



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Summary of preliminary findings reported by TEA members after on-site visit based on a review of Performance-Based Monitoring Analysis System (PBMAS) results

SUBMITTED BY: Guadalupe C. Gorordo, Ph.D., Associate Superintendent

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: February 19, 2014

INFORMATIONAL REPORT:

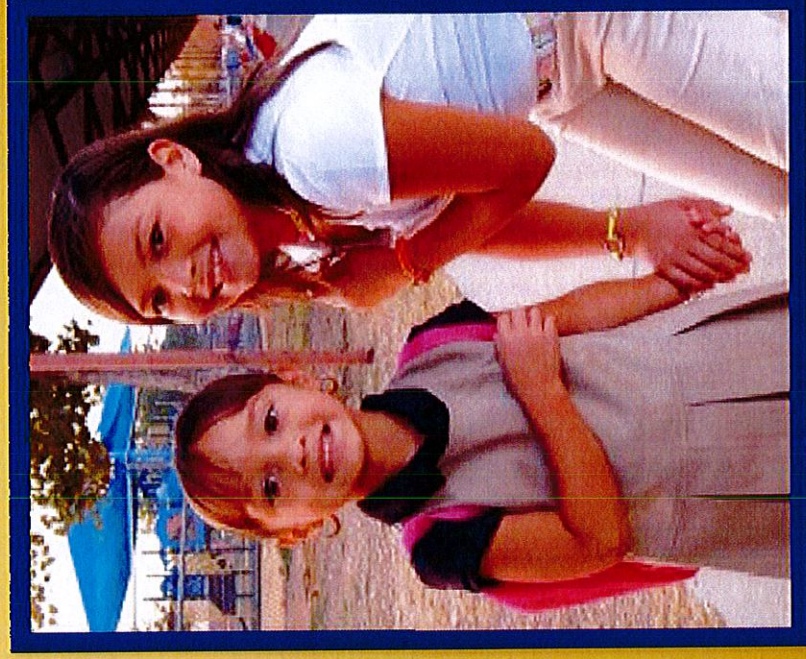
During the week of January 13–17, 2014, a four-member team from Texas Education Agency (TEA) conducted an on-site visit based on a review of Performance-Based Monitoring Analysis System (PBMAS) results, as well as longitudinal student performance and program effectiveness data. A summary of the preliminary findings are presented as shared by TEA members during the exit meeting on January 17, 2014, attended by district administration.



Performance- Based Monitoring Analysis System TEA Visit

January 13 – 17, 2014

Preliminary Findings



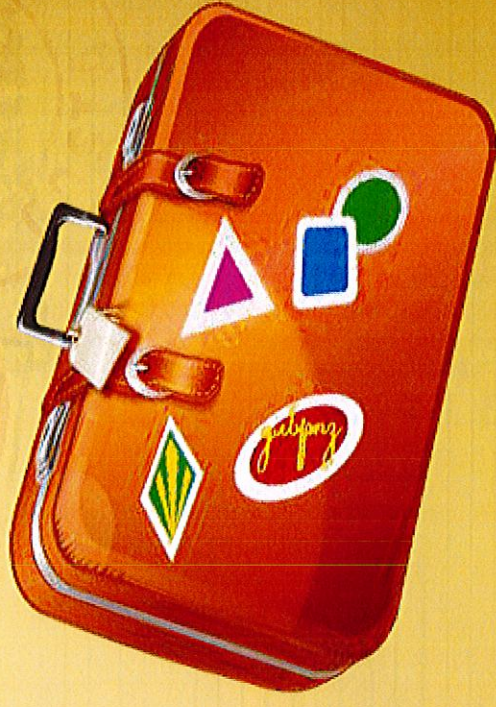
February 4, 2014

Reason for The Visit...

- ✦ Level 3- Bilingual/ESL
- ✦ Level 1 - CTE
- ✦ Level 2 - NCLB
- ✦ Level 0 - Special Education
- ✦ Level 3 - RF

The Visit

We had a team of



Bilingual/ESL – Ann Early

CTE – Tim Petty

NCLB – Ann Lequey

Special Education – Julianne Arreola

Findings

A. Systemic

B. Instructional

1. Quality Instruction
2. BE/ESL
3. SpEd

A. Systemic

- ✦ **Components of systems needed to be formalized and tightened.**
 - ✦ District is 1) writing processes down, 2) monitoring, 3) evaluating, and 4) holding people accountable; however, there are still inconsistencies in such areas as RtI, vertical alignment, monitoring of instruction, Professional Learning Communities (PLCs), inclusion, and *timely* monitoring.
- ✦ **Response to Intervention (RtI): inconsistent ideas and concepts across the district; timelines need to be aligned; some systems in place, but need improvement. Still clarifying RtI and formalizing system**

A. Systemic

- ✦ Staffing--1 exec dir for 26 campuses; 5 BEEESL coordinators for district. Identified monitoring challenges are hindered by “*lack of feet on the ground*”.
- ✦ Cannot ensure that program models are implemented across the district with fidelity. Monitoring challenges evident.
- ✦ Working to align classroom tests and to make sure rigor matches the TEKS

A. Systemic

- ✦ Required data to be monitored and reports to be studied. Some campus data rooms were class specific and others were student specific. Teacher reflection piece, vertical meetings, and student profiles are a good start.
- ✦ Identified need to develop academic vocabulary; however, no process or program identified district-wide to intentionally develop vocabulary.
- ✦ **Abydos in grades 4, 7, EOC. Need to make it a district wide initiative.**

A. Systemic

- ✦ Parental involvement evident at district level; campus' need to have evidence of monthly newsletters or similar parent communication tool.
- ✦ GPC placing many students. EL to MS and MS to HS received; vertical meeting should follow-up on students who are placed.

