Guidance for the Texas Accountability Intervention System

Campuses Rated Academically Unacceptable (AU) or Formerly Unacceptable with Intervention Requirements

Campuses in the Title I School Improvement program Stages 1-5

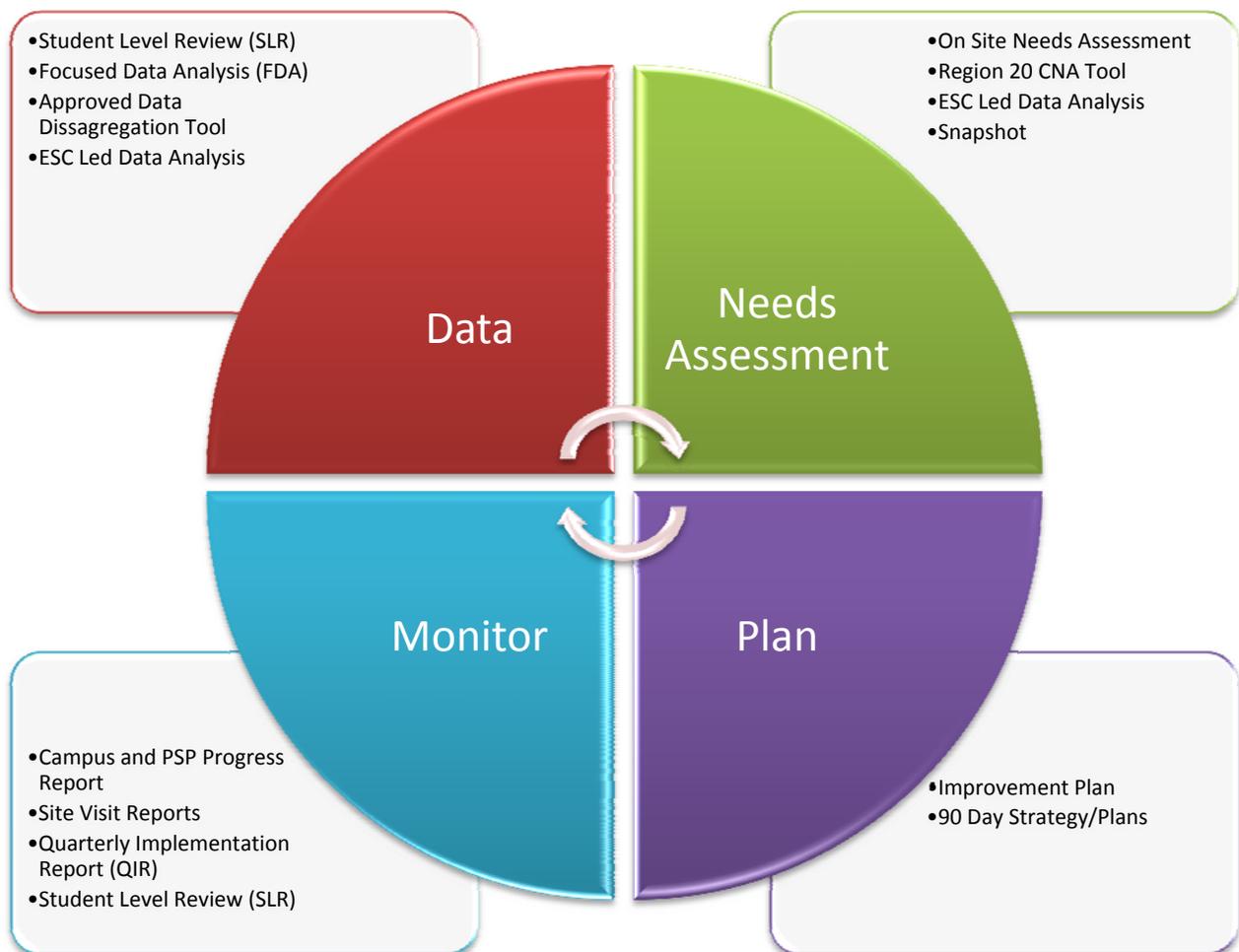## Districts Rated Academically Unacceptable

Districts in the Title I School Improvement Program Stages 1-3

August 2012

Introduction

Under the provisions of Texas Education Code (TEC) Chapter 39 and the Elementary and Secondary Education Act (ESEA) School Improvement Program, each district or campus required to engage in the Texas Accountability Intervention System must collect and analyze data, conduct a needs assessment to determine factors contributing to low performance, develop an improvement plan that addresses all areas (state assessment results, completion/graduation rate, dropout rate, and/or participation rate) not meeting the required performance standard, and monitor the implementation of the improvement plan. The Texas Accountability Intervention System is a continuous improvement process driven by the ongoing collection and analysis of data as illustrated below:

Texas Accountability Intervention System

- Student Level Review (SLR)
- Focused Data Analysis (FDA)
- Approved Data Dissagregation Tool
- ESC Led Data Analysis

Data

- On Site Needs Assessment
- Region 20 CNA Tool
- ESC Led Data Analysis
- Snapshot

Needs Assessment

- Campus and PSP Progress Report
- Site Visit Reports
- Quarterly Implementation Report (QIR)
- Student Level Review (SLR)

Monitor

Plan

- Improvement Plan
- 90 Day Strategy/Plans

The Texas Accountability Improvement System depicted above is supported by multiple research-based resources/documents that guide campuses and districts through school improvement. As the state transitions from parallel state and federal accountability intervention requirements, the focus shifts to a more integrated process for continuous, sustained improvement.

