

12/7/17 CAC Meeting

In Attendance: Kimberly Harrison, Hannah Wankel, Candelaria Peralta, Nick Martinez, Vikki Schwarz, Jennifer Pace, Patricia Williams, Nissa Woods

- Call to order
 - 3:35pm
- Citizen's comments
 - None
- Approval of previous minutes
 - Motion to approve: Nissa Wood
 - Second: Nick Martinez
- Response to requests for information
 - No requests for information made at previous meeting
- Monthly featured topic: TAPR report
 - Introduce CAC Officers:
 - Hannah Wankel CAC Co chair
 - Alice Rodriguez CAC Co chair
 - Anna Griffin Secretary
 - TAPR Report
 - A-F rating system coming (Widen would have been rated an "F" if the system was in place for spring 2017 scores last school year.)
 - Request for information: What do we use the TAPR for?
 - A: Look for trends, struggling populations
- District Information
 - Campuses/Vertical Teams need to start thinking about whether they want additional PD days as part of the District of Innovation program for the 2018-2019 school year.
 - This year the Travis Vertical Team had 6 extra PD days for Widen.
 - The committee discussed the pros and cons of additional PD days and their impact on instructional minutes and families.
 - CAC members would like to continue to have 6 additional PD days again for the 2018-2019 school year.
- Campus Improvement Planning
 - The committee reviewed targeted feedback and revisions to the CIP New CIP available online
 - The committee located the AISD website where all campus CIPs can be found. The CIP will also be added to the Widen website
- Open Forum for CAC member comments:
 - The committee discussed ways to recruit parents for the Campus Advisory Council
- Next meeting will be on January 11th @ 3:30 in the Widen Library
- Adjourn
 - Motion: Candelaria Peralta
 - Second: Nick Martinez



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Texas Academic Performance Reports

The **Texas Academic Performance Reports (TAPR)** pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

Final [Texas Academic Performance Reports for 2016–17](#) are now available. From this website you can access TAPRs for the state and every public school, district, or region of Texas.

Final TAPRs for the following school years are currently available:

[2016–17 TAPR](#) | [2015–16 TAPR](#) | [2014–15 TAPR](#) | [2013–14 TAPR](#) | [2012–13 TAPR](#)

The TAPRs were previously known as the Academic Excellence Indicator System (AEIS) Reports. Those reports were published from 2003–04 to 2011–12. They may be found at the [AEIS Archive](#).

Related Content

[Accountability Ratings](#)
[Texas Performance Reporting System \(TPRS\)](#)
[School Report Cards](#)
[Snapshot](#)

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MEMO

Principals' Weekly

Date | December 18, 2017

To | All Principals

From | Holly Williams, Director of Department of Research and Evaluation

Subject | **INFORMATION Item: 2017-2018 AISD Parent Survey**

Through | Fernando Medina, Chief Human Capital Officer
Debra Ready, Executive Director of Accountability

Through | Paul Cruz, Superintendent
Edmund R. Oropez, Chief Officer for Teaching and Learning

The AISD Parent Survey is an important tool that the district uses to gather valuable input from parents on the services we provide. The parent surveys will be distributed to your school directly from Scantron early January 2018 and should be administered prior to the end of March 2018. The survey also will be available online at AISD's website. Parents may take the survey on the scan form or they may take it online. Your designated campus contact for the parent survey will receive instructions on administering the paper and online surveys to parents and returning the completed surveys to the Department of Research and Evaluation. Make sure you provide ample notice to all parents of students at your school about this survey. Campus and district reports of survey results will be posted on the AISD website by the end of June. Please contact Jenny Leung at 512-414-3565 should you have any questions.



Chelsea Cornelius, Ph.D.

Publication 16.30
June 2017

2016–2017 AISD Parent Survey Report

Widen Elementary School

Each spring, the Department of Research and Evaluation (DRE) coordinates with the campuses of Austin Independent School District (AISD) to administer the Parent Survey. The 2016–2017 survey asked parents to rate their level of agreement with statements about the following topics: quality of parents' interactions with school staff, adequacy of information provided to parents, adequacy of opportunities provided to students, school climate, community support and engagement, and district decision making.

The survey was available to parents in paper form and electronically. Online versions of the survey were available in English, Spanish, and Vietnamese. In addition to those languages, paper versions of the survey were available in Arabic, Burmese, Korean, Mandarin, Nepali, Pashtu, and Swahili.

This report summarizes the results of the 2016–2017 AISD Parent Survey for Widen Elementary School. The feedback provided by parents will inform decision making by campus and district leaders as they plan for the 2017–2018 school year.

Demographic Information

Table 1.
Survey Response Rates for Widen and All Elementary Schools

	Widen	All elementary schools
# of surveys returned	77	14,595
# of students enrolled	558	45,505
Response rate	14%	32%

Source. AISD Spring 2017 Parent Survey records and PEIMS Fall 2016 snapshot enrollment data



Department of
Research and
Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT

Table 2.
Grade Level Distribution of Survey Respondents and School Population for Widen

Grade level	% survey respondents	% school population
Early childhood	3%	1%
Prekindergarten	17%	18%
Kindergarten	20%	13%
First grade	12%	15%
Second grade	0%	13%
Third grade	17%	15%
Fourth grade	27%	16%
Fifth grade	4%	9%

Source. AISD Spring 2017 Parent Survey records and PEIMS Fall 2016 snapshot enrollment data

Note. Parents indicated their student's grade level on the survey. Responses may not total 100% due to rounding and/or erroneous grade reporting by parents.

Table 3.
Ethnicity and Race Distribution of Survey Respondents and School Population for Widen

Ethnicity or race	% survey respondents	% school population
Hispanic/Latino	94%	92%
American Indian/Alaskan Native	0%	0%
Asian	0%	0%
African American/Black	4%	6%
Native Hawaiian/other Pacific Islander	0%	0%
White	1%	1%
Two or more races	0%	1%

Source. AISD Spring 2017 Parent Survey records and PEIMS Fall 2016 snapshot enrollment data

Note. Parents indicated their student's ethnicity on the survey. Responses may not total 100% due to rounding.

