Performance Based Monitoring: Interventions of 2012-2013

October 11, 2012

Presented in Coordination between
Bilingual/ESL, CTE, NCLB and SPED

*Developed based upon TEA TETN Power Point Presentations
• To Review PBM Components

• To understand:
  – How to read your reports
  – How to follow intervention tracks
  – How to navigate interventions
  – How to use templates
  – How to use ISAM
PBM COMPONENTS
State Accountability
Federal Accountability
Performance - Based
Monitoring

Performance Monitoring

PBMAS

DVM

BE/ESL
CTE
NCLB
Sp.Ed.
Sp.Ed.
RF Tracker

Leaver
Discipline
Assessment
Acronyms

• PMI - Program Monitoring and Interventions (Now part of the School Improvement Division of TEA)
• PBM – Performance-Based Monitoring
• PBMAS – Performance-Based Monitoring Analysis System
• DVM – Data Validation Monitoring
• NCLB – No Child Left Behind
• ISAM – Interventions Stages and Activities Manager
• SLR – Student Level Review
• ICA – Initial Compliance Analysis
• ICR – Initial Compliance Review NA – Needs Assessment
• FDA (DA) – Focused Data Analysis
• CIP (IP) – Continuous Improvement Plan
• CTE/CR - Career & Technology Education/Civil Rights (Review)
• RF – Residential Facilities Tracker
• RFM – Residential Facilities Monitoring
Philosophy

• The Accountability Systems
  – Performance-Based Monitoring System and PBM Interventions
  – Federal Adequate Yearly Progress (AYP) and the Title I School Improvement Program
  – State Accountability (suspended 2012 but interventions continue)

• Process not template driven
• Tools to facilitate process are available
• Two guidance documents: 1.) PBM single program and integrated interventions and 2.) State and/or federal accountability (same process and tools)
Framework for Continuous District and School Improvement
Philosophy

• Partners
  – TEA Division of Program Monitoring and Interventions
  – TEA Division of School Improvement and Support
  – Texas Center for District and School Support
  – Regional Educational Centers
  – Districts/Charters
## 2012 PBM Calendar

<table>
<thead>
<tr>
<th>PBM Product</th>
<th>When are data submitted by LEAs?</th>
<th>When are data available for internal TEA use?</th>
<th>Date of 2011 release</th>
<th>Projected date of 2012 release</th>
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</thead>
<tbody>
<tr>
<td>2012 PBMAS (Unmasked reports)</td>
<td>Throughout the year, depending on the indicator</td>
<td>Data for all indicators available by early August</td>
<td>LEA reports posted on TEASE ACCT 09/14/11</td>
<td>LEA reports posted on TEASE ACCT 09/07/12</td>
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<tr>
<td>2012 PBMAS (Masked reports)</td>
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<td></td>
<td>LEA reports posted on TEA web site 10/07/11</td>
<td>LEA reports posted on TEA web site 09/28/12</td>
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<tr>
<td>2012 Leaver Data Validation Indicators</td>
<td>PEIMS Data Fall/Submission 1</td>
<td>March (but cannot be officially released until after August)</td>
<td>LEA reports posted on TEASE ACCT 11/14/11</td>
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<td>2012 Discipline Data Validation Indicators</td>
<td>PEIMS Data Summer/Submission 3</td>
<td>October/November</td>
<td>LEA reports not released in 2011-2012 school year</td>
<td>LEA reports posted on TEASE ACCT 11/30/12</td>
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<td>2012 Student Assessment Data Validation Indicators</td>
<td>Spring Student Assessment Data</td>
<td>June</td>
<td>LEA reports not released in 2011-2012 school year</td>
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<td>2012 PBMAS State and Region Reports</td>
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<td></td>
<td>State and region reports posted on TEA web site 12/14/11</td>
<td>State and region reports posted on TEA web site 12/14/12</td>
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</tbody>
</table>

Note: PBM products always use the most current data available.
PMI for 2012-2013

- On-site Reviews 20
- OR/Program Access Reviews 26
- Nonpublic Reviews 8
- Year-After-On-site 46
- Desk Reviews 169
- Escalated Oversight 1
Manual

PBMAS 2012 Summaries
and Manual Review Activity

– Bilingual
– CTE
– NCLB
– SPED

Sample Report

– Calculations
– MSR
– Data Sources/Notes
How to Read Your Report

- Choose an Indicator
- Find the PL column in your report
- Locate that Indicator in the Manual
- Read the critical information - standards, MSR, availability of SA
Beware of “NA” indicators—they can be deceiving!
Warning!