Campus Accountability Interventions

Establishing the Intervention Team

Campuses required to engage in the Texas Accountability Intervention System due to the identification of low performance in the state and/or federal accountability systems must assign an intervention team to conduct and monitor improvement activities. The intervention team is established to perform duties reflected in Texas Education Code (TEC) §39.106 and the Elementary and Secondary Education Act (ESEA) Title I School Improvement Program.   For purposes of the accountability intervention system, the intervention team consists of the following:

- **Professional Service Provider (PSP)** - formerly referred to as the CIT external member, Campus Administrator Mentor (CAM) or Technical Assistance Provider (TAP), this individual is an approved member of the PSP Network, and is responsible for assuring implementation of all intervention requirements and reporting progress to the agency;
- **District Coordinator of School Improvement (DCSI)** - formerly known as the CIT internal member, district shepherd, or district liaison; the DCSI is assigned by the district, is a district-level employee who is in a leadership position in school improvement, curriculum and instruction, or another position with responsibility for student performance; responsible for ensuring district support for the academic achievement of the campus; and
- **Campus Leadership Team (CLT)** – composed of key campus leaders; membership is determined by the principal and/or the district; responsible for development, implementation, and monitoring of the improvement plan, monitoring of student performance, and determination of student interventions and support services.

    Note: Support Schools, such as those in Stage 1, Year 1 of the Title I School Improvement Program or Formerly AU with the PSP released, are not required to have a PSP; therefore, the intervention team for these schools will consist of the DCSI and CLT.

Job descriptions for the PSP, DCSI, and CLT are available on the on the Accountability Monitoring webpage which is located on the Program Monitoring and Interventions website at: http://www.tea.state.tx.us/pmi under the **Accountability Monitoring** link. **Districts should carefully review the job descriptions before determining the proposed PSP and DCSI, and before developing the CLT. Support schools will be required to engage in intervention activities and maintain documentation of the intervention process. Support schools are to maintain ongoing documentation of the school improvement process at the local level, but are not required to submit intervention documentation to TEA or TCDSS, unless requested.**

Staff of the Texas Education Agency (TEA) and the *Texas Center for District and School Support (TCDSS) will be responsible for approval of PSPs and DCSIs, reviewing and approving intervention documentation submitted, and working with the intervention team to ensure intervention requirements are properly met, timely implementation of the improvement plan is occurring, and student performance gains are being made. Additionally, the regional Education Service Centers (ESCs) will provide professional development, technical assistance, and support for the intervention team and improvement process.

In accordance with requirements of 19 Texas Administrative Code (TAC) §97.1063(a)(1) and Title I school improvement program, the district must submit the names of the PSP and DCSI; for Support Schools, only the name of the DCSI will be submitted. The proposals must be submitted for approval no later than **September 7, 2012** via the *Intervention Stage and Activity Manager* (*ISAM*) application of the Texas Education Agency Secure Applications (TEASE/TEAL).

* TCDSS includes the School Improvement Resource Center and The Texas Turnaround Center

All approved PSPs and DCSIs must be able to commit the time necessary to support the campus improvement process, perform duties, and meet the requirements of TEC §39.106 and/or the School Improvement Program. PSPs must be qualified members of the PSP Network. PSPs and DCSIs must complete accountability intervention system training provided by the regional ESC to be eligible to serve; members of the CLT are strongly encouraged to participate.

For more information on the PSP Network, go to http://www.psptexas.net. Contact your ESC for additional information about qualified PSP Network members in your region. The TEA and TCDSS will notify the district of final determinations regarding membership of the intervention team. Districts are encouraged to use the ESC as a resource for guidance in proposing PSPs and DCSIs.

Additional guidance on how to submit PSP and DCSI information and the required documentation of the improvement process via *ISAM* is available on the Accountability Monitoring webpage located on the Program Monitoring and Interventions website under the **Accountability Monitoring** link.

