

**Texas Education Agency  
Division of Program Monitoring and Interventions  
2013-2014**

***Summary of Interventions***

**Introduction**

Texas Education Agency (TEA) monitoring and intervention activities have been designed to focus on a data-driven and performance-based system that takes place in a continuous improvement model. Activities for each program identified for intervention in the system reflect an emphasis on data accuracy, data analysis, increased student performance, and improved program effectiveness. The system for TEA monitoring is referenced as the Performance-Based Monitoring (PBM) system.

In accordance with 19 Texas Administrative Code §97.1071, the TEA has conducted an initial review of student performance and program effectiveness data as reflected in the 2013 Performance-Based Monitoring Analysis System (PBMAS) summary report previously provided to your local education agency (LEA). Additionally, for the No Child Left Behind (NCLB) program area, the results of specific Initial Compliance Review (ICR) indicators have been calculated. The LEA's longitudinal data related to PBM interventions also has been reviewed. The results of the longitudinal PBM review, the PBMAS review, and, in the case of NCLB, the ICR, have been used to determine required stages of intervention for the bilingual education/English as a second language, career and technical education, NCLB, and special education program areas.

**2013-2014 PBM Interventions**

The PBM intervention system for 2013-2014 reflects the use of the Texas Accountability Intervention System (TAIS) continuous improvement process. Staging determinations are based on local education agency (LEA) performance, as evidenced by longitudinal PBM data, 2013 PBMAS results, and ICR indicators, if identified. For the determination of on-site program effectiveness reviews the agency also considered program improvement progress and state accountability results. In addition to longitudinal PBM results, current results on each PBMAS indicator and patterns across indicators were examined to determine appropriate levels of required intervention

**Improvement Plan**

The core component of all intervention activities is the improvement plan. The improvement plan is a comprehensive document developed by a District Leadership Team (DLT) consisting of LEA and campus representatives that:

- Is based on prioritized needs identified through a thorough data analysis and needs assessment process that includes a careful review of current and longitudinal PBMAS, accountability, and local data;
- prioritizes activities to improve student performance and program effectiveness;
- identifies performance areas and performance indicators targeted;
- identifies critical success factors (CSFs), major systems, and system components targeted;
- determines the annual goal and strategy for each prioritized need;
- determines the interventions, consisting of strategies, initiatives, and redesign activities, that will be implemented to achieve the annual goal;
- establishes interventions by quarter;

- identifies measurable evidence of implementation and data verifying the impact of the interventions implemented;
- provides quarterly progress reporting; and
- can, as appropriate, be integrated into other local improvement planning processes.

## **Corrective Action Plan**

The Corrective Action Plan (CAP) is a cohesive document developed by a team of LEA and community representatives that addresses the strategies and actions that will be taken to correct all noncompliance with statute or regulations identified through monitoring and intervention activities.

## **Intervention Type**

The purpose of intervention type designations is to provide guidance to the LEA regarding the activities that will be required for the stage of intervention for a particular program. The intervention type designations are described below.

### ***Year After On-site***

*Year After On-site* designates that an LEA 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 CAP accordingly. The LEA 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 an LEA, e.g. **Stage 3 (Year After On-site)**.

### ***Not Assigned - Year After On-site***

*Not Assigned – Year After On-site* designates that an LEA has not been assigned a stage of intervention for the current school year; but because the LEA received an on-site program effectiveness review the previous year, the LEA 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 an LEA, e.g. **Stage N/A (Year After On-site)**.

## **Other Designations**

### ***Escalation: Oversight, Interventions, and Sanctions***

*Escalation* designates that an LEA:

- has continuing noncompliance;
- fails to follow the PMI process;
- exhibits imminent risk;
- fails to meet program requirements;
- fails to meet compliance requirements; and/or
- is identified for other substantial or ongoing risk.

The designation *Escalation* is an indication of serious concern. LEAs with the designation *Escalation* may be required to engage in escalated oversight and interventions, including periodic progress reporting; may be required to acquire professional services and/or technical assistance; and/or may be assigned a monitor, conservator, or management team to oversee the implementation of the improvement plan and/or correction of noncompliance in the CAP.