- NA ≠ PL of 0
- NA/SA should be carefully reviewed
- 0 RI ≠ met standards
- PL 1 should be carefully examined
- No Data should be monitored for accuracy
Changes to PBMAS
Texas Accountability Intervention System 2012

• PBM single program interventions – few changes
• PBM integrated interventions +
• AU district interventions +
• SIP district interventions +
• Customized interventions, because different situations require different approaches
• But, one intervention system following one process if staged in multiple accountability systems
Texas Accountability Intervention System

- One Guidance Document (district)
- Improvement Plan Workbook (district)
  - data analysis
  - needs assessment
  - improvement plan
  - corrective action plan (CAP)
Rubric for Ensuring Quality

- Consistency needed for determining quality of:
  - Monitoring Implementation of Plan
  - Data analysis
  - Program evaluation
  - Improvement Plan
ISAM
Intervention, Stage, and Activity Manager
Preparation for PBM Staging 2012-13
ISAM

- Campus User
- District/Charter School User
- External Reviewer - TDCSS role
- Nonpublic School User
- Regional Service Center User
- SSA User
- TEA Staff (PMI) - TEA Reviewer, Admin Tech, Manager
- TEA Staff (Outside of PMI) - TEA Viewer
- TEA System Admin - ISAM Team

**Intervention, Stage, and Activity Manager – Enhanced Select Role(s)**

**Roles:**
- Campus User - CIT member at an individual campus (CampusUser)
- District/Charter School User - Supt, Sped Director, or LEA contact (LeaUser)
- External Reviewer - TCDSS/external reviewer outside PMI (ExternalReviewer)
- Nonpublic School User - LEA contact for nonpublic school review (NonpublicUser)
- Regional Service Center User - Executive Director or program contact (EscUser)
- Report Viewer - Views reports only (ReportUser)
- SSA User - LEA user in a special ed SSA with access to multiple LEAs (SSA User)
- TEA Staff - PMI admin tech (TeaCorrespondent)
- TEA Staff - PMI manager (TeaManager)
- TEA Staff - PMI reviewer (TeaReviewer)
- TEA System Administrator - ISAM technical team member (SysAdmin)
- TEA Viewer - TEA staff outside the PMI division (TeaViewer)
Welcome! Please Log On.

NOTICE: TEA Web Applications will not be available each Sunday morning from 5:00AM to 2:00 PM due to routine maintenance. Please do not access your application during this time period: you could lose data.

IMPORTANT NOTICE: Keep your email address up-to-date

Username

Password

Continue  Cancel

Did you forget your password?

Please note the following terms of usage:
1. Unauthorized use is prohibited;
2. Usage may be subject to security testing and monitoring;
3. Misuse is subject to criminal prosecution; and
4. No expectation of privacy except as otherwise provided by applicable privacy laws.
Application List

Your Applications

GrantExpenditureReports - Expenditure Reporting
Expenditure Reporting is available

HCF - High Cost Fund Eligibility Application
Initial request for a High Cost Fund award

ISAMEnhanced - Intervention, Stage, and Activity Manager - Enhanced
Provides PBM stages of intervention and monitoring process tracking for the TEA Division of PMI.

RFT - Residential Facility Tracking Application
Formerly located under the Interventions Activity Portal
Welcome to the new, enhanced ISAM.

What’s new in ISAM?

- 2011-2012 Performance-Based Monitoring and Residential Facility interventions are now available in ISAM.
- 2011-2012 Accountability interventions are now available for campuses rated AU, districts rated AU, and campuses formerly rated AU.
- **Note:** LEAs must assign a program contact for each intervention to serve as the point of contact between the TEA and the LEA for the monitoring year. For specific instructions, please review the “Assigning Program Contacts in ISAM” document provided in the Intervention Links panel on the Review Summary page.

Looking for something specific?
Use the Organization Finder at the upper right of the page to locate monitoring information for entities (districts, charter schools, campuses, etc.) whose data you are authorized to view.

Need to go somewhere else?
Use the top navigation menu to access specific areas or functions in the system. The [Home](#) link always returns you to this page. The [Summary](#) link takes you to a summary page for your organization’s data for the current monitoring year. Note this link may not appear if your TEASE account is affiliated with multiple organizations. The [Reports](#) link provides data analysis and reporting functionality on Program Monitoring and Interventions data (coming soon). The [Exit](#) link returns you to your TEASE application list from where you can either launch another TEASE application or log off the system.

