

**Changes in the  
Performance-Based Monitoring Process and  
Residential Facility Monitoring Process**

**Guidance for Local Education Agencies (LEAs) in  
Stages of Intervention**

**Division of Program Monitoring and Interventions**

# Performance-Based Monitoring Process

## Introduction

The Performance-Based Monitoring (PBM) system is a district-level accountability system that reviews the effectiveness of certain federal and state program areas; specifically, Bilingual Education/English as a Second Language, Career and Technical Education, No Child Left Behind, and Special Education programs. Districts with low student performance on Performance-Based Monitoring Analysis System (PBMAS) performance indicators for a monitored program are staged for intervention by the TEA Division of Program Monitoring and Interventions. Districts staged for interventions in the PBM system are required to engage in intervention requirements which lead to the development and implementation of an improvement plan.

Federal and state accountability systems also require intervention activities which lead to the development and implementation of improvement plans, and efforts to integrate the different systems began during the 2012-2013 year and continue. Each system has its individual differences, but the intervention requirements have been combined so that districts will review data from each system, will recognize that data from one system can substantiate and/or provide greater detail regarding data from other systems, and will develop and implement one targeted improvement plan to address student performance and the effectiveness of program areas.

The Texas Accountability Intervention System (TAIS) is a continuous improvement process driven by the ongoing collection and analysis of data. 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 PBM system, which includes multiple and single program areas.

The purpose of this guidance is to assist districts in understanding the changes in the PBM process for districts that are staged for interventions.

## Intervention Process

### Previously

LEAs were evaluated in each program area and selected for a stage of intervention in the PBM system based on a review of PBMAS data. LEAs were required to conduct specific intervention activities in each program to determine factors contributing to a higher level of program concern. Graduated interventions were required of districts; the higher the stage of intervention, the more activities required. Additionally, different intervention activities were required based on whether a district was staged only in one program area or in multiple program areas.

#### ☛ **Changes for 2013-2014**

LEAs continue to be evaluated in each program area and assigned a stage of intervention in the PBM system based on a review of PBMAS data. However, intervention activities for **all program areas at any stage** will include engaging in the TAIS process; i.e. analyzing data, evaluating needs, developing a targeted improvement plan, and implementing and monitoring the plan.

## **Intervention Type**

### **Previously**

There were several intervention types that districts could have been assigned:

*Baseline Year*—An LEA engaged in the standard activities for the stage of intervention assigned to the program. LEAs would be designated *Baseline Year* if they had not been assigned a stage of intervention for the program in the previous school year.

*Continuing Implementation*—An LEA would engage in the continuous improvement process, including updating data analyses, evaluations, and needs assessments, and the improvement plan. *Continuing Implementation* began in the year subsequent to the *Baseline Year* unless declining student performance and/or continuing noncompliance resulted in a designation of *Escalation*.

*Year After On-Site (YAO)*—An LEA was designated as YAO if it received an on-site program effectiveness review the previous year and would 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.

*Not Assigned-Year After On-Site*—An LEA was not 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 was 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 corrective action plan (CAP).

*Escalation: Oversight, Interventions, and Sanctions*—An LEA was designated as *Escalation* if it:

- had continuing noncompliance;
- failed to follow the PMI process;
- exhibited imminent risk;
- failed to meet program requirements;
- failed to meet compliance requirements; and/or
- was identified for other substantial or ongoing risk.

#### ☛ **Changes for 2013-2014**

The only intervention types that will be designated for the 2013-2014 year are:

*Year After On-Site*—An LEA is designated as YAO if it 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. Support specialists will follow-up on a monthly basis with the district to follow the progress of the district.

*Not Assigned-Year After On-Site*—An LEA is not 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 is 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.

*Escalation: Oversight, Interventions, and Sanctions*—This designation is **no longer considered an intervention type**, but rather is an indication of serious concerns. An LEA will be designated as *Escalation* if it:

- 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.

## **Intervention Team**

### **Previously**

A core analysis team was established to review the data and develop the improvement plan. The members of the team were determined by the program areas that were assigned a stage of intervention.

### **☛ Changes for 2013-2014**

Previously known as the **core analysis team**, a district will establish a District Leadership Team (DLT) which is composed of key district personnel and stakeholders. Each district leadership team will include a District Coordinator of School Improvement (DCSI). 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. If a district is only staged in one or more program areas of the PBM system, the assignment of the DCSI is required.

Other members of the DLT will be determined by the district. However, 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 program effectiveness in improvement. Based on the reasons the district is required to engage in intervention activities, 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(s) 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

The district will not be required to submit a list of DLT members, unless requested.