Results of Survey Items

The following pages display the results of the Parent Survey for Widen Elementary School for the last three school years, along with the 2016–2017 results for all elementary schools combined. For each survey item, the results represent the percentage of parents who strongly agreed or agreed with the statement (excluding those parents who responded “Don’t Know/N.A.”).

Federal Standards for Collecting and Reporting Ethnicity and Race Data

In the 2009–2010 school year, the Texas Education Agency (TEA) began implementing new federal standards for the collection of ethnicity and race information. The current standards ask the individual first to select his or her ethnicity from two options (Hispanic/Latino or not Hispanic/Latino) and then to select one or more of five race options. For this report, parents who indicated their child's ethnicity was Hispanic/Latino are included in the Hispanic/Latino category. Percentages for the remaining race categories reflect parents who indicated their child's ethnicity was not Hispanic/Latino.

Download this document for more information about TEA's standards for collecting and reporting ethnicity and race: <http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769812438>

Parents’ Interactions With School Staff

	Widen 2014–2015	Widen 2015–2016	Widen 2016–2017	All elementary schools 2016–2017
The principal...				
treats me with courtesy and respect.	100%	97%	99%	97%
welcomes my involvement in my child’s education.	98%	100%	98%	97%
The assistant principal...				
treats me with courtesy and respect.	100%	93%	98%	97%
welcomes my involvement in my child’s education.	99%	96%	98%	97%
The teachers...				
treat me with courtesy and respect.	100%	100%	100%	98%
welcome my involvement in my child’s education.	100%	100%	99%	98%
The counselors...				
treat me with courtesy and respect.	100%	100%	100%	96%
welcome my involvement in my child’s education.	100%	100%	97%	98%
The office staff...				
treats me with courtesy and respect.	99%	100%	97%	98%

Information and Opportunities Provided by the School

	Widen 2014–2015	Widen 2015–2016	Widen 2016–2017	All elementary schools 2016–2017
My child’s school provides ...				
adequate information about academic programs and services (e.g., special education, gifted and talented, bilingual education, career and technical education).	99%	97%	96%	92%
adequate information about future career opportunities for my child.	98%	100%	93%	88%
adequate opportunities for my child to study the arts / experience creative learning.	97%	97%	96%	95%
adequate opportunities for my child to learn about how to make healthy lifestyle choices.	98%	97%	96%	97%
adequate opportunities for my child to learn about other languages and cultures.	98%	94%	96%	92%
adequate opportunities for my child to use technology.	98%	100%	94%	96%
I am familiar with career and technical education (CTE) programs at the high school my child attends or will attend.	93%	81%	63%	58%

School Climate

	Widen 2014–2015	Widen 2015–2016	Widen 2016–2017	All elementary schools 2016–2017
My child...				
attends school in a safe learning environment.	98%	97%	96%	98%
likes going to school.	97%	97%	94%	96%
is treated with respect by other students.	96%	91%	86%	93%
I am satisfied with the quality of the food services at my child's school.	*	83%	86%	83%

Community Engagement and District Decision Making

	Widen 2014–2015	Widen 2015–2016	Widen 2016–2017	All elementary schools 2016–2017
I feel...				
comfortable contacting staff at my child's school.	98%	97%	100%	97%
our local community supports our school.	99%	97%	92%	97%
our school works hard to engage our local community.	99%	91%	92%	96%
I am aware of opportunities to provide input into district decision-making processes.	*	*	92%	74%
The district is making effective use of its resources.	*	*	88%	78%

Note. Items marked with * were not included on the survey that year.

AUSTIN INDEPENDENT SCHOOL DISTRICT

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Board Update

Public Education Grant (PEG) List for School Year 2018-19

Attached is a list of AISD campuses identified under the Public Education Grant (PEG) Program. This list, effective for the 2018-19 school year, identifies campuses with passing rates on STAAR that are less than or equal to 50 percent for any subject in any two of the preceding three years or were rated *Improvement Required* by the state accountability system in 2015, 2016, or 2017.

Under the PEG *interdistrict* transfer provision, a parent of a student enrolled in any of the campuses listed may apply to a campus in another school district for the 2018-19 school year. A school district chosen by a student's parent under this statute is entitled to accept or reject the application to transfer but may not use criteria that discriminate on the basis of a student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex, or socioeconomic status.

Under the PEG *intradistrict* transfer provision, a parent of a student enrolled in any of the campuses listed may apply to attend another non-PEG campus in the same school district.

By February 1, 2018, parents of students currently enrolled at PEG campuses will be notified of their eligibility to request a transfer. More information about the PEG program is available at:

<https://tea.texas.gov/peg.aspx>

METHODOLOGY FOR IDENTIFYING CAMPUSES ON THE 2018–19 PEG LIST

Campuses are included on the PEG List if they meet at least one of the following two criteria:

- 1) The passing rates on STAAR are less than or equal to 50 percent for any subject in any two of the preceding three years (2015, 2016, or 2017).
 - a) For 2015, any ELA/reading, writing, mathematics (Algebra I only), science, or social studies STAAR (including EOC assessments) summed across the grades tested on the campus. The passing rate used is the Index I (based on STAAR at Phase-in I Level II, ELL progress measure, and EOC substitutions) results for each subject. Grades 3–8 mathematics assessments as well as all STAAR A and STAAR Alternate 2 assessments are excluded.
 - b) For 2016, any ELA/reading, writing, mathematics, science, or social studies STAAR (including EOC assessments) summed across the grades tested on the campus. The passing rate used is the Index I (based on STAAR at Level II Satisfactory Standard, ELL progress measure, and EOC substitutions) results for each subject.
 - c) For 2017, any ELA/reading, writing, mathematics, science, or social studies STAAR (including EOC assessments) summed across the grades tested on the campus. The passing rate used is the Index I (based on STAAR at Approaches Grade Level Standard, ELL progress measure, and EOC substitutions) results for each subject.
- 2) The campus was rated *Improvement Required* in 2015, 2016, or 2017.