Required Campus Intervention Activities

1. Data Analysis and Review of Student Level Data - a data analysis and review of student level data will be conducted by the intervention team; results from these analyses will be considerations for the needs assessment and development of an improvement plan;
   a. The data analysis is designed to identify factors contributing to low performance in the areas not meeting the required performance standard in the state and federal academic accountability rating systems.
   b. The review of student level data is used to identify students with low performance and track critical data such as grades, benchmark/CBA results, disciplinary removals, and attendance. The intervention team will update the review of student level data on a periodic basis in order to analyze student performance data, assess the effectiveness of student support services and interventions, and determine any needed changes.
2. Needs Assessment - the needs assessment will be facilitated by the PSP/DCSI in accordance with requirements under TEC §39.106(b) and 19 TAC §97.1063(b)-(d) and the Title I school improvement program. The needs assessment is designed to determine the causal and critical success factors contributing to the campus's low performance and lack of progress. Findings from the needs assessment and PSP/DCSI recommendations will be addressed in the improvement plan or through other action.
3. Improvement Plan - an improvement plan will be developed by the CLT, assisted by the PSP/DCSI, and is designed to address all performance measures (state assessment results, completion/graduation rates, dropout rates, and/or participation rates) not meeting accountability performance standards. Factors identified through the data analysis and recommendations determined through the needs assessment must be addressed in an improvement plan.
4. Reconstitution, Corrective Actions, and Restructuring - campuses rated 2nd year AU and campuses in stages 3 and 4 of the school improvement program must address applicable redesign requirements.
5. Progress Reporting - the progress report provides the TEA and TCDSS with periodic updates by the PSP/DCSI on the progress made toward implementing the improvement plan, the impact on student academic performance, and PSP/DCSI recommendations.
6. Targeted Student Analysis - the targeted analysis is designed to facilitate analysis of and reflection on targeted student performance data and report progress.

In addition to these requirements, for schools rated AU the commissioner may take actions in accordance with TEC §39.106(f) if the campus fails to implement the recommendations of the PSP/DCSI or the improvement plan. The commissioner also may order other interventions and sanctions under the authority of the TEC §39.103, §39.104, §39.109. Schools in the Title I school improvement program may have additional reporting and validation requirements in accordance with federal program requirements.

Campus Accountability Intervention Tools

The intervention system requires submission of documentation to provide evidence of implementation of the school improvement process. Districts may utilize locally developed intervention tools in lieu of the tools developed by TEA and TCDSS. Districts choosing to use locally developed intervention tools should use the resource tools as a model to ensure fidelity with intervention system requirements. Campuses are encouraged to approach the intervention activities as one integrated and comprehensive process involving the identification of causal factors for low performance, the development and implementation of an improvement plan, and monitoring of the impact of intervention activities on student performance.

The TEA and the TCDSS have developed research-based intervention tools to facilitate the continuous improvement process through data analysis, needs assessment, improvement planning, and monitoring progress. These tools are presented as a comprehensive, systems-based approach to assist the campus in engagement in the accountability interventions process.

The *Campus Accountability Interventions Workbook* is a comprehensive tool developed to support campuses as they engage in the accountability intervention activities. The workbook contains the following tools:
- Data Analysis
- Needs Assessment
- Improvement Plan

Additionally, the Student Level Review (SLR) and Targeted Student Analysis (TSA) workbooks have been developed to support schools in identifying, monitoring, and reporting the progress of students with low performance.

Information is available on the Accountability Monitoring Intervention Guidance and Resources webpage, which is located on the TEA Program Monitoring and Interventions website at: http://www.tea.state.tx.us/pmi. Select the **Accountability Monitoring** link, and then select the intervention guidance and resources to download resources related to Accountability Monitoring.

When using the intervention resource tools, download each workbook and save a copy to your computer prior to entering data and information in the workbook(s). Complete the intervention process and submit the required documentation to the TEA via the *Intervention Stage and Activity Manager* (*ISAM*) application within the Texas Education Agency Secure Applications (TEASE/TEAL) by the due dates listed on the Accountability Submittal Matrix.

Student Level Review, Data Analysis, and Targeted Student Analysis

The purposes of the student level review, data analysis, and targeted student performance analysis are to assist the Intervention Team in establishing an ongoing data analysis process that supports appropriate goal-setting and improvement planning, and assist in the determination of appropriate student interventions and support services.

Student Level Review

The SLR workbook tool (or approved LEA equivalent) along with the data analysis tool will help the campus:

       1) identify students not meeting state or federal performance standards,

       2) disaggregate data by various criteria,

       3) identify trends and patterns related to student performance,

       4) track assessment data, and

       5) evaluate services provided and the effectiveness of student interventions.

Campuses will identify students with low performance and students at risk of dropping out or not graduating with their cohort group. Review the data to complete the data analysis process as part of the on-site needs assessment and address identified factors in the improvement plan.

The SLR (or approved LEA equivalent) will serve as the tracking tool for campuses throughout the 2012-2013 monitoring year. The campus is required to update the *Current Assessment Data* worksheet and the *Interventions* worksheet following each grading period to track and analyze current student performance data and the effectiveness of interventions. **The SLR will be submitted on or before October 31, 2012.** Unless requested by the TEA or TCDSS, the LEA will not be required to submit the SLR workbook (or approved LEA equivalent) again until **June 28, 2013**, following receipt and analysis of spring 2013 state assessment results.