B. Instructional

1. Quality instruction is inconsistent:

- ✦ Observed too much lecture and teachers are working harder than the students, especially at secondary.
- ✦ Questioning strategies were one-dimensional; one level.
- ✦ Needed rigor is not found in classrooms. More rigor is required in the classroom in order to meet state assessment standards.
- ✦ Less teacher talk, more student TALK.
- ✦ Rigor is being defined through concept-based and book studies so a shared and common picture of what rigor is beginning to emerge in district.
- ✦ Professional development for instructional practices needs to address rigor and inclusion. The rigor that is demanded by TEKS.
- ✦ Professional development provided on differentiated instruction, but its implementation not monitored consistently.

B. Instructional

2. Bilingual/ESL

- ✦ Bil/ESL program is not consistent.
- ✦ There is uncertainty on the implementation of Sheltered Instruction
- ✦ **Teachers named the strategies but were unclear between ELPS (*curriculum*) and Sheltered Instruction (*strategies*).**
- ✦ Study PD records to determine which secondary core teachers have had sheltered training.
- ✦ **Review student schedules to provide evidence that students served in ESL are assigned only to core teachers with such training.**

B. Instructional

2. Bilingual/ESL

- ✦ Exiting of ELL Ss is not constant; if students do not EXIT at the elementary level then it is more difficult to EXIT at secondary level.
- ✦ **Evaluate support provided to ELLs, including RtI to determine if additional and more targeted support is warranted.**
- ✦ GPC promotions have a significant number of students who are ELL and GPC numbers are high.

B. Instructional

3. Special Education

- ✦ General education staff needs to be included on inclusion training; district needs to explore different inclusion models.
- ✦ **Teachers want more strategies to work with inclusion students.**
- ✦ DAEF (STEP) must collaborate with special education department for student transition back to campuses.
- ✦ **Develop monitoring process for programs such as Achieve 3000 and others named on IP. Monitor that teachers are using resources available.**

B. Instructional

3. Special Education

- ✦ ELL representation in SE is increasing and we need to have conversations with APs who sit at the ARDs to look at placement. Criteria must be “*crystal clear*” .
- ✦ **MS needs a coordinated district plan to transition students out of MLC. The HS had a better, effective plan.**
- ✦ Participation rates – we must meet with APs to ensure criteria is being followed especially for STAAR ALT since our numbers have been increasing yearly.
- ✦ **More collaboration essential between ARD and LPAC**

Exit Meeting: Fri. January 17, 2014

- ✦ Superintendent is highly respected.
- ✦ Administration is well respected.
- ✦ Going back to the basics; i.e. recertification in ARD, LPAC, and walkthroughs.
- ✦ Strong instructional focus:
 1. high expectations
 2. learning - positive and clear
 3. team working well
 4. paperwork is clean
 5. Positive Behavioral Interventions & Supports (PBIS) is being effective

Exit Meeting: Fri. January 17, 2014

- ✦ “We (TEA) were impressed with campus administrators”. Every leader is focused and they know where they are heading. They know their campuses well.
- ✦ Strong campus leadership.
- ✦ Principals are well informed of district initiatives and systems.
- ✦ Commended the Migrant Coordinator especially on the Tech Mobile for parent training and also on progress monitoring and reporting.
- ✦ Custodial staff take pride in their work.
- ✦ Campus representation during exit visit: AHS, LOMS, and Roosevelt Elem.

Career and Technology Ed.

Tim Petty

- ✦ **Strong CTE program – no barriers were noted; teachers do not refuse any students in the program. It is all about student choice.**
- ✦ **Oil and gas program is a landmark for the state of TX.**
- ✦ **UISD’s focus is not solely on compliance but also on innovation.**
- ✦ **Great CTE extension at the Cherish Center**
- ✦ **CTE is part of the solution not the problem because it keeps students in school.**

Exit Meeting: Fri. January 17, 2014

From 2012 Visit

AREAS for IMPROVEMENT

- **A. Systemic Integrated Issue: State Assessment and Student Performance**
 - The failure to conduct an ARD committee to develop an intensive program of instruction is a violation of the Texas Education Code (TEC) §28.013(a) (e).
 - The failure to provide special education services as stated in students' IEP is a violation of 34 CFR §300.17 (d).
- **B. Single Program Issue: Special Education Least Restrictive Environment (LRE)**
- **C. Single Program Issue: Special Education Discipline**
 - The failure to provide special education services as stated in students' IEP is a violation of 34 CFR §300.17 (d).

A Corrective Action Plan was submitted to TEA on 02-08-13 addressing the violations noted on the visit.

Special Education

Julianne Arreola

- ✦ **All students have an Intensive Plan of Instruction (IPI)**
- ✦ Evidence that transition plan for Residential Facilities (RF) students is being looked at individually and the inclusion at LBJ is acceptable.
- ✦ **Form developed to address in-school suspension (ISS) issues is in place. Campuses are also looking into lunch detention to make sure students are in the classroom for instruction.**

CLEARED!

The Right Leaders



United ISD Principals