[This analysis is based on all students tested; performance by student group was not examined.]

Notes:

- The following campuses are excluded from PEG identification:
 - Alternative education campuses that are rated under alternative education accountability procedures/provisions
 - Campuses identified as alternative instructional campus types
 - Disciplinary Alternative Education Programs (DAEPs)
 - Juvenile Justice Alternative Education Programs (JJAEPs)
 - Charter schools
 - Campuses with no students tested or fewer than five students tested on STAAR in all three years examined
 - STAAR subject-area tests are not evaluated for high schools serving any combination of grades 9–12 if the number of tests taken in that subject area is less than or equal to ten percent of the total campus enrollment.
- The STAAR results used are based on accountability subset rules.
- The STAAR results evaluated for PEG are the same results evaluated in state accountability.
- For 2015, grades 3–8 mathematics as well as all STAAR A and STAAR Alternate 2 assessments were excluded from accountability.

ORGANIZATION OF THE 2018–19 PEG LIST

The PEG List is organized alphabetically by district name then campus name. An explanation of each abbreviation used in the PEG List follows.

Abbreviation	Explanation
R	The STAAR passing rate in ELA/reading was less than or equal to 50 percent for the year indicated.
W	The STAAR passing rate in writing was less than or equal to 50 percent for the year indicated.
M	The STAAR passing rate in mathematics was less than or equal to 50 percent for the year indicated.
S	The STAAR passing rate in social studies was less than or equal to 50 percent for the year indicated.
C	The STAAR passing rate in science was less than or equal to 50 percent for the year indicated.
IR	The campus was rated <i>Improvement Required</i> for the year indicated.

Texas Education Agency
FINAL
2018-2019 Public Education Grant (PEG) List
2017 campuses with passing rates on STAAR that are less than or equal to 50%
in any two of the preceding three years: 2015, 2016 and 2017
or the school was rated Improvement Required in 2015,2016 or 2017.

DISTRICT NAME	CAMPUS NAME	CAMPUS NUMBER	2015	2016	2017
AUSTIN ISD	BEDICHEK MIDDLE	227901054	....	.W,...	.W, .S, .
AUSTIN ISD	BROOKE EL	227901108	.W, .,C,IR	.W,...	.W, .,C,
AUSTIN ISD	BURNET M S	227901046	.W, .S, .	.W,M,S,C,IR	R,W, .S,C,IR
AUSTIN ISD	DOBIE MIDDLE	227901055	.W, ., IR	.W,M,S, .IR	.W, .S, .
AUSTIN ISD	EASTSIDE MEMORIAL AT THE JOHNSTON	227901019	....	R,....	R,....
AUSTIN ISD	GARCIA YMLA	227901064	..S, .	R,W, .S, .IR	.W, .S, .
AUSTIN ISD	GOVALLE EL	227901116	....	...C,	R,W, .,C,IR
AUSTIN ISD	HOUSTON EL	227901182	.W,...	.W,...	.W,...
AUSTIN ISD	MARTIN MIDDLE	227901051	.W, .S, .IR	.W,...	R,W, .,IR
AUSTIN ISD	MENDEZ M S	227901058	.W, .S, .IR	.W, .S, .IR	R,W, .S, .IR
AUSTIN ISD	METZ EL	227901124	...C,	....	.W, .,C,
AUSTIN ISD	NORMAN EL	227901150	...IR	R,W,M, .IR	.W,...
AUSTIN ISD	OAK SPRINGS EL	227901125	.W, .,C,	.W,...	....
AUSTIN ISD	PECAN SPRINGS EL	227901129	.W, .,C,	.W,...	....
AUSTIN ISD	PICKLE EL	227901184	....	.W, .,C,IR	...C,
AUSTIN ISD	RODRIGUEZ EL	227901174	...C,IR	....	.W,...
AUSTIN ISD	SADLER MEANS YWLA	227901085	..S, .	.W,...	.W, .S, .
AUSTIN ISD	SIMS EL	227901139	....	.W, .,C,	.W,...
AUSTIN ISD	WEBB M S	227901053	.W, .S, .	.W, .S, .	.W, .S, .
AUSTIN ISD	WEBB PRI CENTER	227901193	....	.W,...	.W,...
AUSTIN ISD	WIDEN EL	227901175	.W, .,IR	....	.W, .,C,
TOTAL			21		

Abbreviation	Explanation
R	The STAAR passing rate in ELA/reading was less than or equal to 50 percent for the year indicated.
W	The STAAR passing rate in writing was less than or equal to 50 percent for the year indicated.
M	The STAAR passing rate in mathematics was less than or equal to 50 percent for the year indicated.
S	The STAAR passing rate in social studies was less than or equal to 50 percent for the year indicated.
C	The STAAR passing rate in science was less than or equal to 50 percent for the year indicated.
IR	The campus was rated <i>Improvement Required</i> for the year indicated.



January 12, 2018

Dear Parent/Guardian,

The Public Education Grant (PEG) Program authorized under *Texas Education Code*, Chapter 29, Subchapter G, §§29.201 - 29.205, identifies campuses with passing rates on STAAR that are less than or equal to 50 percent in any two of the preceding three years (2015, 2016 or 2017) or were rated *Improvement Required* in 2015, 2016, or 2017.

Per this state law, a parent of a student enrolled in an identified school may apply to attend a school in any other school district. It is important to note that this interdistrict transfer provision does not affect requests for transfers within our district. Under the PEG in-district transfer provision, a parent of a student enrolled in any of the campuses listed may apply through the regular transfer process to attend another campus in AISD not on the PEG list for the 2017-2018 school year.

