 PBMAS Standard	61.4 District Rate	Missed by 8.6 %
Reading	70 PBMAS Standard	59.9 District Rate	Missed by 10.1%
Science	65 PBMAS Standard	42.1 District Rate	Missed by 22.9%
Writing	70 PBMAS Standard	40.8 District Rate	Missed by 29.2%

Subject	Tested	Passed
Mathematics	202	124
Reading	202	121
Science	57	24
Writing	71	29

Indicator #2 – English as A Second Language (ESL) STAAR 3-8 Passing Rate

Mathematics	70 PBMAS Standard	52 District Rate	Missed by 18%
Reading	70 PBMAS Standard	42 District Rate	Missed by 28%

Subject	Tested	Passed
Mathematics	50	26
Reading	50	21

Indicator #5 – LEP STAAR EOC Passing Rate (9-12)

Reading	35 PBMAS Standard	21.9 District Rate	Missed by 13.1%
Writing	35 PBMAS Standard	9.7 District Rate	Missed by 25.3%

Subject	Tested	Passed
Mathematics	32	7
Writing	*	*

Indicator #7 – LEP RHSP/DAP Diploma Rate

70 PBMAS Standard	63.6 District Rate	Missed by 6.4%
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Indicator #9 – TELPAS Reading Beginning Proficiency Level Rate

4.5 PBMAS Standard	6.6 District Rate	Missed by 2.1%
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Subject	Tested	Beginning Level
Reading	288	19