



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Overview of the upcoming UISD TEA Performance-Based Monitoring Assessment System (PBMAS) visit.

SUBMITTED BY: Guadalupe Gorordo, Ph.D, Assoc. Superintendent for Curriculum & Instruction

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

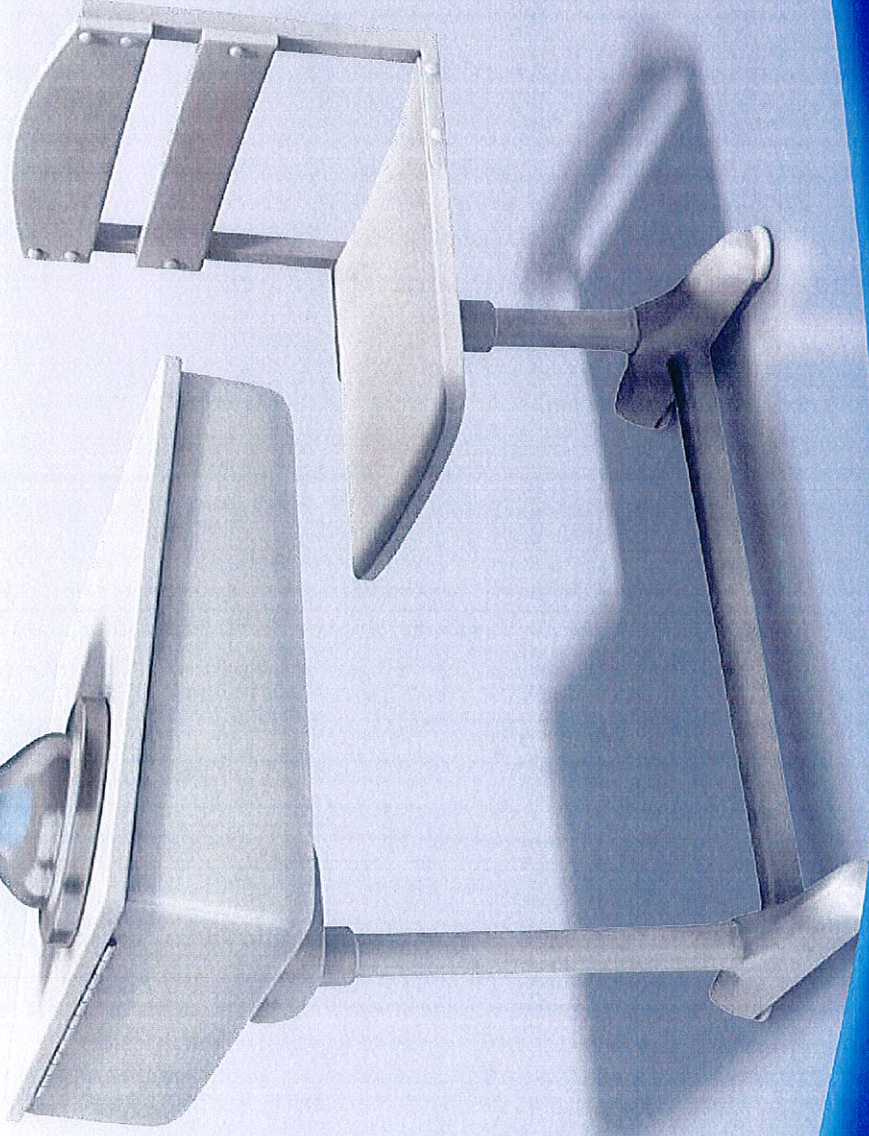
DATE ASSIGNED FOR BOARD CONSIDERATION: _____

INFORMATIONAL REPORT:

Presentation of the summary of activities conducted by UISD District and Campus Staff in preparation for the upcoming required Performance-Based Monitoring Assessment System visit from the Texas Education Agency.