SLR Workbook
Step I: Complete the Student Demographics Worksheet and the 2012-2013 State Assessment Data Worksheet
Complete the *Student Demographics* worksheet by entering information for the targeted student group. For campuses required to engage in the Texas Accountability Intervention System due to the identification of low performance in the state and/or federal accountability systems, the targeted student group is the group of students with low performance that meet the criteria (depending on subject and grade level) found in the "Selection Criteria" tab of the SLR workbook). On the *Student Demographics* worksheet, enter all students not meeting the criteria and enter the requested information. In column G, enter the number corresponding to the intervention(s) used for each student in 2011-2012. Access the legend describing interventions by clicking on the link provided in cell G8. In column Z, identify if the student has a Personal Graduation Plan (PGP), if applicable.

> **Note: The worksheet on the *Student Demographics* tab is formatted so that it <u>DOES NOT allow sorting</u>. Information from this worksheet is used to populate subsequent worksheets and all the information provided can be sorted or filtered on the subsequent worksheets. Remember to save your work often.**

After completing the *Student Demographics* worksheet, complete the *11-12 Assessment Data* worksheet by clicking on the tab at the bottom of the workbook. Student information from the *Student Demographics* worksheet is automatically populated on the *11-12 Assessment Data* worksheet (tab). For each student listed, enter the requested data for each subject area. Enter the scale score and the number corresponding to the actual <u>number</u> of objective(s) not mastered.

> **Note: If a student was in a grade level that did not assess a particular subject area, no data are required to be entered for that student and the cell is automatically formatted to dark gray. If a student was required to take a specific subject test but did not actually take the test, enter TNT (test not taken) in the columns titled Scale Score and Objectives Not Mastered.**

Step II: Complete the Current Assessment Data and Assessment Summary Worksheets
There are two worksheets that require assessment results for the current school year:
1. *Current Assessment Data* worksheet - Enter assessment results, disciplinary actions, and attendance data for each grading period for the targeted students.
2. *Assessment Summary* worksheet - Provides a cumulative summary (average of assessment data and total attendance/discipline data) for semesters 1 and 2 and requests current state assessment results as available.

Student information from the *Student Demographics* worksheet is automatically populated on these two worksheets. Assessment worksheets must be updated throughout the monitoring year. Keep the *Current Assessment Data* worksheet updated by entering assessment information at the end of each grading period. The worksheet is organized into two semesters, with up to three grading periods per semester (if the LEA has fewer than 3 grading periods per semester, leave the appropriate sections blank).

Note: The *Assessment Summary* worksheet will automatically carry over and calculate averages based on information entered on the *Current Assessment Data* worksheet. This worksheet does not allow any data entry in columns A-P.

After receipt of 2012-2013 state assessment results (Pearson Reports), complete the last section of the *Assessment Summary* worksheet by entering state assessment results in columns AL-AP.

Step III: Complete the Interventions Worksheet
Student information from the *Student Demographics* worksheet is automatically populated on the *Interventions* worksheet. For each student listed, enter the intervention(s) provided and determine how those interventions are impacting the student's academic performance. Select and evaluate one intervention per section. If the intervention provided is not listed, select the blank space from the drop-down menu; this will allow the user to enter a description of the specific intervention used.

Update the worksheet at the end of each grading period, and determine if any modifications and/or new interventions are needed.

Using Student Level Review data to support the Data Analysis
The information on all worksheets except the *Student Demographics* worksheet can be filtered and sorted according to diverse criteria (such as special program, grade level, accountability group, or other criteria). Reviewing student data from differing perspectives may help identify patterns and trends.

Consider the information collected through the SLR while conducting the data analysis. The data analysis template contains questions for each performance measure (state assessment performance, completion/dropout rate) in the state and federal academic accountability rating systems. Use the data collected in the SLR, analyze additional data as necessary, and use the applicable probes to identify factors that contribute to the area(s) of low performance. Enter results of the analysis on the data analysis tool.

Data Analysis
As a critical part of the continuous improvement planning process, the data analysis tool is designed to focus the campus on the identification and analysis of critical factors to improve student performance in all areas not meeting state and/or federal accountability performance standards. Data are analyzed at the campus, feeder pattern, and, using the SLR, at the student level. Results from these analyses will be considerations for the needs assessment and for development of the improvement plan.