Questions or problems?
If you have any questions about the system, or problems using it, you can contact TEA using one of the links below.
Performance-Based Monitoring

- Integrated Reviews
  - Multiple events...
• Integrated Reviews
  – ...linked to the same review
Escalations

- Accessed via the “Escalations” link in left navigation bar on the Event Summary page
Performance-Based Monitoring (PBM)

- Bilingual Education/English as a Second Language (BE/ESL)  Stage 2 (CIP Implementation)
- Career & Technical Education (CTE)  Stage 1
- No Child Left Behind (NCLB)  Stage 1
- Special Education  Stage 1 (CIP Implementation)

Data Validation Monitoring (DVM)

No monitoring events found for Data Validation Monitoring (DVM).

Program Access Review (PAR) Monitoring

No monitoring events found for Program Access Review (PAR) Monitoring.

Accountability Monitoring

- Middle 1st Year AU
- Middle 1st Year AU
- Early Childhood University 1st Year AU
- H S 2nd Year AU

State Performance Plan (SPP) Monitoring

No monitoring events found for State Performance Plan (SPP) Monitoring.

Intervention Links: 2011-2012

1. Program Monitoring and Interventions Website
2. Downloading Templates and Uploading Files in ISAM
3. PBM Summary of Interventions
4. BE/ESL Selection Criteria
5. CTE Selection Criteria
6. NCLB Selection Criteria
7. Special Education Selection Criteria
8. RF Selection Criteria

Program Contacts: 2011-2012

- Acct.:  
- BE/ESL:  
- NCLB:  

Staging Dates: 2011-2012

- Program  Week Of
  - Acct.  08/15/2011
  - BE/ESL  10/17/2011
  - CTE  10/17/2011
  - NCLB  10/17/2011
  - Sped  10/17/2011
  - Nonpublic  N/A
  - RF  10/17/2011
  - SPP  TBD
  - DVV  09/12/2011
  - PAR  10/17/2011

No SPED Contact listed
Assigning Program Contacts

◦ Two-step process:
  1. Add the contact to the list (“Contacts” link)
  2. Assign the contact to a review (“Review Contacts” link)

◦ Things to watch for:
  1. Verify program selections
  2. Verify start/end dates
  3. Avoiding duplicate contacts
  4. Verify correct organization
Performance-Based Monitoring

- Assigning Program Contacts
  - Must assign a review contact to submit
Accessing Tools - Downloading Templates

- Via the “Templates” page
- One template at a time
- All together as a ZIP file
Uploading Documents

- Via the “Submissions” page
- Use the link in the grid
- Resubmitting a document
- Submitting additional documents
- Enhanced footnotes

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<td>Edit</td>
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</table>

Showing 1 to 5 of 5 entries
No review currently exists for this event. Please check with your TEA contact if you feel this is in error.
Special Education
Stage 2
2011-2012

Download All Templates (ZIP file)

There are no templates available for this event.
Showing 1 to 1 of 1 entries

Intervention Links: 2011-2012
1. Special Ed Framework
2. Special Ed Flowchart
3. Special Ed Selection Criteria
4. Special Ed Submittal Matrix
5. Special Ed Stage 1 Guidance
6. Special Ed Stage 2 Guidance
7. Special Ed Stage 3 Guidance
8. Special Ed Stage 4 Guidance
9. Assigning Program Contacts in ISAM

Review Contacts
TEA Contacts
No TEA contacts assigned.

Monitoree Contacts
Future Updates via TETN & ISAM Enhancement e-mail

Links
- TEASE Access
- TEAL Access
  [https://pryor.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet](https://pryor.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet)

Questions/Feedback related to ISAM
-isam@tea.state.tx.us

Questions/Feedback related to documents
-pmidivision@tea.state.tx.us

Questions/Feedback related to TEASE/TEAL
-computer.access@tea.state.tx.us
INTERVENTION STAGES
Performance-Based Monitoring

- **PBM Intervention Types**
  - **Baseline**
    - Bilingual Education/English as a Second Language (BE/ESL)  
      Stage 1
  - **CIP Implementation**
    - Career & Technical Education (CTE)  
      Stage 2 (CIP Implementation)
  - **Year After Onsite**
    - Special Education  
      Stage 4 (Year After Onsite)
• One guidance document

• When checking ISAM for staging, LEA will see the stage and type of intervention
  o B = baseline
  o CI = continuous implementation
  o YAO = year after on-site
LEAs who are baseline in a program, even though they are in integrated interventions, will complete the activities for the baseline program and bring the information learned to the integrated discussions, etc.
LEAs who are CI