**Escalations are indicated in ISAM through the Escalations display panel. LEAs with escalations must click on the “Escalations” link on the Event Summary page for an LEA to determine the type of *Escalation* assigned.**

### **TAIS Intervention Process**

When an LEA is assigned a stage of intervention for one or more PBM program areas, including bilingual education/English as a second language (BE/ESL), career and technical education (CTE), No Child Left Behind (NCLB)/ESEA, Special Education (SPED), and Residential Facilities (RF) monitoring, and when the LEA is identified as *Improvement Required* in the state accountability system, the LEA will engage in the TAIS continuous improvement process. LEAs will participate in activities to collect and analyze data, assess needs and determine factors contributing to program and/or systemic concerns, prioritize needs, and develop a plan for improvement and/or for corrective actions.

Required intervention activities include:

- review of student level data;
- analysis of current and longitudinal data;
- assessment and prioritization of needs;
- development and implementation of an improvement plan;
- development and implementation of a corrective action plan, if needed; and
- reporting progress.

**LEAs engaging in the intervention process that include staging in the PBM process must complete and submit to TEA via the ISAM no later than December 6, 2013.**

To ensure the integrity of the PBM system, monitoring activities will include checks to verify implementation of program and system improvements, including implementation of program requirements, implementation of any improvement plan, accuracy of LEA findings, and data accuracy for items driving the performance-based aspects of the system. LEAs are strongly encouraged to verify that their internal data collection and documentation procedures and monitoring systems are effectively designed to ensure data quality and integrity of program and system implementation.

**On-Site Investigation: Special Program Effectiveness Review.** An on-site investigation by the TEA will be conducted to address program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The decision to conduct an on-site investigation is not contingent on the stage of intervention, but rather on identification of program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The on-site investigation activities will be combined with other monitoring activities as appropriate, and the LEA will conduct program intervention activities as required by the TEA. Subsequent to the on-site visit, the LEA will be required to revise or develop an improvement plan to address findings related to the on-site visit. The TEA will review the improvement plan and monitor implementation and program improvement activities through ongoing communications with the LEA. More detailed information regarding the activities and

timelines related to the on-site investigation will be provided to the LEA in subsequent TEA correspondence.

***Elementary and Secondary Education Act: No Child Left Behind***

Intervention activities for the NCLB program are delineated into two major components: 1) compliance reviews and 2) performance reviews and interventions. The PBMAS report provides information to LEAs on the results of the performance review for PBMAS indicators for the NCLB program area. Additionally, the results of an Initial Compliance Review (ICR) were considered in determining the stage of intervention required for an LEA. A report that details the specific results of the ICR for each LEA is available through ISAM.

Compliance reviews may occur separately or in combination with performance reviews and interventions. An LEA identified at any level of intervention will conduct an analysis of all ICR indicators missed if the LEA missed two or more ICR indicators. The purpose of the activity is to identify issues or findings contributing to the missed indicator(s) and establish a plan to correct identified issues or findings. The LEA will be required to complete and implement the Initial Compliance Analysis (ICA), but will not submit the ICA unless requested by the agency.

Program Monitoring and Interventions Links	
Primary: ESC Program Monitoring Contacts	<a href="http://www.tea.state.tx.us/ESC">http://www.tea.state.tx.us/ESC</a>
Secondary: Division of Program Monitoring and Interventions	<a href="mailto:pmidivision@tea.state.tx.us">pmidivision@tea.state.tx.us</a>

Performance-Based Monitoring Analysis System Links	
Performance-Based Monitoring Contacts	<a href="mailto:pbm@tea.state.tx.us">pbm@tea.state.tx.us</a>
PBMAS 2012 Manual	<a href="http://www.tea.state.tx.us/pbm/PBMASManuals.aspx">http://www.tea.state.tx.us/pbm/PBMASManuals.aspx</a>

Website Link for Program Monitoring Resources
<p><a href="http://www.tea.state.tx.us/pmi">http://www.tea.state.tx.us/pmi</a></p> <p><b>BE/ESL Monitoring</b> link is located on the left navigation bar</p> <p><b>CTE Monitoring</b> link is located on the left navigation bar</p> <p><b>NCLB Monitoring</b> link is located on the left navigation bar</p> <p><b>Special Education</b> link is located on the left navigation bar</p> <p><b>Special Education Residential Facilities Monitoring</b> link is located on the left navigation bar</p>