Step I: Complete the Campus information in the top section in the Data Analysis section under the "DA" tab; Fill in Performance Data in Section I, "Area(s) of Low Performance and Target Groups"

Step II: If the area(s) of low performance is/are:
- *State assessment based - follow the instructions for Sections I and II of the data analysis.*
- *Completion and/or Dropout Rate - follow the instructions in Section III of the data analysis.*

Needs Assessment

The *Needs Assessment* is designed to determine contributing education-related and other factors resulting in the campus's low performance and/or lack of progress. The *Needs Assessment* tool encompasses the guidelines and procedures stipulated by TEC §39.106(b). The PSP/DCSI will facilitate and assure completion of the needs assessment.

The PSP/DCSI should consider the results of the data analysis and review other available data including, but not limited to, Professional Development and Appraisal System (PDAS) results, professional development records, staff demographics and attendance, existing campus and district improvement plans, Adequate Yearly Progress

(AYP) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, budgets, grants, locally developed reports, and changing enrollment patterns to complete the needs assessment and develop PSP/CSI recommendations.

When using the Needs Assessment Workbook tool, note the instructions for each section:

Section II: Needs Assessment: Review the guidelines and procedures listed for each area of insufficient performance. In the Findings column, identify factors that explain the low performance of the targeted student group(s). Address the findings in the improvement plan.

Section III: PSP/DCSI Recommendations: Review each PSP Focus Area and enter recommendations to address areas of insufficient performance in the space provided. Address these recommendations in the improvement plan.

Improvement Plan

Each campus is required, in conjunction with the intervention team, to complete one improvement plan that addresses all areas of insufficient performance (state assessment results, completion rates, graduation rates, and/or dropout rates) in the state or federal accountability systems. The improvement plan should be based on identified causal and contributory factor(s) that have impacted student performance, as determined through the data analysis/needs assessment processes.

To establish the improvement planning framework, use all information gained from the data analysis, needs assessment and recommendations by the PSP/DCSI, and any other critical data available to identify the factor(s) that have had an impact on areas of insufficient student performance.

Completing the Improvement Plan (IP tab)

Header: All district/campus information is self-populated from the Data Analysis (DA tab) worksheet and is not to be edited.

Section I: Self-populated from the Data Analysis (DA tab) worksheet and is not to be edited.

Section II: Describe the process for evaluating progress made toward meeting performance standards.

Enter the date the improvement plan was presented to the local board for approval and presented in a public hearing in accordance with requirements of TEC §39.106(a)(4), TEC §39.106 (e-1), and 19 TAC §97.1063(b)(4) and (j).

Section III: Select the performance area targeted, critical success factors (CSF), and the component targeted. Describe the planned strategies, initiatives, or redesign to improve key components and systems in order to meet the performance target for each student group. Describe evidence of implementation, evidence of impact, resources needed to implement strategies and initiatives, the persons responsible for implementation, and the source or level from which the resources will be provided. A brief description of the information requested in each cell/column is provided as a comment on the column heading (position your cursor over the red triangle in the upper right-hand corner of the cell to view the comment). A detailed description is provided below.

1. Accountability Area(s) Targeted: From the drop-down menu, choose whether performances on state assessments or completion/ graduation/dropout rates are to be targeted. Your selection here will drive the choices that appear in the drop-down menu in the next column.

2. Critical Success Factors: From the drop-down menu in each cell, select the critical success factors to be targeted to improve performance in the area(s) of low performance. The factors chosen should have been identified through the data analysis and needs assessment as being a causal or contributing reason for the low performance or a program in need of significant improvement. Your selection here will drive the choices that appear in the drop-down menu in the next column.
   NOTE: **If NO choices appear in drop-down menu, GO BACK to the previous column and ensure that a *'Performance Area Targeted'* is selected.**
3. Components: From the drop-down menu, select the component that has been identified as a causal or contributing factor for the low performance, or as being in need of significant improvement, as determined through the data analysis and needs assessment. Your selection here will drive the choices that appear in the drop-down menu in the next column.
   NOTE: **If NO choices appear in the drop-down menu, GO BACK to the previous columns and ensure that both a *'Performance Area Targeted'* and a 'Major System Targeted' choice are selected.**
4. Strategies, Initiatives, or Redesign: Describe the new or redesigned strategies and initiatives planned by the campus to improve key program components and systems in order to meet the performance targets for each student group. The actions must be targeted for innovative redesign and improved student performance. If professional development (PD) is planned, include specific information in the next columns regarding the implementation, monitoring, and support for the PD. Include the person(s) who will ensure implementation, monitoring, and support.
5. Determine Evidence of Implementation: Describe the methods/processes the campus will use to ensure and verify and monitor implementation, and to make decisions about support needed to facilitate implementation. Include timelines for verification.
6. Determine Evidence of Impact: Describe the methods/processes the campus will use to measure the success of each strategy, initiative, or redesign, and describe how performance results will serve as a basis for decision-making regarding continuation, expansion, or revision. Include timelines for measurement.
7. Resources Required and Persons Responsible: Identify and describe the resources (human, material, and funding) that will be required to implement the new strategy, initiative, or redesign, and identify the person(s) responsible for ensuring successful implementation. Insert name(s) of Campus/District personnel assigned responsibility and include information about staffing, funding, and materials needed to underwrite, implement, and/or support each initiative, strategy, or redesign.
8. Origination of Resource: Identify the level from which the resource will be provided (district, campus or ESC).