- Will review current data
- Will review status of improvement plan
- Will revise improvement plan to reflect updated activities, addition of new strategies, deletion of strategies/activities that may have not been effective, etc.
- If stage 3, submit to agency
Escalated Oversight (EO) designates that an LEA:

- has continuing noncompliance;
- fails to follow the PMI process;
- exhibits imminent risk;
- fails to meet program requirements;
- fails to meet compliance requirements; and/or
- is identified for other substantial, imminent, or ongoing risk.
PMI for 2012-2013 (cont’d)

• LEAs in baseline single program - Stage 1 and 2 conduct single program interventions and submit only upon request
  ○ SPED and RF are considered one program

• LEAs staged in two or more program areas no higher than stage 1 – will conduct integrated interventions and submit only upon request
For LEAs who are already working on AYP and/or AU interventions -

• If staged in PBM, the PBM information will simply be fed into the process of reviewing data, assessing needs, improvement plan, corrective action plan, if needed, implementation of plan, and monitoring of plan

• If staged in PBM, the submission window extends to December 7
PMI for 2012-2013 Reminders

Submission Window

No later than December 7, 2012

But recommended to submit as soon as possible

* Extensions are still possible for extenuating circumstances
Minimally you will:

• Establish a Core Team - All Stages
• Determine if you are staged in one program or multiple programs
• Follow Individual program requirements if staged in SPED and or RF only
• Follow Integrated Interventions in staged in multiple programs

I’ve Been Staged, What Do I Do?

Complete a Corrective Action Plan if non-compliance is found during your data review.
## Intervention Stages: Required Intervention Activities

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Special Education</th>
<th>BE/ESL</th>
<th>CTE</th>
<th>NCLB/ESEA</th>
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<td>FDA for each indicator rated 2 or 3</td>
<td>FDA for each indicator rated 2 or 3</td>
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<td>Program evaluation</td>
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<td>CAP (if applicable)</td>
<td>Program Effectiveness Review</td>
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<td>CAP (if applicable)</td>
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<th>NCLB/ESEA</th>
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<td>ICA review</td>
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<td>System Analysis</td>
<td>System Analysis</td>
<td>FDA for each indicator rated 2 or 3</td>
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<td>Program Effectiveness Review: System Analysis</td>
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<td>System Analysis</td>
<td>FDA for each indicator rated 2 or 3</td>
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* See handout for better readability.
INTERVENTION
ACTIVITIES
Tools

• Core Analysis Team Template
• Student Level Review
• District Level Workbook
  – Data Analysis
  – Needs Assessment
  – Improvement Plan
  – Corrective Action Plan
Who will be a part of the Core Analysis Team (CAT)?

- Integrated process allows an LEA to determine the make up of Core Analysis Team in relation to program issues and risk levels on indicators.
- Consider the size of your LEA, risk levels on indicators, data analysis, and program areas.
- Consider program areas, campuses and feeder patterns when selecting participants.
- Remember that CATs might look different between districts
- In larger LEAs, subcommittees that report to the CAT are useful
- Suggested Core Analysis Team participants are:
Core Analysis Team Participants

- LEA Central Office Administrator(s)
- BE/ESL, Special Education, CTE, and/or Federal Programs Administrators/Directors
- Campus Administrator(s)
- Guidance Counselor(s)
- General Education Teacher(s)
- BE/ESL, Special Education, CTE Teachers and/or NCLB Program Teachers
- Parents of Students Impacted by Indicator Risks
- LPAC Members
- Students representing the program areas under review, if applicable
- DAEP Representative(s), if applicable
Core Analysis Team Participants

- Representative(s) of any private and/or private non-profit schools participating in the program area to be reviewed
- Community Stakeholder(s)
- Curriculum Specialist(s)
- PEIMS staff member(s)
- Representative(s) of LEA alternative education programs or campuses
- Related Service Provider(s)
- Speech Therapist(s)
- Evaluation Personnel
- Representative(s) of campuses within the feeder patterns
- Administrator(s) of residential facility, if staged in RF monitoring
Key Points

• The CAT is responsible for conducting all activities in the intervention process.

• All required participants of the CAT must be involved during the process, but tasks, responsibilities, or type of involvement may vary among team members.

• Individuals selected should not serve dual roles, and it is recommended that all instructional levels in the LEA be represented (i.e., elementary, middle, and/or high school levels).
Data Analysis

• Determines factors contributing to higher levels of program concern as identified by the Performance Based Monitoring Analysis System (PBMAS) indicators.

