

What's the Same?

The 2016 Performance-Based Monitoring Analysis System (PBMAS) intervention staging process is based on two long-standing principles that have been fundamental to the overall PBM system since its inception: (1) districts with one or more indicators with a performance level (PL) 3¹ or higher are staged for interventions; and (2) interventions for those districts are differentiated across four stages to ensure that TEA's engagement and support are focused on the districts with the most significant student performance and program effectiveness concerns.

What's Different?

There are two major differences. First, there is uniformity of staging across the four PBMAS program areas. Second, the intervention staging process includes more standardization across districts to ensure that variation in the scope of PBMAS indicators on which districts are evaluated is considered.

How are Those Differences Reflected in the Staging Process?

- (1) Uniformity across PBMAS program areas: Intervention staging for districts with one or more PL 3s or higher is implemented based on a 90%/10% distribution, with 90% of the districts staged at either Stage 1 or 2 and 10% of the districts staged at either Stage 3 or 4. This distribution applies to all four PBMAS program areas.
- (2) More standardization across districts: Districts with one or more PBMAS indicators or federally-required elements (FREs) with a PL 3 or higher are not all the same. Some districts have many indicators with a PL 3; others have a combination of PL 3s and 4s; some have only PL 4s; some are evaluated on almost all the indicators within a program area, while others are evaluated on a smaller number of indicators within a program area. To address these variations, the intervention staging process considers (a) the number of PBMAS indicators on which a district is evaluated within each program area; and (b) its performance level on each of those PBMAS indicators:

$$PBMAS \text{ PROGRAM AREA MEAN} = \frac{SUM(VALUE \text{ of } PL \text{ 0 [RI, SA] to 4 [SA]})^2}{\# \text{ RATED}}$$

How are Differentiated Intervention Stages Determined?

Districts with one or more PBMAS indicators or FREs with a PL 3³ or higher will participate in PBMAS interventions. Of that group, the 10% of districts with the highest PBMAS program area means will be in Stage 3 or 4. The remaining 90% of districts will be in Stage 1 or 2.

Mean Ranges by Program Area for a 90%/10% Distribution⁴

Stage	BE/ESL	CTE	TITLE	SPED ^{5,6}
1	0.2 – 1.0	0.2 – 0.8	0.2 – 0.9	0.2 – 1.3
2	1.1 – 1.6	0.9 – 1.1	1.0 – 1.5	1.4 – 1.5
3	1.7 – 1.9	1.2 – 1.4	1.6 – 2.2	1.6 – 1.8
4	2.0 – 3.0	1.5 – 2.1	2.3 – 3.0	1.9 – 2.2

¹ In the special education program, this includes the federally required elements (FREs), but it does not include the special education representation indicator 10.

² Each PL's value is equal to its level, i.e. PL 3=3.

³ In the special education program area, this does not include any PL 3s on the special education representation indicator.

⁴ The 10% of districts at Stage 3 and Stage 4 will generally represent 6% at Stage 3 and 4% at Stage 4. The 90% of districts at Stage 1 and Stage 2 will generally represent 60% at Stage 1 and 30% at Stage 2. However, there will be some variations of that distribution across the four PBMAS program areas. This is because each PBMAS program area has a different number of indicators, a different numbers of districts with at least one PBMAS indicator or FRE with a PL 3 or higher, and different overall program performance.

⁵ In SPED, if a district meets the criteria for staging eligibility based solely on its FRE PLs, it may have a mean that is lower than the Stage 1 mean. Nonetheless, because of the FRE=PL 3, it will be staged at a Stage 1.

⁶ No district's assigned intervention stage was increased by the inclusion of the special education representation indicator 10 in the mean.