Widén Elementary was identified by the state as a PEG school due to **fewer than 50% of students meeting the standard on the 5th grade STAAR science test and the 4th grade STAAR writing test in 2017**. Thus, you are receiving this notification of eligibility to apply for an interdistrict transfer for the 2018-2019 school year. You are in no way obligated to seek an application to transfer, either outside or inside the district; this is simply notification that the option to transfer to another district next school year is available to you by law.

Please be aware that under this state law, other districts are not automatically required to approve transfer applications. The other districts are entitled to accept or reject the application for the student to attend school in that district, but the districts may not use criteria that discriminate on the basis of a student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex, or socioeconomic status. Federal rulings (Civil Action 5281) may also limit the ability of districts to accept students, to the extent that the minority or majority of a population, based on average daily attendance, changes by more than one percent.

If you wish to make application for a transfer to a different school district under this provision, please contact the district that you are interested in having your student attend.

If you need information about seeking a transfer within the Austin Independent School District, please contact our Office of Student Services at 512-414-1726 or www.austinisd.org/transfer.

Thank you for your support as we continue to strive for increased achievement for all of our students.

Sincerely,

Jennifer Pace
Principal



12 de enero del 2018

Muy estimados padres de familia/guardián:

El Programa de Subvención de Educación Pública (PEG), autorizado bajo las Secciones §§29.201-29.205, Subcapítulo G, Capítulo 29 del *Código de Educación de Texas*, identifica las escuelas con tasas de aprobación en las pruebas STAAR de menos o igual al 50 por ciento en dos de los tres años anteriores (2015, 2016 o 2017) o que fueron clasificadas como escuelas que *Necesitan Mejorar* en el 2015, 2016 o 2017.

Según esta ley estatal, el padre/madre de un estudiante matriculado en una escuela identificada puede solicitar que su hijo(a) asista a una escuela de cualquier otro distrito escolar. Es importante observar que esta provisión para traslado entre distritos no influye en la petición de traslados dentro del nuestro. Adentro de la provisión de traslado intra distrito de PEG, un padre de un estudiante matriculado en cualquiera de las escuelas en la lista puede aplicar por el proceso regular de traslado para asistir a otra escuela en AISD para el año escolar 2017-2018.

Widén Elementary fue identificada por el estado como escuela PEG debido a **menos del 50% de los estudiantes que cumplen con el estándar en la prueba de ciencias STAAR de 5 ° grado y la prueba de escritura STAAR de 4 ° grado en 2017**. Razón por la cual se le ha enviado a usted este aviso de elegibilidad para solicitar el traslado de un distrito a otro para el año escolar 2018-2019. Usted no está obligado a pedir una solicitud de traslado, ya sea fuera o dentro del distrito; este es solo un aviso para informarle, que por ley, usted tiene la opción de trasladar a su hijo(a) a otro distrito el próximo año escolar.

Por favor observe que bajo esta ley estatal, no se requiere automáticamente que otros distritos aprueben las solicitudes de traslado. Los otros distritos tienen derecho a aceptar o a rechazar la solicitud del estudiante de ir a la escuela en ese distrito, pero los distritos no puede usar los criterios que discriminan basados en raza, carácter étnico, aprovechamiento académico, habilidades atléticas, conocimiento del idioma, sexo o estado socioeconómico. El mandato federal (Acción Civil 5281) puede limitar también la capacidad de los distritos de aceptar estudiantes en la medida en que la minoría o la mayoría de una población, basada en la asistencia diaria, cambie en más del uno por ciento.

Si usted desea hacer la solicitud para un traslado a un distrito escolar diferente de acuerdo con esta provisión, debe comunicarse con el distrito al que le interesa que asista su hijo(a).

Si necesita más información sobre un traslado dentro del Distrito Escolar Independiente, de Austin, por favor comuníquese con nuestra Oficina de Servicios de Estudiantes (Office of Student Services), al 512-414-1726 o www.austinisd.org/transfer.

Muchas gracias por su apoyo a nuestro continuo esfuerzo por mejorar el aprovechamiento de todos nuestros estudiantes.

Atentamente,

Jennifer Pace
Directora



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Public Education Grant (PEG) FAQ

In 1995, the Texas Legislature created the Public Education Grant (PEG) program (TEC §§29.201–29.205). The PEG program permits a parent whose child attends a school on the PEG List to request a transfer to another school within their home district or to a school in a different district.

The information on this page is intended to help districts and parents understand and make appropriate use of the PEG program.

Updated November 14, 2017

1. What is the PEG program?

In 1995, the Texas Legislature created the Public Education Grant (PEG) program (TEC §§29.201–29.205). The PEG program permits a parent whose child attends a school on the [PEG List](#) to request a transfer to another school within their home district or to a school in a different district. A list of PEG-designated schools is provided to districts annually. By February 1, districts must notify each parent assigned to a school on the PEG List. Parents may then request a transfer for the following school year.

Through the PEG program, districts receive a slightly higher allocation of funding from the state for each PEG-transferred student. (The additional funding is equal to 10 percent of the adjusted basic allotment, which varies by school.)

2. What schools are on the current PEG List?

See the most current [PEG List](#) (PDF).

Identification

3. Why does a school appear on the PEG List?

Included on the [PEG List](#) are 2017 campuses with passing rates on STAAR that are less than or equal to 50 percent in any two of the preceding three years: 2015, 2016, and 2017 or with an accountability rating of Improvement Required in 2015, 2016, or 2017.

Some examples of schools that would appear on the current PEG List include

- a school that was *Improvement Required* in 2015,
- a school with fewer than 50 percent of its students passing reading in 2016 and 2015, and
- a school with fewer than 50 percent of its students passing science in 2015 and fewer than 50 percent passing ELA in 2017.

For more details on how schools are identified, please see the [Methodology and Explanation](#) (PDF).

4. How can a school that was rated *Met Standard* for 2017 be on the PEG List?

A school can remain on the PEG List for up to three years, even if its subsequent rating is *Met Standard*.

5. Why aren't charter schools on the PEG List?

Charter campuses are schools of choice, and students at a charter school are eligible to transfer back to their home school district whenever they desire.