• Gathers information to address identified issues in the Continuous Improvement Plan (CIP).

• Identifies trends and patterns of student services for issues/findings of concern.
Data Analysis

• Collecting, reviewing, considering, and analyzing multiple years of data
• Reflective questioning
• Identifying and documenting findings
• Prioritizing findings and drawing conclusions
• Informing improvement plan development
Data Analysis

• Data analysis content expectations

Identification of *causal factors* for

• low student performance on state assessments
• low completion/graduation, high dropout rates
• program specific issues
How to use the FDA

• Use probes provided on each template and analyze additional data as necessary to identify factors that contribute to the low performance on the indicator(s).

• Enter results of the analysis on the Focused Data Analysis template for each required indicator.

• If noncompliance is identified, activities to address those findings must be included in the Corrective Action Plan (CAP).

• If findings are impacted by recent LEA data, the new data must be included in the findings.
What’s in the FDA Template?

• Four Sections

  ▪ SECTION I: STUDENT ASSESSMENT PERFORMANCE

  ▪ SECTION II: CAUSAL FACTORS FOR LOW PERFORMANCE

  ▪ SECTION III: COMPLETION/DROPOUT RATE

  ▪ SECTION IV: SPECIAL EDUCATION
What does the SLR do?

• It is used to **conduct** the Focused Data Analysis (FDA) in the integrated intervention process.
• It **supports** a continuing improvement process focused on student results.
• It **analyzes** factors contributing to higher levels of program concern.
• It **compiles** information necessary to address identified issues in the Continuous Improvement Plan (CIP).
• It **identifies** trends and patterns of service in areas of need.
Texas Accountability Intervention System

- One CAP – all programs, all interventions
- Progress Report (October, January, March, June) for AYP or AU not PBMAS
- Student Level Review (SLR) (PBM only)
- Other requirements, based on systems identified for intervention
Needs Assessment

• Evaluation (assessment) of existing programs, services, systems, etc, and determination of needs
  – **Annual program evaluations**
    • Critical Success Factors
  – **Special Programs**
    • Systems of service
    • Program effectiveness
    • Compliance with rule and law
    • Public Perception
Needs Identified

- Look for priority areas in which needs should be assessed
- Needs of high priority
- Needs of lesser priority

• Consider
  - What is the best way to devise a solution, implement it, and monitor it?
    • District-level or campus plans
    • Budgeting, etc
    • PLCs
    • Administratively
  - Not all needs must be addressed in the district-level improvement plan
Improvement Plan

• Pulls together the core team’s findings into a commitment to act
• Targets specific and prioritized areas for improvement
• Determine expected outcome
• Identify specific actions/strategies/initiatives
• Person/role responsible for each action and strategy- focus on the person with most impact
• Determine timeline
Corrective Action Plan

- Noncompliance can be student specific or systemic
- Determine steps/procedures/processes the LEA will take:
  - to correct any student specific noncompliance
  - to determine if problem is systemic
- If systemic, determine steps/procedures/processes the LEA will take to make sure noncompliance does not occur with any other students
Corrective Action Plans

• Be specific in what steps will be taken to correct the noncompliance. Think the process out thoroughly.

• What person/role will actually be responsibility for carrying out the activity?
Table Practice

1. Finding: four-year plans have not been developed for CTE students.

2. Finding: LPACs were not held at the end of the school year to discuss students’ progress.
Monitoring has to be a part of the planning process when the improvement plan and/or CAP is developed!

- What do we need to know?
- What different kinds of information do we need?
- How will we get this information?
- Who should be involved in gathering information?
Plan how monitoring will occur

Implement monitoring plan

Share information with organization

Analyze information

Keep going as is? Adjust? Start over?
Resources

TEA Sites: (http://www.tea.state.tx.us/)
- PBMAS Manual: Performance-Based Monitoring Division
- Interventions Documents: Program Monitoring and Interventions Division

Secure Sites: (*TEASE account required*)
- NCLB Reports
- Interventions Stages and Activities Manager (ISAM): https://seguin.tea.state.tx.us/apps/app_list.asp
<table>
<thead>
<tr>
<th>Indicators</th>
<th>2010 PBMAS</th>
<th>2011 PBMAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED TAKS/TAKS-A Passing Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td></td>
</tr>
<tr>
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<td>0RI</td>
<td></td>
</tr>
<tr>
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<tr>
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<td>0RI</td>
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<tr>
<td>Writing</td>
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<td></td>
</tr>
<tr>
<td>TAKS-M Participation Rate</td>
<td>2</td>
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</tr>
</tbody>
</table>
Findings on FDAs