UISD Performance Based Monitoring Analysis System and Texas Education Agency Visit



Informational Item

Presented to

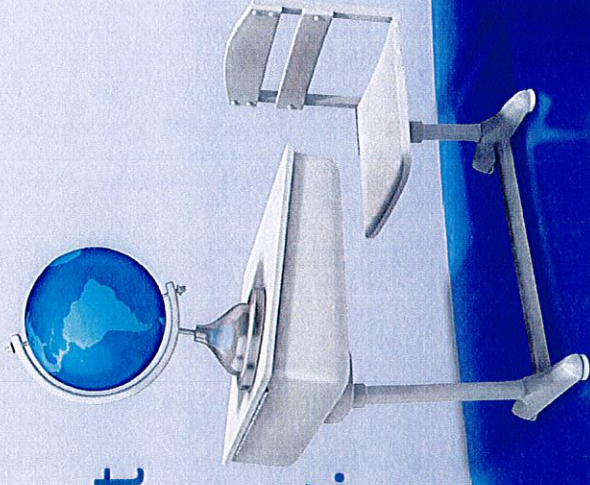
UISD Board

Instructional Committee

February 07, 2012

Performance Based Monitoring Analysis System (PBMAS)

- PBMAS is a district-level, data-driven analysis system developed and implemented annually since 2004 by the Performance-Based Monitoring (PBM) Division of the Texas Education Agency (TEA) in coordination with other agency divisions and departments.
- PBMAS indicators are designed to reflect critical areas of student performance, program effectiveness and data integrity.



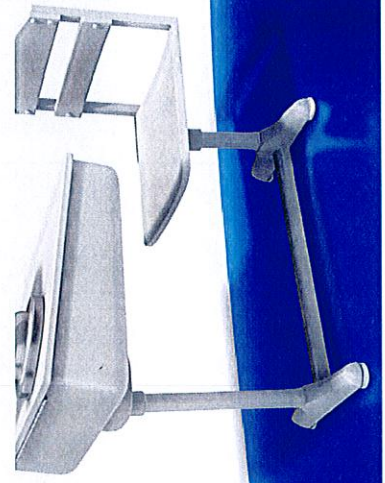
PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM

UISD Intervention Profile

	2011	2010	2009	2008	2007	2006
INTERVENTION	Stage Type	Stage Type	Stage Type	Stage Type	Stage Type	Stage Type
Bilingual Education	4 Integrated On-Site Visit	N/A	1B Standard	N/A	3 Year After On-Site	3 On-Site Visit
Career & Technical Education	4 Integrated On-Site Visit	1 Standard	2 Standard	1 Year After On-Site	4 On-Site Visit	2 Standard
No Child Left Behind	1 Integrated On-Site Visit	1 Standard Desk Review	N/A	1A Standard	1A Standard	1A Standard
Special Education	1 Integrated On-Site Visit	N/A	1B Standard	1A Pilot-CIP Continuation	1A Standard	1A Standard

2011 Released on October 17, 2011
 Source: TEA Secured Environment (TEASE)

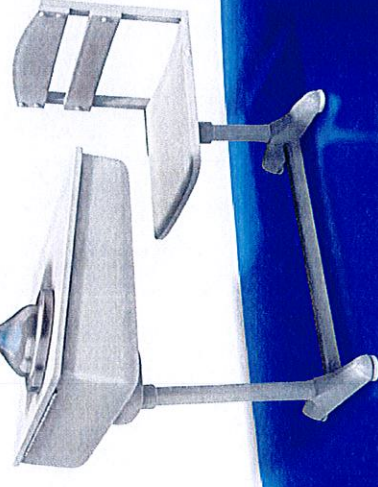
PBMAS Projections presented during the October 11, 2011 Instructional Committee Meeting



Preparation Process for TEA Visit

- I. Established an Integrated Intervention Core Analysis Team made up of:
- Central Office Administrators
 - Curriculum Specialists and Data Specialists
 - Campus Administrators, Counselors, and Teachers representing each feeder pattern
 - Parents and Students representing each high school
 - Community Members (several from Superintendent's Business Advisory Committee)