6. Do PEG calculations use the same accountability subset used for state accountability ratings?

Yes.

7. Are specific student groups evaluated for PEG or all students only?

PEG identification is based on the performance of all students only.

Transfer**8. How does a parent obtain a transfer?**

The parent contacts the district to which they wish to transfer their child and submits a written transfer request. Either the PEG notification letter from the home district or the PEG List provides adequate justification for the transfer request.

9. Can a PEG-listed school deny a student the right to request a transfer to another district's school?

No, the purpose of the letter sent by the PEG-listed school is to notify every parent that they can request a transfer under the PEG program.

10. I can't find the parent notification letter from our home school; I'm not even sure the school sent me one. Can I still request a transfer?

Yes, simply show the destination district the PEG List and explain that your home school is listed.

11. Must a district accept all students who request transfers under the PEG program?

No, but districts must follow the same policies they follow for evaluating non-PEG transfer requests. For example, they may restrict transfers by using a first-come-first-serve system and may deny further requests for lack of space.

Interdistrict (between districts) – These may be refused or accepted by the district receiving the transfer request based on existing district policy.

Intradistrict (within district) – These requests may also be refused or accepted based on existing district policy, although no additional funding is allotted for this type of transfer.

12. My daughter attends a very low-performing school that is now on the PEG List. I would like to transfer her to a high-performing school in another district. They have refused her transfer even though other students have been allowed to transfer under PEG. They tell me their district has a policy of only accepting PEG transfers of students who perform well on the STAAR. Is this legal?

No, districts may not discriminate based on a student's academic performance. A school district chosen by a student's parent under Section 29.201 is entitled to accept or reject the application for the student to attend school in that district but may not use criteria that discriminate on the basis of a

student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex, or socioeconomic status (TEC §29.203 [d]).

13. Can a district refuse to accept a transfer because they do not wish to incur the additional special education expenses for that student?

No, a district cannot discriminate based on special education needs.

14. Can a district accept PEG transfers only for the children of staff?

No, however, a district may deny PEG transfers and accept non-PEG transfers for the children of staff as long as this is consistent with the district's policy.

15. Is a fifth grader eligible to request a transfer if the middle school he/she will attend as a sixth grader is on the 2018–19 PEG List?

Yes.

16. My child attends school in a district that is rated *Improvement Required*. Her school is rated *Met Standard*. Can I still request a PEG transfer?

No, PEG transfers are specifically for schools with the *Improvement Required* rating. District ratings are not considered.

17. Does the ability to transfer last the duration of the 2018–19 school year?

Yes, parents may request a transfer under the PEG program any time during the 2018–19 school year.

18. Can students transfer before the beginning of the upcoming school year?

No, the list refers to the upcoming school year. PEG-funded transfers are not allowed until registration for the new school year begins.

19. Can a student transfer from one PEG-listed campus to another PEG-listed campus under the PEG program?

No, under the PEG program criteria, a student may not transfer from one PEG-identified campus to another PEG-identified campus under the PEG program. However, district-to-district transfers exist outside of the PEG program and can begin, end, or continue regardless of the PEG status of the schools.

20. What happens to students who transferred to a district under the PEG program, and in a subsequent year the campus they attend becomes a PEG-listed campus? Do they remain eligible to stay at the school?

The conditions of their original transfer are no longer in effect. They may still request to transfer during 2018–19 but only as a non-PEG transfer.

21. In the situation above, is funding sustained?

The receiving district can no longer receive PEG funding for transfers to a school that has become a PEG-listed campus.

22. In the situation above, do the PEG-transferred students get the same notification as all other enrolled students?

Yes, all students attending the school that is PEG-identified must be notified that the school they are attending is on the [PEG List](#).

23. Please explain continued student eligibility in cases where a school is no longer PEG-listed or the student's attendance zone changes.

Student eligibility for PEG transfers is based on assignment to attend a PEG campus in the district of residence. Student eligibility expires upon either of two conditions:

- Completion of all grades offered by the campus upon which eligibility was originally based
- Assignment of the student to a campus that is not on the PEG List as a result of redrawn attendance boundaries or student movement into a different attendance area

A receiving district is permitted to continue to treat a student as PEG eligible (and draw the PEG funding weight) after expiration of eligibility only if the student has not yet completed all grades on the campus to which the student transferred during the eligibility period.

24. In the case of larger districts with multiple schools that are not on the [PEG List](#), can students request a transfer to another school that is within the district?

Yes.

25. Are districts required to allow those transfers?

Districts must follow the same policies they follow in allowing any transfer requests. For example, they may deny a request because of lack of space.

Athletic Eligibility

26. If a student transfers under the PEG program, is their athletic eligibility affected?

Possibly. Rules regarding UIL eligibility are governed by the University Interscholastic League, not by TEA or school districts. See the downloadable [TEA-UIL Side by Side](#). Page 9 addresses PEG transfers.

Transportation

27. Are districts responsible for providing transportation for students if they transfer to a school in another district?

No, districts are not required to provide transportation for students who transfer to another district under the PEG program.

The school district in which a student resides shall provide each student attending a school in another district under this subchapter transportation free of charge to and from the school the student would otherwise attend (TEC 29.203 [f]).

The phrase, "to and from the school the student would otherwise attend" means that the district is not required to provide transportation beyond what it would normally provide—to and from the students' homes and their regularly assigned schools. In other words, neither the residing nor receiving district is required to provide transportation to the new school.

District Responsibilities

28. Is there an overview of district responsibilities?

Correspondence To Superintendents was sent via email to superintendents of districts with at least one campus on the PEG List. The letter addresses district responsibilities.

29. Districts are instructed to provide a clear, concise explanation of PEG when they notify parents. Can TEA provide such an explanation or provide a sample letter that could be used to send to parents?