Approval of the Improvement Plan by the Commissioner

After the improvement plan is approved by the board of trustees, the PSP/DCSI will assist the campus in submitting the plan to the commissioner for approval [TEC §39.106(d) and 19 TAC §97.1063(e)].   The campus will be notified in ISAM when the improvement plan is approved.
   NOTE: **For maximum impact, improvement plan strategies may be implemented as soon as they are agreed upon by the intervention team.**

Implementing and Updating the Improvement Plan

TEA and TCDSS will work in conjunction with the intervention team to monitor the progress of the campus in implementing the improvement plan. The PSP/DCSI will provide updates regarding the progress the campus is making towards implementation of the improvement plan by submitting progress reports via ISAM on a periodic basis.

If the approved improvement plan must be revised to address areas of growth and areas that require improvement, the intervention team will assist in updating the improvement plan and will submit the updated plan to the local board for approval and present the updated plan in a public hearing in accordance with requirements of TEC §39.106(a)(4), TEC §39.106 (e-1), and 19 TAC §97.1063(b)(4) and (j). The board may adopt

procedures for updating changes or adjustments without the necessity of further board hearing or action [19 TAC §97.1063(j)(4)].

PSP Progress Report

The PSP/DCSI must report on the progress made toward implementing the improvement plan and PSP/DCSI recommendations in accordance with TEC §39.106(a)(5) and (f), and 19 TAC §97.1063(b)(5) and (k).

The progress report tool is designed to assist the PSP/DCSI in monitoring the progress of the campus. Using data from district or campus benchmarks, the intervention team will compare the academic performance of the campus subgroups to the state and/or federal accountability standards. Campuses must ensure all benchmark assessments are aligned to the State of Texas Assessment of Academic Readiness (STAAR) and contain appropriate rigor.

Step I: Complete the monthly Progress Report Worksheet
For the September and October report:
- complete the LEA/campus information
- In Section I, enter the applicable state and federal rating information and performance levels for areas of unacceptable performance. (Note: the information from the header and Section I will self-populate in all subsequent Progress Report worksheets.)
- Section II – complete "Implementation of Improvement Plan" as indicated by the headers.

When completing the November through August reports:
- the information in Section II should be entered (copied and pasted) from Section II of the Improvement Plan, using the CSFs and Strategies, Initiatives and Redesign to populate each line of the progress report. As in Section I, all CSFs and strategies will self-populate in the subsequent progress reports.
- Answer questions 1, 2, and 3. The question in row 42 is only applicable if the campus has been identified for state accountability (AU or formerly AU).

NOTE: Each progress report tab has a PSP Cost Analysis at the bottom of the worksheet which must be completed and submitted via ISAM no later than the 10th day of the month subsequent to the reporting month. (Stage 1 campuses do not submit but keep documentation locally.)

Step II: Complete the Data Worksheet
Intervention teams have the option to enter data for all subject areas on the *Data* tab, but data addressing the campus's area(s) of low performance must be entered for the months of November, January, March, June an
Cells for *Percent Met Standard* are self-calculating and will be highlighted if the percentage is below 70 percent. In grades where no end of course (EOC) assessment is given, the number in the cells for *Number of Students Taking Test* will be the sum of students who took the benchmark in a particular academic area. At the secondary level, the *Number of Students Taking Test* will be the sum of students enrolled in the courses that have a STAAR EOC assessment (i.e. Algebra I, Algebra II, and Geometry).

The twelve courses assessed by a STAAR end of course assessment are:

	Subject Areas			
	Math	**Science**	**English Language Arts**	**Social Studies**
Courses	Algebra I	Biology	English I	World Geography
	Algebra II	Chemistry	English II	World History
	Geometry	Physics	English III	United States History

NOTE: **Districts have the option for students to take both the EOC and the grade level assessments. Middle school students enrolled in a course for which an EOC assessment exists based on district decisions, may take the corresponding grade-level assessment and/or the EOC assessment. For example, a grade 8 student enrolled in Algebra I will take STAAR EOC Algebra I, STAAR grade 8 reading, STAAR grade 8 science, and STAAR grade 8 social studies. Students in the 2013 and 2014 cohorts will continue to be assessed with the TAKS until they have met graduation requirements. For updated information, please contact the [Student Assessment Division](#) of the Texas Education Agency.**

Targeted Student Analysis

The Targeted Student Analysis (TSA) is a tool to support student improvement. The TSA in conjunction with the SLR identifies findings related to performance and guides the district in improvement planning. When completed, the TSA will provide a summary of the number of students not meeting performance standards with emphasis on identification of individual student casual factors and incorporation of needed changes into the improvement plan.