## **Conducting a Public Meeting**

### **Previously**

Depending on the assigned stage of intervention, districts were required to conduct a public meeting to gather feedback from community stakeholders on the operation of the program, discuss areas for improvement identified through the data analysis process, and address identified issues in the improvement plan. The district was required to address a set of pre-determined topics/questions developed by the state.

### **☛ Changes for 2013-2014**

The district is no longer required to conduct a public meeting for any stage of intervention. The decision to conduct a public meeting to gather feedback from community stakeholders will be determined by the district.

## **Conducting a Compliance Review**

### **Previously**

Districts were required to conduct a compliance review for the CTE and special education programs to determine any factors contributing to the higher levels of program concern as identified by the PBMAS indicators. Templates from this compliance review were submitted to the agency.

### **☛ Changes for 2013-2014**

Districts are no longer required to complete a compliance review for the CTE program. However, districts assigned a stage 3 or 4 for the special education program will continue to conduct a compliance review based on the indicators identified in the PBMAS. A resource is available to assist districts with what must be reviewed for each indicator assigned a performance level of 2, 3, 4, or AR.

However, the district will not submit the resource to the agency. The district will retain the information and only submit, if requested. If noncompliance is identified, the district will address the findings in a corrective action plan.

## Other Required Resources

### Previously

Depending on the assigned stage of intervention for identified programs, the district was required to utilize the following resources:

- focus data analysis forms for each identified indicator on the PBMAS;
- student level review;
- systems analysis;
- special education frequency and duration of speech and related services;
- special education instructional placements for each age level;
- special education discipline placements; and
- state assessment participation worksheet.

### ☛ Changes for 2013-2014

The resources listed above are on the TEA Program Monitoring and Intervention (PMI) website at [http://www.tea.state.tx.us/index2.aspx?id=2147495557&menu\\_id=2147483703](http://www.tea.state.tx.us/index2.aspx?id=2147495557&menu_id=2147483703) for districts to utilize as needed. These documents are a resource to assist districts in the analysis of data and review of information; however, they are no longer required. Districts may determine what resources are needed to conduct a thorough review of data and evaluate the needs of the district. A district will retain the resources that are used to analyze data and evaluate needs, and only submit, if requested. Initially, the only required document required for submission will be the targeted improvement plan workbook.

## Submissions

### Previously

Districts that were staged in PBM at stage 1 or 2 for a single program or staged in multiple programs at no higher than stage 1 for those programs would retain their documents and submit only if the agency requested them. Districts that were staged at stage 3 or 4 for only a single program or for multiple programs submitted the interventions documents and improvement plan.

### ☛ Changes for 2013-2014

Districts that are rated *Improvement Required* (IR) in the state accountability system must engage in the TAIS continuous improvement process and will submit the targeted improvement plan. Documents utilized for the analysis of data and assessment of needs will be retained at the district and will only be submitted if requested by TEA. Therefore, any district that is rated IR will submit a targeted improvement plan, and will also submit quarterly progress reports and updates. If that district also is staged for interventions in PBM, regardless of the stage of intervention (stage 1, 2, 3, or 4) the targeted improvement plan submitted will include data findings and needs identified in both the accountability and PBM systems, and will address low performance identified in both systems.

Districts that are not rated IR but are staged for interventions in the PBM system at **stage 1 or 2** will engage in the TAIS continuous improvement process but will retain all documents and the targeted

improvement plan at the district, unless special education noncompliance is identified. Districts that are not rated IR but are staged for interventions in the PBM system at **stage 3 or 4** will engage in the TAIS continuous improvement process, submit the targeted improvement plan, and submit quarterly reports and updates. Documents utilized for the analysis of data and assessment of needs will be retained at the district and are only submitted when requested by TEA.

Districts that identify **any** special education noncompliance while engaging in the TAIS process will outline steps and process the district will take to correct the noncompliance in the corrective action plan portion of the targeted improvement plan. The noncompliance must be corrected as soon as possible, but in no case longer than one calendar year.

Performance-Based Monitoring Requirements

	Identify DCSI	Engage in TAIS Activities	Targeted Improvement Plan Submitted to TEA	Other Resources Utilized in Data Analysis/Needs Assessment
District is <b>rated Improvement Required (IR)</b> in the state accountability system.	Yes	Yes	Yes	Retain at district, unless requested
District is <b>not rated IR</b> , but is <b>assigned stage 3 or 4 interventions</b> for a PBM program area	Yes	Yes	Yes	Retain at district, unless requested
District is <b>not rated IR</b> , is assigned <b>no stage of intervention higher than stage 1 or 2</b> for a PBM program, <b>but special education noncompliance was identified.</b>	Yes	Yes	Yes	Retain at district, unless requested
District is only assigned a stage of intervention for any PBM program at 1 or 2, and no special education noncompliance was identified.	Yes	Yes	No	Retain at district, unless requested
District is assigned a RFM stage of intervention at stage 2, 3, or 4.	Yes	Yes	Yes	Retain at district, unless requested

## Residential Facility Monitoring Process

The Residential Facility Monitoring system is a component of a data-driven, results-based system of coordinated and aligned agency monitoring activities. Targeted and graduated interventions are implemented based on areas of risk as evidenced in historical monitoring data, longitudinal performance, and district data submitted or available to the TEA. The system is designed to focus on program performance and effectiveness and program compliance with federal and state requirements and includes an annual analysis of data for each district serving students with disabilities who reside in residential facilities.