Because each school's situation for being on the PEG List is unique, the school needs to write its own letter addressing its specific situation. In writing this letter, it is recommended that local administrators

- state the basic situation (that the school is on the PEG List for the 2018–19 school year),
- describe the PEG program (see the answer to the first question in this FAQ),
- explain how the school came to be on the list,
- address how the school plans to remedy any problems, and
- state the district's policy regarding in-district transfers if that is an option for parents.

30. The TEA letter instructs districts to inform parents how to obtain a transfer. What should be said?

The letter should clearly state that parents must contact the destination district and submit a written transfer request. The letter they have received from the home district, as well as the PEG List, provides adequate justification for the transfer request.

31. Must districts document all requests they get for transfers, especially if the district denies them?

While there is no requirement for such documentation, it is sensible for a district to document the disposition of all requests, including reasons and/or justifications for denial.

32. Do we need to send letters to parents of fifth graders? Our school is K–5, and these kids will be gone next year.

Yes, according to statute, you are required to send the notice to all students. There is a possibility that some fifth graders will be retained and attend the school again. Such retained students are eligible to be transferred under PEG guidelines. However, only students who would otherwise attend the K–5 campus in 2018–19 are eligible for PEG transfers from that school.

33. Must we notify the parents of incoming freshmen for a high school that is identified on the list? Or, similarly, must we notify the parents of incoming kindergarten students for an elementary school that is identified on the list?

No, while those students also have the right to request a transfer, statute specifies that notification by February 1 of each year to parents of students currently assigned to the PEG-listed campus is sufficient.

34. If a student moves into a PEG-listed school after the notification has been sent out, must the school provide them notification?

Notification is not required beyond the February 1 deadline specified in statute; however, all students who would be attending a PEG-listed campus during the 2018–19 school year must be given the opportunity to transfer if they wish.

35. Do districts need to contact other districts to let them know they have a PEG-listed school?

No.

36. Are districts obligated to prepare the application for a transfer on behalf of the parent?

No, the student's parent or guardian needs to apply for the transfer.

37. Is there an appeals process?

No, there is no PEG appeals process. However, a district may file an appeal of its *Improvement Required* rating through the accountability ratings appeals process. For more information about the accountability appeals process, see Chapter 7 of the [2017 Accountability Manual](#).

38. If a district is working with the agency to remove a school from the list, does the notification letter to parents still need to be sent by February 1?

Yes, because the outcome of the correspondence is unknown, districts must comply with statute by notifying parents of the school's status as of February 1. However, the notification can include a statement that communication with the agency is in progress and that the school's PEG status may change.

39. If a school is on the PEG List but will be closed for 2018–19, is there still a requirement to send PEG notification letters to the current students?

No, if a school listed on the 2018–19 PEG List will be closed for the 2018–19 school year, districts are not required to send notification letters to the students currently attending the school. However, students reassigned to an existing school that is on the 2018–19 PEG List should receive notification letters.

40. We changed our grade configuration completely, from middle school to elementary school, but kept the same campus number. We will send the required PEG notification to the parents of this new elementary. Can parents request a transfer from this elementary to another elementary, even though it was performance at the middle school that put us on the PEG List?

Yes, if the campus identification number remains the same, the new school will still be on the PEG List, regardless of the changed grade span. The district must treat transfer requests within the district in the manner mentioned above. Parents can request to transfer to a school with the same grade as the PEG-listed school. Parents can also request to transfer to a similar school outside the district.

41. Do PEG-listed schools have other special requirements they must meet to get off the list, such as more highly trained teachers or a smaller teacher-student ratio?

No, there are no special requirements they must meet to get off the list. PEG-listed schools must work to improve their accountability rating or increase the percentage of students passing the state assessments to get off the PEG List. Information on how the 2017 accountability ratings were determined is available in the [2017 Accountability Manual](#).

Financial Questions**42. Can a district charge tuition for a student who transfers under the PEG program?**

No.

43. Can a district accept paid-tuition transfers but decline PEG transfers?

Yes, a district may accept paid-tuition transfers but decline PEG transfers. Specifically, a district may do any of the following: accept regular transfers under Chapter 25, accept PEG transfers, accept both, or accept neither. The district's policy must be consistent on this.

44. Can they accept a student from a PEG-listed school but not call it a PEG transfer and charge them?

Yes, if district policy is to accept transfers under Chapter 25, but not PEG, a student from a PEG-listed school would be treated the same as any other transfer student under Chapter 25, including charging any tuition permitted under Sec. 25.038.

45. What if they have a paid-tuition transfer student from a school that later becomes a PEG-listed school, can they continue to charge tuition?

Yes, if they do not take PEG transfers. However, if they do take PEG transfers, they must treat the student as a PEG transfer the school year that the student becomes PEG eligible.

46. If a parent is paying tuition for a student to attend a non-PEG campus under a tuition transfer agreement and the student's home campus becomes a PEG-listed campus, can the parent stop paying tuition and the student continue to attend the campus of choice?

Yes, as long as the receiving district agrees to accept the student under the PEG program.

47. Can a district charge an additional "transfer fee" for accepting a student who transferred under the PEG program?

No, the school district cannot charge a transfer fee for a PEG transfer. They can only charge fees where they have been granted statutory authority to charge fees.

48. If a charter school accepts a student previously served in a PEG-listed campus, is the charter eligible to receive additional state funding?

No.

PEG Archives**49. Where can I find PEG Lists from prior years?**

Links to most lists, dating back to 1995, have been compiled at the [PEG Archives](#) page. Letters, lists, and other materials dating back to 2013 can also be found at the [TEA Correspondence](#) site. Most PEG letters were sent in December of each year.