The purpose of this team is to conduct all continuous improvement activities



Preparation Process for TEA Visit

- II. District and Campus personnel are in the process of conducting a Longitudinal Comprehensive Data Analysis
- III. District and Campus personnel are completing the Student Level Review (SLR)
- IV. District and Campus personnel will begin conducting the Focused Data Analysis (FDA)
- V. District and Campus personnel will begin developing the Integrated Interventions Continuous Improvement Plan (CIP)
- VI. TEA Visit March 05 – 09, 2012



Preparation Timeline for March 5 – 9 TEA Visit

January 27

First meeting with Core Analysis Team Members to present UISD's performance information. Region 1 representatives shared information from previous TEA visits

February 01

Meeting with Campus PBM Team to present information from Student Level Review and request data needed to complete SLRs

February 07

Leadership Tuesday Meeting with Principals to review data from SLRs and visit preparation material

February 08

Meeting with LPAC Administrators, Teachers and Clerks to prepare for Bilingual Program questions and folder reviews

February 14 & 15

Turn Around Teams Mock Visit to Campuses

February 16

Meeting with Core Analysis Team to complete FDA

February 21

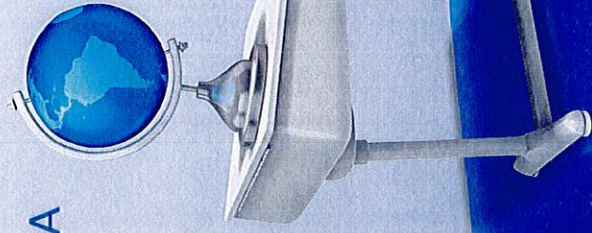
Meeting with Campus Principals to review all documents

February 27

Submit all documentation to TEA

February 29

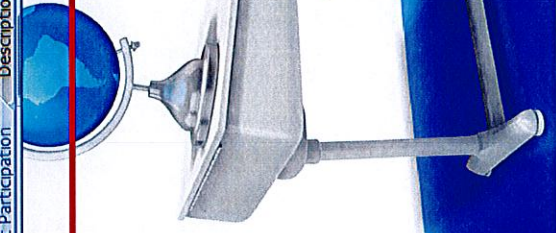
Final meeting with Core Analysis Team prior to visit



Student Level Review (SLR) Sample

Student Data										Student Demographics													
Student Name	Student ID	Date Student First Enrolled in District	Last Withdrawal Date (if applicable)	Leaver Code (if applicable)	2010-2011 Information			2011-2012 Information			Cohort Group (Fourth Year After First Entry Into 9th Grade)	Number of State Graduation Credits (if applicable)	Ethnicity										
					Grade Level	Campus Number	# of Days Absent / # of Days Enrolled (example: 10/170)	Grade Level	Campus Number	# of Days Absent / # of Days Enrolled (example: 10/170)			Black/African American	Hispanic/Latino	White	Asian	American Indian/Alaska Native	Native Hawaiian/Pacific Islander	Economically Disadvantaged	Migrant	At-Risk		
					5	240903125		06	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					5	240903125		06	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					5	240903124		06	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					6	240903053		06	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					5	240903124		06	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					5	240903107		06	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					5	240903125		06	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					5	240903124		06	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					5	240903124		06	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					5	240903125		06	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					7	240903053		07	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					6	240903053		07	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y
					6	240903053		07	AGMS				N	Y	Y	N	N	Y	Y	N	Y	N	Y

14 TABS



Source: TEA Guidance for Performance-Based Monitoring Integrated Interventions

Curriculum and Instruction Contacts for Program Information

Bilingual & ESL - Emma Leza
Career & Technology - Alicia Carrillo
No Child Left Behind - Elia Juarez
Special Education - Martha Moke

TEA Visit
March 05 - 09, 2012