The PSP, DCSI, teachers, department chairs, and administrative staff should be involved in the development and review of the TSA. A collaborative effort in addressing the TSA should provide staff members with the opportunity for input, and identify changes that are needed to improve performance. The findings identified in the TSA should be shared and used to establish talking points with teachers, department chairs, and campus administrative staff regarding the improvement process and changes that are needed to improve targeted student performance. The TSA is submitted via ISAM at the end of October, January, March, and June.

TSA Worksheet Design: The TSA is composed of four sections:
1. Section I   District/Campus Information
2. Section II   TSA Student Analysis
3. Section III   DCSI Overview
4. Section IV   Intervention Team Recommendations

Section I: Provide the information in each cell in Section I of the TSA. Note: The county district number (CDN) is a six digit number and the campus number is a three digit number.

Section II: Section II is divided into seven columns, A through G, as follows:

Column A: Accountability Area

In Column A, click in the *Select one* cell to open the drop down menu and select one of the items (TAKS-EOC-STAAR, Dropout, Completion/Graduation, Attendance, Participation) that corresponds to the campus area of low performance. If TAKS-EOC-STAAR is selected in Column A, the selection choices in Column B are Reading/ELA, Mathematics, Science, and Social Studies. If Dropout, Attendance, Completion/Graduation, or Participation is selected in Column A, the same selection must be entered in Column B. If there is more than one area of low performance or multiple findings for one performance area, repeat this procedure in the next row in Column A.

Column B: Performance Area

In Column B, click in the *Select one* cell to open the drop down menu and select one area of low performance (Reading/ELA, Mathematics, Science, Social Studies, Dropout, Completion/Graduation, Attendance, Participation). If there are additional areas of low performance, repeat the procedure in the next row beginning with Column A.

Column C: Number of Monitored Students
Using the SLR, determine the number of students that have been identified as at-risk in the Accountability Area in Column A (TAKS-EOC-STAAR, Dropout, Completion/Graduation, Attendance, or Participation). Enter this number in Column C. These are the targeted students. The SLR may be filtered to identify the students. See directions on the SLR guidance documents on how to filter student information.

Column D: Number of Monitored Students Not on Track
Of the targeted students identified in Column C, identify the number of students that are not meeting campus-identified acceptable academic standards related to curriculum based assessments (CBAs), benchmark testing or students identified as at-risk for not meeting campus-identified standards for Dropout, Completion/Graduation, Attendance, or Participation.

Column E: Percent of Monitored Students Not on Track
Column E automatically calculates the percent of monitored students that are not on track to perform at campus-identified academic standards or at-risk for not meeting campus-identified standards for Dropout, Completion/Graduation, Attendance, or Participation.

Column F: Findings
In Column F, click in the *Select one* cell to open the drop down menu. Review the selections and click on one finding that is relevant to low student performance. If more than one selection is applicable, use an additional cell related to the finding. If there is more than one area of low performance or multiple findings for one performance area, repeat this procedure in the next row in Column A. Other findings not found on the drop down menu can be identified in Column G (Other-Address in Your Actions Taken Column).

Column G: Actions Taken to Address the Findings (Limit to 250 characters)
Based on your findings in Column F, describe the actions to be taken to address the findings. Each finding identified in Column F must be addressed in Column G.

Section III: DCSI Overview
The DCSI is responsible for addressing items 1-6 in this section.

Section IV: Intervention Team Recommendations
The Intervention Team is responsible for addressing the item in this section.

District Level Intervention Process

The district level intervention process will be used if:
- the district is rated AU in the state accountability rating system, or
- assigned to stage 1, 2, or 3 of the Title I School Improvement Program, or
- the district is rated AU in the state accountability rating system, or assigned to stage 1, 2, or 3 of the Title I School Improvement Program, and staged in the performance-based monitoring (PBM) system .

<u>Multiple years of district-level AU performance</u> - The accreditation status of the district may be lowered in accordance with 19 Texas Administrative Code (TAC) §97.1055 due to two or more consecutive AU ratings, or, in conjunction with a financial accountability rating of Substandard Achievement or Suspended--Data Quality, after a single year of AU performance. Additionally, the district may be subject to additional interventions and sanctions under Texas Education Code (TEC) §39.102 and/or TEC §39.109.

Establishing the District Leadership Team

Districts required to engage in the Texas Accountability Intervention System due to the identification of low performance in the state and/or federal accountability systems must develop an intervention team to conduct and monitor improvement activities. The intervention team is established to perform duties reflected in Texas Education Code (TEC) §39.106 and the Elementary and Secondary Education Act (ESEA) Title I School Improvement Program.   For purposes of the accountability intervention system, the intervention team consists of the following:

- **District Coordinator of School Improvement (DCSI)** - formerly known as the CIT internal member, district shepherd, or district liaison; the DCSI is assigned by the district, is a district-level employee who is in a leadership position in school improvement, curriculum and instruction, or another position with responsibility for student performance; responsible for ensuring district support for the academic achievement of the campus; and
- **District Leadership Team (DLT**) – composed of key district personnel and stakeholders; membership is determined by the district; responsible for development, implementation, and monitoring of the improvement plan, monitoring of student performance, and determination of student interventions and support services. If the district also is staged for interventions in the PBM system, members of the PBM core analysis team also will be members of the DLT.

