Guidance for the Texas Accountability Intervention System

Districts and Campuses Rated Improvement Required

Districts Staged for Performance Based Monitoring

August 2013

Introduction

Districts, including charter schools, and campuses that have been rated as "improvement required" in the accountability system, have missed one or more of the system safeguards targets, and/or have been staged for interventions in the Performance-Based Monitoring (PBM) system will engage in the Texas Accountability Intervention System (TAIS). Under the provisions of Texas Education Code (TEC) Chapter 39, the Elementary and Secondary Education Act (ESEA) School Improvement Program, and 19 Texas Administrative Code (TAC) §97.1071, 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 and/or low effectiveness of federal and state programs areas
- develop an improvement plan that addresses all areas (state assessment results, completion/graduation rate, dropout rate, and/or participation rate) not meeting the required index standard, and/or all indicators of the Performance-Based Monitoring Analysis System (PBMAS) rated performance level (PL) 2, 3, 4, or AR, and
- monitor the implementation of the targeted improvement plan.

The Texas Accountability Intervention System (TAIS) is a continuous improvement process driven by the ongoing collection and analysis of data as illustrated below:
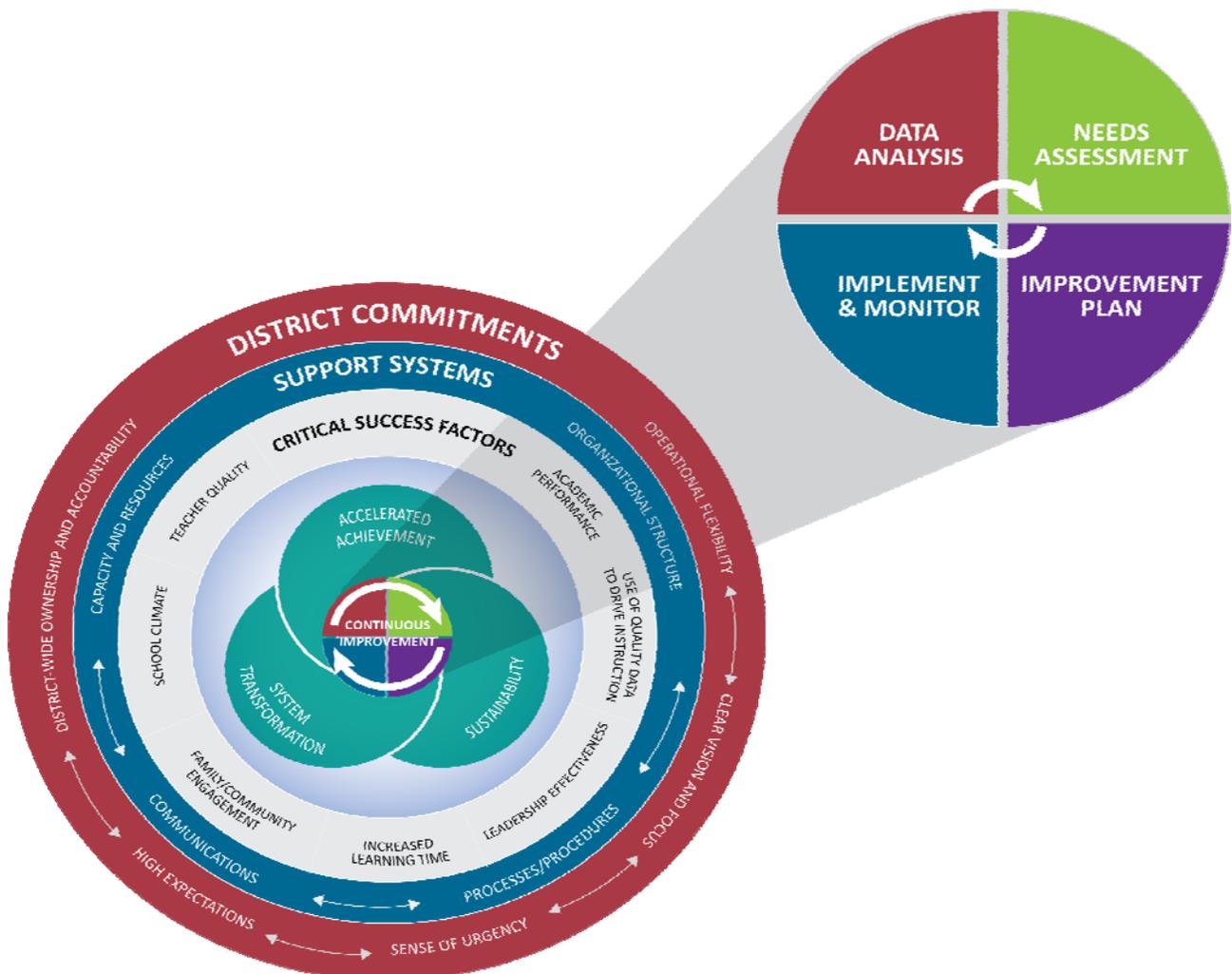
The TAIS depicted above is supported by multiple research-based resources/documents that guide districts and campuses through school improvement. As the state transitions to a more aligned accountability system, the focus shifts to a more integrated process for continuous, sustained improvement.