Related Content

[Performance Reporting Home](#)
[Public Education Grant](#)
[Public Education Grant \(PEG\) Archive](#)
[Accountability Ratings](#)

Contact Information

Performance Reporting
Phone: (512) 463-9704

5th Grade Reading		
Bryant	Assessment 1	Assessment 2
% Proficient	6%	13%
% T2	38%	44%
%T3	56%	44%
% of students improving on assessment 2		60%
% of students improving on iStation		44%
Peavy	Assessment 1	Assessment 2
% Proficient	18%	32%
% T2	55%	36%
%T3	27%	32%
% of students improving on assessment 2		59%
% of students improving on iStation		Unavailable
Peralta	Assessment 1	Assessment 2
% Proficient	18%	23%
% T2	59%	50%
%T3	23%	27%
% of students improving on assessment 2		43%
% of students improving on iStation		Unavailable
Scell	Assessment 1	Assessment 2
% Proficient	25%	18%
% T2	44%	47%
%T3	31%	35%
% of students improving on assessment 2		44%
% of students improving on iStation		71%
Proficient - 65%+		
Tier 2 - 40-64%		
Tier 3 - 0-39%		

5th Grade Math		
Bryant	Assessment 1	Assessment 2
% Proficient	0%	0%
% T2	6%	20%
%T3	94%	80%
% of students improving on assessment 2		79%
Peavy	Assessment 1	Assessment 2
% Proficient	0%	4%
% T2	36%	35%
%T3	64%	61%
% of students improving on assessment 2		50%
Peralta	Assessment 1	Assessment 2
% Proficient	4%	0%
% T2	29%	48%
%T3	67%	52%
% of students improving on assessment 2		67%
Scell	Assessment 1	Assessment 2
% Proficient	6%	8%
% T2	19%	46%
%T3	75%	46%
% of students improving on assessment 2		58%
Proficient - 65%+		
Tier 2 - 40-64%		
Tier 3 - 0-39%		

5th Grade Science		
Bryant	Assessment 1	Assessment 2
% Proficient	0%	7%
% T2	44%	43%
% T3	56%	50%
% of students improving on assessment 2		54%
Peralta	Assessment 1	Assessment 2
% Proficient	4%	4%
% T2	32%	61%
% T3	64%	35%
% of students improving on assessment 2		58%
Peavy	Assessment 1	Assessment 2
% Proficient	0%	17%
% T2	29%	31%
% T3	71%	52%
% of students improving on assessment 2		76%
Schell	Assessment 1	Assessment 2
% Proficient	0%	12%
% T2	35%	47%
% T3	65%	41%
% of students improving on assessment 2		71%
Proficient - 65%+		
Tier 2 - 40-64%		
Tier 3 - 0-39%		

4th Grade Reading		
	Assessment 1	Assessment 2
Barba		
% Proficient	0%	19%
% T2	19%	44%
%T3	81%	37%
% of students improving on assessment 2		56%
% of students improving on iStation		63%

	Assessment 1	Assessment 2
Bristol		
% Proficient	17%	44%
% T2	55%	44%
%T3	28%	12%
% of students improving on assessment 2		72%
% of students improving on iStation		44%

	Assessment 1	Assessment 2
Deering		
% Proficient	0%	19%
% T2	50%	50%
%T3	50%	31%
% of students improving on assessment 2		42%
% of students improving on iStation		38%

	Assessment 1	Assessment 2
Rodriguez Rolon		
% Proficient	10%	40%
% T2	20%	35%
%T3	70%	25%
% of students improving on assessment 2		70%
% of students improving on iStation		65%

Proficient - 65%+

Tier 2 - 40-64%

Tier 3 - 0-39%

4th Grade Math		
Barba	Assessment 1	Assessment 2
% Proficient	0%	0%
% T2	31%	31%
%T3	69%	69%
% of students improving on assessment 2		56%

Bristol	Assessment 1	Assessment 2
% Proficient	0%	5%
% T2	17%	28%
%T3	83%	67%
% of students improving on assessment 2		61%

Deering	Assessment 1	Assessment 2
% Proficient	0%	6%
% T2	25%	25%
%T3	75%	69%
% of students improving on assessment 2		43%

Rodriguez Rolon	Assessment 1	Assessment 2
% Proficient	0%	5%
% T2	20%	45%
%T3	80%	50%
% of students improving on assessment 2		80%

Proficient - 65%+

Tier 2 - 40-64%

Tier 3 - 0-39%

4th Grade Writing		
Barba	Assessment 1	Assessment 2
% Proficient	56%	5%
% T2	19%	81%
%T3	25%	19%
% of students improving on assessment 2		40%
Bristol	Assessment 1	Assessment 2
% Proficient	22%	12%
% T2	17%	44%
%T3	61%	44%
% of students improving on assessment 2		67%
Deering	Assessment 1	Assessment 2
% Proficient	6%	6%
% T2	19%	13%
%T3	75%	81%
% of students improving on assessment 2		62%
Rodriguez Rolon	Assessment 1	Assessment 2
% Proficient	30%	30%
% T2	30%	50%
%T3	40%	20%
% of students improving on assessment 2		65%
Proficient - 65%+		
Tier 2 - 40-64%		
Tier 3 - 0-39%		

3rd Grade Reading

Aguirre	Assessment 1	Assessment 2
% Proficient	18%	18%
% T2	53%	53%
%T3	29%	29%
% of students improving on assessment 2	53%	
% of students improving on iStation	82%	

Guzman	Assessment 1	Assessment 2
% Proficient	13%	13%
% T2	33%	67%
%T3	54%	20%
% of students improving on assessment 2	67%	
% of students improving on iStation	80%	

Ortega Koitzsch	Assessment 1	Assessment 2
% Proficient	20%	7%
% T2	20%	40%
%T3	60%	53%
% of students improving on assessment 2	33%	
% of students improving on iStation	20%	

Seaborn	Assessment 1	Assessment 2
% Proficient	6%	24%
% T2	35%	41%
%T3	59%	35%
% of students improving on assessment 2	71%	
% of students improving on iStation	53%	