The results of the TEA's annual data analysis determine the type and extent of intervention activities in which a district must engage and the related level of TEA involvement. Intervention activities will focus on data analysis and disaggregation by RF districts and the TEA to determine and address causal factors for program ineffectiveness or noncompliance. At higher stages of intervention, the agency will conduct on-site visits to review a broad array of program effectiveness and compliance issues. The result of all intervention activities will be the development and implementation of a targeted improvement plan, with corrective actions, if needed. RF districts are responsible for improving program effectiveness and correcting noncompliance, with agency oversight to promote success and additional interventions and sanctions, as necessary, to secure program improvement and compliance.

The definition of an RF for the purposes of the RFM system is a facility that provides 24-hour custody or care of students who reside in the facility for detention, treatment, foster care, or any non-educational purpose. An RF does not include traditional foster homes licensed by the Texas Department of Family and Protective Services (DFPS) as Foster Family Homes (Independent).

### **RFM Data Collection System**

#### **Previously**

Information related to the provision of services to RF students is collected through the automated *RF Tracker* data collection system for each RF district that serves students with disabilities who reside in RFs within the geographic boundaries and/or jurisdiction of the district. Information concerning each RF, as well as students with disabilities who reside in the RF, is entered in the *RF Tracker* database. After the initial submission of data, districts will maintain the *RF Tracker* database with current information upon the enrollment and withdrawal of RF students in the district. Data from the *RF Tracker* system will be used to assist in the selection of districts for intervention activities. If selected for interventions, a district may be required to update *RF Tracker* data at certain intervals. Separate guidance documents will be developed by the TEA to support districts in their use of the *RF Tracker* data collection system. This system is accessible through the TEA secure website.

#### **☛ For 2013-2014**

The *RF Tracker* will continue to be used to collect data regarding RF districts and students. The initial entry of 2013-2014 data should be completed **by November 15, 2013**. The *RF Tracker* will remain open after that date for districts to continue entering and withdrawing RF students into the system.

## Monitoring and Intervention Activities

### Previously

Monitoring and intervention activities were outlined in the RF Monitoring Manual. It can be found at [http://www.tea.state.tx.us/index2.aspx?id=2147495559&menu\\_id=2147483703&menu\\_id2=2147483719](http://www.tea.state.tx.us/index2.aspx?id=2147495559&menu_id=2147483703&menu_id2=2147483719). Pages 2 through 5 outline the activities for assigned stages. Districts were required to complete the activities and submit all documents to the agency via ISAM.

### ☛ For 2013-2014

Districts assigned a stage of intervention for RF Monitoring will continue to follow the monitoring and intervention activities, as outlined in the RF Monitoring Manual. However, beginning in 2013-2014, RF intervention documents will be retained in the district and only submitted, if requested. The district will summarize the analysis of data and needs identified for serving students with disabilities who reside in a RF and record the information in the targeted improvement plan workbook. The workbook will be submitted to the agency. If the district has been assigned a stage of intervention for the PBM system, been rated as *Improvement Required* in the state accountability system, and/or missed one or more system safeguard, the improvement plan will include improvement strategies and interventions for all systems. If noncompliance is identified in the review of data, the district will develop corrective actions that include steps and procedures it will take to correct the findings of noncompliance as soon as possible, but no later than one calendar year from notification of the noncompliance.

## Submissions

### Previously

Districts who were assigned a stage 1 for RF monitoring were required to retain the documents, including the improvement plan, at the district, unless requested by the agency. Districts who were assigned a stage 2 or 3 were required to submit all documents, including the improvement plan, to the agency.

### ☛ For 2013-2014

Districts who are assigned a stage 2 or 3 will retain all interventions documents at the district level, unless requested by the agency. The targeted improvement will be submitted to the agency.

Districts that identify **any** special education noncompliance while engaging in the intervention process will outline steps and process the district will take to correct the noncompliance in the corrective action plan portion of the targeted improvement plan. The noncompliance must be corrected as soon as possible, but in no case longer than one calendar year.