The following districts and campuses will engage in TAIS Interventions:

- Districts and campuses rated *Improvement Required* (IR) due to low performance on one or more of the four indexes of the performance index framework;
- Districts and campuses who miss one or more System Safeguard targets; and/or
- Districts staged for interventions in the Performance-Based Monitoring (PBM) system, which includes multiple and single program areas.

The level of support a district/campus receives will be determined by:

- the current and longitudinal accountability ratings;
- the current and longitudinal history of the PBM stage(s) of intervention; and
- the system with the highest level of intervention.

District and Campus Interventions

Establishing the Intervention Team

Districts and campuses required to engage in the TAIS due to the identification of low performance in the accountability system, which includes the Performance Index Framework, System Safeguard measures and targets, and districts identified for interventions in the PBM system, must develop a broad based intervention team to conduct and monitor activities of the TAIS process.

District Intervention Team

For districts, the intervention team will consist of the District Coordinator of School Improvement (DCSI) and the district leadership team (formerly called the core analysis team in the PBM system). The district intervention team is responsible for conducting district-level interventions.

- **District Coordinator of School Improvement (DCSI)** – Formerly known as the district shepherd or district liaison, the DCSI 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. Responsibilities include ensuring district support for the academic achievement of campuses.

- **District Leadership Team (DLT)** - The DLT is composed of key district personnel and stakeholders. Membership is determined by the district, based on guidelines provided below. The DLT is responsible for development, implementation, and 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 district may enlist the help of ad hoc members to complete a particular activity.

  Membership of the DLT should include representatives from programs staged for interventions, district staff responsible for school improvement, curriculum and instruction, and other programs impacting student performance and campuses in improvement. Based on the reasons the district is in interventions, also consider selecting participants from among the following:
  - All levels represented (i.e., elementary, middle, and/or high school)
  - District 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 district 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

Campus Intervention Team

At the campus level, an intervention team composed of the campus intervention team (CIT) required by Texas Education Code (TEC) §39.106 and the campus leadership team is established to perform duties reflected in TEC §39.106 and §39.107. For purposes of the accountability intervention system, the intervention team consists of the following:

- **Campus Intervention Team (CIT)**
  - **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 ensuring implementation of all intervention requirements and reporting progress to the Texas Education Agency and/or the Texas Center for and School Support (TCDSS).

  - **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. Responsibilities include ensuring district support for the academic achievement of the campus; and

- **Campus Leadership Team (CLT)** – The CLT is composed of key campus leaders. Membership is determined by the principal and/or the district.   Team is responsible for development, implementation, and monitoring of the improvement plan, monitoring of student performance, and determination of student interventions and support services.

Job descriptions for the PSP, DCSI, CLT and DLT are available in the *Intervention Stage and Activity Manager (ISAM)* and on the Accountability Monitoring webpage which is located at: www.tea.state.tx.us/pmi/accountabilitymonitoring. **Districts should carefully review the job descriptions and the guidance on selecting a PSP before determining the proposed PSP and DCSI, and before developing the CLT or DLT. PSP Selection Guidance can be found at www.psptexas.net.**

Selection of the Campus Intervention Team

Met Standard **but missed one or more system safeguards:**
The intervention team will consist of the campus leadership team and other district level staff as determined by the district.

Improvement Required
In accordance with requirements of 19 Texas Administrative Code (TAC) §97.1063(a)(1), the district must submit the names of the PSP and DCSI it recommends as CIT members for TEA approval. The proposed DCSI must be submitted by **August 23, 2013** and the proposed PSP must be submitted for approval no later than **September 6, 2013.** The proposed names will be submitted to the TEA by emailing them to ISAM@tea.state.tx.us. Once the *Intervention Stage and Activity Manager* (*ISAM*) application of the Texas Education Agency Secure Applications (TEASE/TEAL) has been opened for districts to access, any names to propose will be sent via ISAM.