Proficient - 65%+

Tier 2 - 40-64%

Tier 3 - 0-39%

3rd Grade Math		
Aguirre	Assessment 1	Assessment 2
% Proficient	0%	6%
% T2	12%	82%
%T3	88%	12%
% of students improving on assessment 2		82%
Guzman	Assessment 1	Assessment 2
% Proficient	0%	0%
% T2	27%	53%
%T3	73%	47%
% of students improving on assessment 2		47%
Ortega Koitzsch	Assessment 1	Assessment 2
% Proficient	6%	13%
% T2	27%	47%
%T3	67%	40%
% of students improving on assessment 2		57%
Seaborn	Assessment 1	Assessment 2
% Proficient	0%	12%
% T2	29%	18%
%T3	71%	71%
% of students improving on assessment 2		41%
Proficient - 65%+		
Tier 2 - 40-64%		
Tier 3 - 0-39%		

2nd Grade Literacy

Words Correct Per Minute on 2nd Grade Fluency Passage

Goal	50 wpm	60 wpm	75 wpm	90 wpm	% of students increasing
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	
Martinez	33%	47%			80%
Pierce	43%	45%			100%
Maldonado	47%	27%			50%
Castano	60%	50%			64%

% of students meeting goal

Sounds spelled correctly on Sentence Dictation Test

Goal Spanish	85%	90%	95%	98%
Goal English	70%	80%	90%	95%
	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Martinez	71%	67%		
Pierce	62%	84%		
Maldonado	71%	93%		
Castano	73%	75%		

% increased on iStation

Martinez	81%
Pierce	80%
Maldonado	87%
Castano	75%

% of students at independent or instructional grade level on fluency passages

	% of students at independent or instructional grade level on fluency passages				% of students increasing accuracy
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	
Martinez					
Pierce					
Maldonado					
Castano					

1st Grade Literacy

Words Correct Per Minute on 2nd Grade Fluency Passage

Goal	23 wpm	33 wpm	45 wpm	60 wpm	% of students increasing
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	
Arellanes	17%	17%			83%
Arnold	5%	16%			94%
Bates	12%	6%			81%
Rivera	25%	60%			100%

% of students meeting goal

Sounds spelled correctly on Sentence Dictation Test

Goal Spanish	85%	90%	95%	98%
Goal English	70%	80%	90%	95%
	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Arellanes	22%	50%		
Arnold	41%	61%		
Bates	41%	94%		
Rivera	38%	64%		

% increased on iStation

Arellanes	67%
Arnold	84%
Bates	94%
Rivera	64%

% of students at independent or instructional grade level on fluency passages

	% of students at independent or instructional grade level on fluency passages				% of students increasing accuracy
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	
Arellanes	33%	28%			94%
Arnold	5%	11%			94%
Bates	17%	24%			88%
Rivera	31%	53%			93%

Kindergarten Literacy

High Frequency Words

Goal	23	33	45	60	Class
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Average
Gago	15%	16%			9
Salinas	19%	2%			8
Harrison	0%	0%			1
Mayo	0%	0%			3

Nonsense Words

English Goal	23	33	45	60	Class
Spanish Goal	23	33	45	60	
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Average
Gago	60%	53%			14
Salinas	44%	47%			12
Harrison	17%	50%			5
Mayo	6%	12%			3

	% increased on iStation
Gago	53%
Salinas	80%
Harrison	56%
Mayo	81%

Pre - Kinder Literacy

Upper Case Letter Names

Goal	6	12	18	24	Class
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Average
Kaparunakis	0%	0%			2
Lopez	20%	10%			5
Rodriguez	17%	17%			5
Swor	28%	28%			8

Lower Case Letter Names

Goal	6	12	18	24	Class
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Average
Kaparunakis	0%	0%			1
Lopez	0%	0%			4
Rodriguez	0%	0%			3
Swor	2%	4%			4

Sounds

Goal	6	12	18	24	Class
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Average
Kaparunakis	0%	0%			0
Lopez	0%	20%			5
Rodriguez	0%	0%			3
Swor	0%	6%			3

Re: Planning for Catch Night - January 25th

Gregory Dono

Mon 1/8/2018 7:36 AM

To: Jennifer Pace <jennifer.pace@austinisd.org>;

We will have several different health services booths set up in the cafeteria thanks to Ms. Salinas. I believe Ballet Folklorico is performing as well.

I will set up different activities in the pods and in the gym. Things like obstacle courses, jump rope challenges, Wii sports, and other events. The students will be able to compete for the best times/reps in order to win prizes. We will also have a raffle for prizes as well.

As we get closer to the event I will send out an email to see which staff members are willing to help run some of the different events.

Gregory Dono
Physical Education
Coordinated School Health Leader
Widén Elementary School

"Be careful about reading health books. You may die of a misprint." -Mark Twain

From: Jennifer Pace
Sent: Sunday, January 7, 2018 5:17:24 PM
To: Gregory Dono
Cc: Patricia Williams; Victoria Schwarz; Gregory Dono
Subject: Planning for Catch Night - January 25th

Hi Coach,

We have Catch Night on our calendar for January 25th. I wanted to see what ideas you have or how I can assist in the event planning.

Thank you!

Jennifer

Jennifer Pace
Principal
Widén Elementary
512-414-3607 (office)

Event Nights

Thu Jan 25, 2018	5:30pm – 7:00pm	Event: CATCH & Creative Learning & Project Showcase Night
Thu Feb 22, 2018	6:00pm – 7:30pm	Event Night: African American Heritage 1st - 3rd Grade Musical
Thu Apr 5, 2018	All day	Event Night: ACE Showcase
Fri Apr 6, 2018	All day	Career Day Event
Thu May 3, 2018	All day	Event Night: Cinco de Mayo

**Sun Feb 4,
2018**

**National School Counseling Week / Counselor
Appreciation Week**

**Sun Mar 4,
2018**

Parent Support Specialist Appreciation Week

**Sun Apr 8,
2018**

National Library Week / Librarian Appreciation Week

**Sun Apr 22,
2018**

**Administrative Professionals (Office Staff) Appreciation
Week**

**Sun May 6,
2018**

**Teacher & Substitute Appreciation Week
School Nurse Appreciation Week**