District interventions must be carried out by the DLT and the DCIS. The DLT is composed of key district personnel and stakeholders; membership determined by the district. THE DLT is responsible for development, implementation, monitoring of the improvement plan, monitoring of student performance, and determination of student interventions and support services.

The entire DLT must be involved in the improvement process, although tasks and responsibilities may vary among team members. Members should not serve dual roles. Once assembled, team members are expected to participate in the entire improvement cycle. The LEA may enlist the help of ad hoc members to complete a particular activity.

While membership may include representatives from staged programs and AU campuses, also consider selecting DLT participants from among the following:

- All levels represented (i.e., elementary, middle, and/or high school)
- LEA Central Office Administrator
- BE/ESL, Special Education, CTE, and/or Federal Programs Administrators/Directors
- Campus Administrator
- Guidance Counselor(s)
- General Education Teacher(s)
- Teachers serving students in BE/ESL, Special Education, CTE, and/or NCLB programs
- Parents of Students Impacted by Indicator Risks

- LPAC Members
- Students representing the program areas under review, if applicable
- DAEP Representative, if applicable
- Representative of any private and/or private non-profit schools participating in the
- program area to be reviewed
- Community Stakeholders
- Curriculum Specialists
- PEIMS staff member
- Representatives of LEA alternative education program or campus
- Related Service Providers
- Speech Therapists
- Evaluation Personnel
- Representatives of campuses within the feeder patterns
- Administrator of residential facility, if staged in RF monitoring
- Consider other members as determined by data analysis and program areas

Districts or charter districts rated AU during 2011 were required to issue public notice of the deficiency to the board of trustees, and the board of trustees was required to conduct a hearing for the purpose of notifying the public of the insufficient performance, the improvements in performance expected by the agency, and the interventions and sanctions that may be imposed if the performance does not improve in accordance with the (TEC) §39.102(a)(1)(2). Since no state accountability ratings are being issued in 2012, this requirement is suspended.

Districts or charter districts staged in Title I School Improvement Program must meet Parent Notification requirements. District and Campus information and instructions are located at: http://www.tea.state.tx.us/index4.aspx?id=4459&menu_id=798

Additionally, required intervention activities for AU districts or charter districts with multiple campuses include:

1. Data Analysis - is designed to focus the LEA on critical factors that should be identified and analyzed to improve student performance in the area(s) not meeting the required performance standard in the state's academic accountability rating system. Results from this analysis will be considerations for the development of the improvement plan; and
2. Needs Assessment - is designed to determine the causal and critical success factors contributing to the campus's low performance and lack of progress. The needs assessment will be completed by the PSP/DCSI in accordance with requirements under TEC §39.106(b) and 19 TAC §97.1063(b)-(d) and the Title I School Improvement Program. Findings from the needs assessment as well as PSP/DCSI recommendations will be addressed in the improvement plan.
3. Improvement Plan - is designed to address all performance measures (state assessment results, completion rate, and/or dropout rate) not meeting the required performance standard. Factors identified through the focused data analysis will be incorporated into the improvement plan [TEC §39.102(a)(3)] .
4. *Progress Report - is designed to provide the TEA with periodic reports on the progress toward implementing the improvement plan.*
5. *Statement of Assurance - the district or charter district was required in 2011-2012 to complete and submit a statement of assurance verifying compliance with requirements of the TEC §39.102(a)(1)-(2) and implementation of other intervention requirements. Since no state accountability ratings are being issued in 2012, this requirement is suspended.*

NOTE: If a district or charter district fails to implement the improvement plan, or if the students enrolled in the district or charter district fail to demonstrate substantial improvement in the areas targeted by the improvement plan, the commissioner may order other interventions and sanction under the authority of TEC §§39.102, 39.104, and 39.109.

Districts and charter districts are to approach intervention activities as one integrated and comprehensive process to identify the cause of the low performance and develop an improvement plan to address all performance measures not meeting the required performance standard. In some cases it may be necessary to customize intervention activities with the collaboration of the TEA program specialist.

For more information about intervention requirements, Information is available on the Accountability Monitoring webpage which is located on the Program Monitoring and Interventions website at: http://www.tea.state.tx.us/pmi.

Complete the intervention activities and submit the required documentation via the Intervention Stage and Activity Manager (ISAM) application within the Texas Education Agency Secure Applications (TEASE/TEAL) by the deadlines listed on the Accountability Submittal Matrix.