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. PSPs must be qualified members of the PSP Network. DCSIs must complete accountability intervention system training provided by the TEA, TCDSS and

regional ESCs to be eligible to serve. PSPs must attend the PSP Institute and are encouraged to attend all available training on the TAIS.

Additional guidance on the selection and nomination of DCSIs is available on the Accountability Monitoring webpage located at www.tea.state.tx.us/pmi/accountabilitymonitoring. For more information about PSPs and guidance on selecting a PSP, go to www.psptexas.net. Contact the regional ESC for additional information about qualified PSP Network members in the region. After approval by the agency, districts will be notified 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.

TAIS 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 accountability rating system, in the targeted systems safeguards, and/or the low performance for one or more federal and state program areas for PBM.
   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.

   Note: When using student data, personally identifiable information must be protected in compliance with the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA).

2. **Needs Assessment** - The needs assessment will be facilitated by the PSP, if required, and DCSI in accordance with requirements under TEC §39.106(b) and 19 TAC §97.1063(b)-(d) for districts and campuses rated *Improvement Required* in the accountability system. For districts staged in the PBM system, but not the accountability system, the needs assessment will be facilitated by the leader of the intervention team. The needs assessment is designed to determine the root cause and potential critical success factors (CSFs) contributing to the district's or campus' low performance, lack of progress, and program ineffectiveness. Findings from the needs assessment and PSP/DCSI recommendations, if appropriate, will be addressed in the improvement plan or through other action.

3. **Improvement Plan** - An improvement plan will be developed by the district or campus intervention team. The Improvement Plan is designed to address all performance measures of the accountability system not meeting performance standards including all missed target safeguards, and/or PBMAS indicators not meeting state standards. Factors identified through the data analysis and recommendations determined through the needs assessment must be addressed in an improvement plan.

4. **Reconstitution** - Second year IR campuses (rated AU in 2011 and rated *IR* in 2013) also must address applicable reconstitution and redesign requirements.

5. **Progress Reporting**- The progress report is required to provide the TEA and the TCDSS with quarterly updates on the progress made toward implementing the improvement plan, the impact on student academic performance, and/or other indicators. For districts and campuses in the accountability system, the intervention team is responsible for completing the progress reports.

6. **Other Sanctions and Interventions for Campuses with Multiple Years of Unacceptable Performance** – In addition to TAIS interventions, third year IR campuses (rated AU in 2010 and 2011 and rated IR in 2013)

will be required to participate in a hearing before the commissioner of education to explain the continuing low performance of the campus and efforts to improve performance. Fourth, fifth, and sixth year IR campuses may be required, by commissioner order, to engage in repurposing, acquire alternative management, or be closed.

In addition to these requirements, the commissioner may take actions in accordance with TEC §39.106(f) if the district or campus fails to implement the recommendations of the CIT or the improvement plan. The commissioner also may order other interventions and sanctions under the authority of the TEC §39.102, §39.103, §39.104, §39.109, and 19 TAC §97.1071. Schools in the Title I school improvement program may have additional reporting and validation requirements in accordance with federal program requirements.

Any campus that is not required to submit any of intervention activities must maintain documentation of the intervention process and be ready to submit upon request.

PBM Intervention Type

Year After On-site
Year After On-site designates that a district received an on-site program effectiveness review the previous year and will be required to initiate or continue implementation of report requirements, update the data analysis to address areas of low performance identified in the PBMAS, and update the improvement plan and/or corrective action plan (CAP). The district also may be required to engage in other intervention activities on a customized basis. These determinations will be made by TEA, with the requirements being documented and the submission dates established in ISAM.

This intervention type is indicated in ISAM by a parenthetical following the stage of intervention on the Event Summary page for a district, e.g. **Stage 3 (Year After On-site)**.

Not Assigned -Year After On-site
Not Assigned – Year After On-site designates that a district has not been assigned a stage of intervention for the current school year; but because the district received an on-site program effectiveness review the previous year, the district will be required to initiate or continue implementation of report requirements, update the data analysis to address any areas of low performance identified in the PBMAS, and update the improvement plan and/or CAP.

This intervention type is indicated in ISAM by a parenthetical following the stage of intervention on the Event Summary page for a district, e.g. **Stage N/A (Year After On-site)**.

Education Service Center Technical Assistance

Contact your ESC Program Monitoring Contact for technical assistance with implementation of the monitoring process. A list of ESC Monitoring Contacts is available at:
http://www.tea.state.tx.us/pmi.

