PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM

PBMAS

“Lessons Learned”

<table>
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<tr>
<th>Stage by Program Area</th>
<th>BE/ESL</th>
<th>CTE</th>
<th>NCLB</th>
<th>SE</th>
<th>Intervention Total</th>
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Improvement Plan Workbook

In addition to the TAIS targeted improvement plan,

- districts who are stage 3 or 4 in SPED PBMAS must complete special education compliance reviews for each indicator with a Performance Level (PL) 2 or higher).
- districts who are stage 1-4 in SPED PBMAS and have residential facilities (RFs), must complete a Student-Level Review and Focused Data Analysis for RF

TEA Audit Visit
Review of eligibility folders

- 100 special education eligibility folders
- 15 folders must be from students residing in Residential Facilities
- Submit summary report to the TEA audit team
SE Folder Review
Investigatory Topics

- Properly Constituted ARDS
- IEP Implementation
- State Assessments
- Current Evaluations
- Least Restrictive Environment

Behavior-Discipline
Commensurate
School Day
Transition
Certified HQ Staff

HIGHLIGHTS

- Good parent participation for those reviewed, when not present, there was good documentation to encourage participation
- Current evaluation, all within timeline, all areas addressed that are required
- LRE – all considerations necessary were made
- Good transition plans
- Everyone was highly qualified
- Campuses that they went to spoke highly of TS/Supervisors/Behavior Specialists/evaluation staff – they felt supported, new teachers felt as though there were systems in place to access outside or campus support. SPED teachers feel like they have access to a lot of training and resources
IEP DEVELOPMENT PLANS AND IMPLEMENTATION

- Evidence of reason for change in services must be noted in the ARD.
- IEP must be implemented as written
  - Students were receiving more services than indicated in IEP
- Co-teach and in-class support, document frequency, duration, location
- PPCD - Schedule of study
- Annual timeline - strict adherence

STATE ASSESSMENT PARTICIPATION

- The ARD committee must convene and develop an intensive program of instruction for all areas failed
- Students must receive additional services for failing EOC, not just continue regular IEP. AIP Must address what will be done to catch up
- Use of accommodations during daily instruction for students who take STAAR-A
FOCUS GROUPS

- PLC – Special education teachers are included but not at the same level as colleagues due to scheduling
- Collaborative planning time - systematic way to gain time for collaborative planning.
- Differentiated instruction for general education teachers
- Accommodations and IEP implementation by GE teachers
- Walk-throughs - administrators knowledgeable about what should be found in the SE classroom