

ACTION REQUIRED

2016-2017

November 2, 2016

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: 2016-2017 Performance-Based Monitoring Intervention Staging

The Texas Education Agency (TEA or agency) is implementing Performance-Based Monitoring (PBM) activities for the 2016-2017 school year as referenced in 19 Texas Administrative Code §97.1071, *Special Program Performance; Intervention Stages*. The purpose of this letter is to notify districts, including charter schools, that 2016-2017 staging identification for the bilingual education/English as a second language, career and technical education, No Child Left Behind (NCLB), and special education program areas, will be available this week through the Accountability application (PBM Tab) on the Texas Education Agency Secure Environment (TEASE). Resources and required intervention activities will be available the week of November 14, 2016, through the *Intervention, Stage, and Activity Manager* (ISAM) application on TEASE.

Descriptions of the criteria that were used to select districts for 2016-2017 interventions are available on the program-specific intervention and guidance pages found through the [Division of School Improvement](#) webpage. The *2016 PBMAS (Performance-Based Monitoring Analysis System) Interventions Framework* resource and other important monitoring documents and tools are also available in ISAM. Additionally, if you need assistance signing up for TEASE/TEAL or ISAM system access, uploading documents, or changing contact information in ISAM, please reach out to your PBM contact at your regional education service center (ESC).

A document entitled [Guidance for Districts Participating in Performance-Based Monitoring Analysis System Interventions](#) describes in detail required monitoring and intervention activities, which have been designed to be data-driven and performance-based and to take place within the continuous improvement process of the [Texas Accountability Intervention System \(TAIS\)](#). Determinations regarding monitoring and interventions are the result of a performance-based evaluation process implemented through the PBMAS, the results of which were provided to districts on August 25, 2016, in the form of a PBMAS summary report. Additionally, the results of specific Initial Compliance Review (ICR) indicators for the NCLB program area are displayed in the indicators tab in the ISAM system.

The agency has conducted a review of PBMAS data, including determinations resulting from special data analysis for districts, including charter schools, with small numbers of students, and longitudinal data related to PBM interventions. The results of this review and, in the case of NCLB, the ICR, have been used to determine stages of intervention for the various program areas. Districts staged in one or more program areas for 2016-2017 will engage in the [TAIS continuous improvement process](#) to develop a [targeted improvement plan](#) that is focused on areas of low student performance and systemic and programmatic improvement needs. Needs identified through the PBM process, as well as the state accountability system, will be addressed in a single [targeted improvement plan](#).

Unless a district is also rated *Improvement Required* in the state accountability system, a district assigned a stage of intervention no higher than a stage 2 in program areas is required to retain documentation of the process and targeted improvement plan locally, except when requested otherwise by the agency. Districts assigned a stage 3 or 4 in any program area will submit the [targeted improvement plan](#) to TEA **on or before December 16, 2016** which is later than what had been originally communicated. Please refer to ISAM, [PBMAS guidance](#), [PBMAS Staging Framework](#) and/or the [Intervention and Submission Requirements chart](#) for further details.

As in the previous monitoring year, four federal requirement indicators were added to the PBMAS data to assign a stage of intervention and a determination status for special education programs. Districts who received a 2016 LEA Compliance Report dated September 30, 2016 identifying noncompliance for State Performance Plan (SPP) Indicators 11, 12, and/or 13 have until **December 9, 2016** to submit to the agency a corrective action plan, which is a tab within the targeted improvement plan template.

If individual or unanticipated circumstances impact the district's ability to meet required intervention timelines, information detailing individual circumstances, along with a projected date for completion of activities, should be submitted to the Division of School Improvement. Such a request does not automatically defer any other requirements contained in this letter or other monitoring documents, but we will consider individual circumstances or requests for extensions.

Additionally, if data accuracy issues are identified either as part of the agency's PBMAS data review or during the implementation of intervention activities, the district will be required to address procedural and systematic improvements used to collect and submit data. Districts also may be subject to escalated oversight, interventions, and/or sanctions whenever such action is required. Finally, should your district be identified as a result of any other monitoring activities TEA is required to conduct, including monitoring activities related to accreditation determinations or compliance with federal formula and discretionary grant requirements, you will be notified in a timely manner by appropriate agency staff.

We appreciate your ongoing dedication to continuous improvement and anticipate that a data-driven, performance-based approach to monitoring will continue to assist you in your efforts to improve student achievement. For additional support, please contact the Division of School Improvement at Sldivision@tea.texas.gov or 512-463-5226.

Sincerely,

C. Lizette Ridgeway
Director, Division of School Improvement

CLR/jh/sh