Intervention Resources

The intervention system requires submission of documentation to provide evidence of implementation of the improvement process*.* Districts and campuses may utilize locally developed resources in lieu of the resources developed by TEA and TCDSS for data analysis and needs assessment. Districts choosing to use locally developed resources should use the TAIS guidance documents as a model to ensure fidelity with intervention system requirements. However, districts and campuses rated *Improvement Required* or stage 3 or 4 in PBM system must submit the TEA developed improvement plan that includes a summary of data findings and the results of the needs assessment. Districts and 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 and program effectiveness.

The TEA and the TCDSS have developed research-based intervention resources and guidance documents to facilitate the continuous improvement process through data analysis, needs assessment, improvement planning, and monitoring progress. These resources are presented as a comprehensive, systems-based approach to assist districts and campuses in engagement in the TAIS process. These guidance resources, as well as a step-by-step guide to assist with the improvement plan, will be posted at www.tea.state.tx.us/pmi/accountabilitymonitoring and at www.tcdss.net on August 26th, 2013.

Although the Student Level Review (SLR) and Targeted Student Analysis workbooks are no longer required, they are available resources developed to support schools in identifying, monitoring, and reporting the progress of students with low performance.

Additional resources are available on the Resources webpage, which is located on the TEA PMI website at: http://www.tea.state.tx.us/pmi/accountabilitymonitoring. For additional resources on other program areas, go to the PMI website at http://www.tea.state.tx.us/pmi and select the program area link, and then select the intervention guidance and/or resources to download resources.

Data Analysis

All districts and campuses in improvement must engage in a thorough data analysis and review of student level data conducted by the intervention team [TEC §39.106 (a) and 19 TAC §97.1071)] designed to identify factors contributing to low performance and ineffective programs. Data analysis should include identifying students not meeting accountability performance standards, disaggregating data by various criteria, identifying trends and patterns related to student performance, tracking assessment data, and evaluating services provided and the effectiveness of student interventions in order to inform the needs assessment. District, campus, feeder pattern and student level data are all considered during data analysis (TEC §39.106(b)) and are critical to any improvement effort. More guidance on data analysis will be available August 26th at www.tea.state.tx.us/pmi/accountabilitymonitoring and www.tcdss.net. A summary of the data analysis is part of the improvement plan submitted to the TEA in ISAM. For districts and campuses only in interventions due to *Improvement Required*, the improvement plan will be due by **October 31st, 2013**. For districts whose PBMAS contributed to engagement in the TAIS, the improvement plan will be due by **November 15, 2013**.

Note: When using student data, personally identifiable information must be protected in compliance with the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA).

Needs Assessment

The needs assessment is designed to determine contributing education-related and other factors resulting in the district's/campus' low performance and/or lack of progress. The needs assessment guidance encompasses the

guidelines and procedures stipulated by TEC §39.106(b) and 19 TAC §97.1071 as well as a process to identify causal factors. The PSP/DCSI or intervention team leader will facilitate and ensure completion of the needs assessment. The outcome of the needs assessment process will be reported in the improvement plan submitted to the TEA in ISAM by October 31st, 2013 or November 15, 2013 for districts staged for intervention in PBM.

Improvement Plan

Each district/campus in the improvement process is required, in conjunction with the intervention team, to complete a targeted improvement plan that addresses all areas of insufficient performance. The improvement plan should be based on identified causal and contributory factor(s) that have impacted student performance and program effectiveness 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, if appropriate, and any other critical data available to identify the factor(s) that have had an impact on areas of insufficient student performance and program ineffectiveness.

Completing the Improvement Plan

Data Summary Tab:
The first tab in the Improvement Plan is to report a summary of findings from the data analysis by each index (Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness), system safeguards (performance, participation, graduation and caps) and/or PBM indicators. The summary for each section should include information relative to the following questions:

1. **What does the data reveal about the trends and patterns over time?**
2. **What impact do these trends and patterns have on student performance and program effectiveness?**
3. **What other insights does the data reveal that impact student performance?**

Needs Assessment Summary and Improvement Plan:
The second tab includes the outcome of the district/campus needs assessment as well as the targeted improvement plan. The needs should be focused and prioritized to address the reasons for low performance or lack of progress. Once the needs have been entered, they will prepopulate into the improvement plan section of the document. The following information then will need to be identified using the drop down menus or text field provided:
- Index(es)
- Critical Success Factor(s)
- System safeguards
- Annual Goal
- Strategy
- System and Component (District submission)
- Interventions and 3 month goals

NOTE: For a step by step guide on how to complete the improvement plan submission, please see www.tea.state.tx.us/pmi/accountabilitymonitoring or www.tcdss.net.