TAKS-Passing Rate
- Little to no inclusion support during science for students taking science test
- No opportunities to reteach new CSCOPE curriculum due to timeline constraints
- 50% 8th graders had an attendance issue (8 days or more)
- 42% 10th and 11th graders had an attendance issue (8 days or more)

TAKS-M Participation Rate
- 257 out of 313 TAKS-M tests taken scores were above 2000
- Not all students taking TAKS-M had modified curriculum
- More inclusion support is needed for students in math and science at 10th and 11th grade
<table>
<thead>
<tr>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Review and monitor student schedules appropriately to maximize inclusion support in science classes</td>
</tr>
<tr>
<td>Continue to use automated phone system to inform parents regarding attendance concerns during science classes</td>
</tr>
<tr>
<td>Develop accelerated instruction plans in science and utilize DMAC to monitor student progress</td>
</tr>
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<td>Continue to use automated phone system to inform parents regarding attendance concerns during math classes</td>
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# TAKS-M Participation Rate CIP Activities

ARD committees consider TAKS/TAKS-(Accommodated) for students who scored above 2000 on TAKS-M

SPED director will continue to meet with campus principals to review TAKS-M takers.

Schedule 10th grade students appropriately to maximize inclusion support in math and science
### Mayberry ISD

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<td>SPED Dropout Rate</td>
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<td></td>
</tr>
<tr>
<td>SPED Graduation Rate</td>
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</tr>
</tbody>
</table>
Findings in FDA

Dropout Rate
- 15 out of the 23 that dropped out had mobility issues (withdrew, re-entered, withdrew again . . .)
- 18 had gone to DAEP sometime in their school career
- 12 were freshman with less than 5 credits
- 18 of 23 had 18 or more absences

Graduation Rate
- 11 dropped out
- All 11 had 1 or more discipline referrals in high school
- 5 withdrew at least twice in same school year
- 4 had less than 5 credits
- 7 had more than 18 absences


<table>
<thead>
<tr>
<th>Dropout Rate CIP Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue mentoring program for at-risk freshman</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Graduation Rate CIP Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to monitor student progress grades 9-12</td>
</tr>
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<td>Indicators</td>
</tr>
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## Walton’s Mountain ISD

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<td></td>
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<td>Science</td>
<td>3PJSA</td>
<td></td>
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<tr>
<td>Social Studies</td>
<td>NA SA</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td></td>
</tr>
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Findings in FDA

• Students who have been in the U.S. schools the longest have higher proficiency scores. We also found that just learning to speak English is not comprehension or fluency.

• Performance on TAKS math shows at least a 10 pt advantage for non LEP students compared to LEP students.

• Technical vocabulary for math and science is roadblock for ESL students.

• Students enrolled in TAKS rep classes experienced more success than those not enrolled.

• District may need to generate a better collective understanding of how to assist our ELL/ESL students.
ESL  English TAKS Passing Rate CIP Activities

• 30 minutes each day after school in addition to any regular instruction in reading
• Create vocabulary cards and place in hallway creating a learning environment during student transitions
• Conduct afterschool tutorial addressing areas of need on Lexia results
• Consult with migrant coordinator in reference to the 6 Minute Reading solution
• Weekly progress monitoring of students not successful on previous TAKS benchmarks
• Looking into using CSCOPE to align curriculum
• ELPS training for Junior High and High School
• SIOP coach training for lead teachers
• Teachers are trained in use of DMAC
## Walton’s Mountain ISD

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<td>NA (16/28)</td>
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<tr>
<td>Science</td>
<td>3PJSA</td>
<td>NA (3/11)</td>
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<tr>
<td>Social Studies</td>
<td>NA SA</td>
<td>NA (7/11)</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
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</table>
At your table, study the PBMAS report, focused data analysis, and the improvement plan of Whoville ISD. Evaluate the improvement plan.
Reminders

**Integrated Interventions** – If your LEA is staged in more than one area, establish one core team, complete one improvement plan, and complete one corrective action plan if needed.

**Assigning Contacts in ISAM** – Ensure current contacts are assigned.

**Residential Facility Monitoring** – Include in all activities if staged in RF (Core Team, CIP, etc.)
Remember.....

• PBM is a process
  – Annual Review
  – Multiple components
  – Ongoing integrated interventions
  – Data integrity, analysis, and use for improvement planning
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