Finally, 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). **Note: For districts that are only staged in the PBM system, approval of the improvement plan by the local board is not required.**

Corrective Action Plan
The third tab is for districts that are required to submit a corrective action plan as a result of the identification of noncompliance with federal and state requirements.

Approval of the Improvement Plan by the Commissioner
After the improvement plan is approved by the board of trustees, the PSP/DCSI, if appropriate, or the leader of the intervention team will submit the plan to the agency for approval [TEC §39.106(d) and 19 TAC §97.1063(e)]. The district or 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 district/campus in implementing the improvement plan. The intervention team will provide updates regarding the progress the district or campus is making towards implementation of the improvement plan by submitting progress reports via ISAM on a quarterly basis. For districts in interventions as a result of staging in the PBM system, TEA staff will conduct follow-up with the district on a regular basis to verify the progress the district is making.

The improvement plan must be updated and revised regularly 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 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)].

Progress Report
The district or campus intervention team must report on the progress made toward implementing the district/campus targeted improvement plan and intervention team recommendations in accordance with TEC §39.106(a)(5) and (f), and 19 TAC §97.1063(b)(5) and (k).

On a 3 month basis, the intervention team will report on implementing the targeted improvement plan and progress toward meeting the annual goals in the improvement plan. Districts/Campuses will report on their actions to address the 90-day and annual goal, whether they are on track to achieve the goal, the data or evidence used to determine if the district/campus is on target or not, and any mid-course corrections needed to achieve the goal. This report is embedded within the improvement plan workbook.

PSP Progress Report
The PSP must report on the progress made toward implementing the campus' targeted improvement plan and campus intervention team recommendations in accordance with TEC §39.106(a)(5) and (f), and 19 TAC §97.1063(b)(5) and (k).

The PSP progress report document is designed to assist the PSP in reporting on the work of the PSP to support and monitor the improvement process on the campus. Using campus data, the intervention team will compare the academic performance of the campus student groups to the progress of the campus in meeting improvement plan goals and to the accountability targets.

September PSP Progress Report:

> *Step 1:* Open the NA and Annual Goals tab.
>> • Complete the district/campus information.
> *Step 2*: Open September tab.

- Address activities the campus or district took to prepare for improvement.
- Address the implementation of the PSP work to facilitate campus fidelity to the TAIS process.
- Address the progress of the campus in the data analysis, needs assessment, and improvement planning process.
- Complete monthly cost analysis.

October PSP Progress Report:

    Step 1: Return to NA and Annual Goals tab to update any district or campus information.
    Step 2: Open October tab.
- Address actions campus has taken to implement improvement plan.
- Address campus and DCSI actions in the TAIS process.
- Address PSP work to support the TAIS process on the campus.
- Complete monthly cost analysis.

November/December Progress Report:

    Step 1: Open NA and Annual Goals tab.
- Update campus and district information.
- From the ISAM submitted improvement plan, copy each identified campus need and annual goal to address the identified need.

    Step 2: Open the November-December tab.
- Address how the PSP supported progress toward each goal.
- Determine if campus is making progress toward achieving goals.
- Identify data used to determine progress made.
- Determine what will be needed to support the goal in the next month.
- Address other work or support provided to the campus in the other work sections.
- Complete monthly cost analysis.

January – July/August Progress Report:

    Step 1: Open month tab.
- Address each annual goal and question.
- Complete cost analysis.

    Step 2: Changes to improvement plan.
- If annual goals are revised or changed, return to NA and Annual Goals tab to make any needed changes. Changes will be reflected in month tab appropriate to date change in NA and Annual Goals tab.

Other Considerations for Districts:

- **Single campus districts rated *Improvement Required* <u>only</u> will support the campus interventions and not be required to engage in additional district-level interventions. The <u>campus</u> will complete the intervention requirements for the intervention year.**

- <u>Multiple years of district-level AU/*Improvement Required* ratings</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/*Improvement Required* ratings, or, in conjunction with a financial accountability rating of Substandard Achievement or Suspended--Data Quality, after a single year. Additionally, the district may be subject to additional interventions and sanctions under Texas Education Code (TEC) §39.102 and/or TEC §39.109.

- Districts or charter districts rated *Improvement Required* in the 2013 accountability rating system are required to issue public notice of the deficiency to the board of trustees, and the board of trustees is 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).

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 of education may order other interventions and sanctions under the authority of TEC §§39.102, 39.104, and 39.109.

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 found at www.tea.state.tx.us/pmi/accountabilitymonitoring.