

# **Guidance for Districts Staged for Performance-Based Monitoring Analysis System Interventions**

# Performance-Based Monitoring Analysis System

## Introduction

The Performance-Based Monitoring Analysis System (PBMAS) is part of the Performance-Based Monitoring (PBM) system, which is a comprehensive district-level accountability system designed to improve student performance and program effectiveness. The PBM system is a data-driven system utilizing PBMAS performance indicators and data validation indicators. While subsequent guidance will be provided for districts staged for data validation interventions, this guidance document focuses on PBMAS interventions.

The PBMAS is focused on the improvement of federal and state program areas, specifically, bilingual education/English as a second language, career and technical education, No Child Left Behind, and special education. Districts with low student performance and program effectiveness on PBMAS indicators for a monitored program are staged for interventions by the TEA Division of Program Monitoring and Interventions. Districts staged for interventions must engage in requirements which lead to the development and implementation of a targeted improvement plan.

Interventions for the PBMAS have been integrated with similar interventions for federal and state accountability systems. Each system has its individual differences, but the intervention requirements have been combined through the [Texas Accountability Intervention System \(TAIS\)](#) so that districts can review data from each system, recognize that data from one system can substantiate and/or provide greater detail regarding data from other systems, and develop and implement one targeted improvement plan to address student performance and the effectiveness of program areas.

The TAIS is a continuous improvement process driven by the ongoing collection and analysis of data. The following districts will engage in TAIS interventions:

- Districts rated *Improvement Required* (IR) due to low performance on one or more of the four indexes of the performance index framework; and/or
- Districts staged for interventions in the PBMAS, which includes multiple and single program areas.

## Intervention Process

Districts, which include charter schools, are evaluated in each program area and assigned a stage of intervention based on PBMAS data. Beginning with the 2015-2016 year, staging for special education will incorporate four federally-required indicators with PBMAS indicators to determine a district's stage of intervention and determination status. 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

In addition to the assignment of a stage of intervention for districts based on PBMAS results, a district may be assigned an intervention type.

*Post Visit Interventions (PVI)*—A district is designated as PVI if it received an on-site program effectiveness review the previous year. The district will be required to initiate or continue implementation of on-site report requirements, update the data analysis to address areas of low performance identified in the PBMAS, and update the targeted improvement plan and/or corrective action plan (CAP). Support specialists will follow up on a monthly basis with the district to follow the progress of the district.

*Not Assigned-Post Visit Interventions*—A district is not assigned a stage of intervention for the current school year, but because the district received an on-site review the previous year, the district 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 targeted improvement plan and/or CAP.

*Progress Monitoring (PM)*—Districts are designated as PM if multiple program areas have been assigned a stage 3. Districts who are designated as PM will complete the TAIS process and submit the targeted improvement plan to the agency. Support specialists assigned to PM districts will work closely with PM districts by having monthly contacts with the district to discuss the strategies and interventions the district is taking and the progress being made.

### **Intervention Team**

A PBMAS-staged (or *IR*) district will establish a [district leadership team](#) (DLT) which is composed of key district personnel and stakeholders. Each DLT 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 *IR* or staged in one or more program areas of the PBMAS, 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. Based on the reasons the district is required to engage in intervention activities, consider selecting participants from:

- All levels represented (i.e., elementary, middle, and/or high school)
- District central office administrators
- BE/ESL, special education, CTE, and/or federal programs administrators/directors
- Campus administrators
- Guidance counselors
- General education teachers
- 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
- DAEP representatives, if applicable
- Representatives of any private and/or private non-profit schools participating in the program area(s) being reviewed
- Community stakeholders
- Curriculum specialists
- PEIMS staff members
- Representatives of district alternative education programs or campuses
- Related service providers
- Speech therapists
- Evaluation personnel
- Representatives of campuses within the feeder patterns

- Administrators of residential facilities, if the district serves students with disabilities who reside in residential facilities
- 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 by the agency

### **Performance Levels**

A performance level (PL) is the result that occurs when a standard is applied to a district's performance on an indicator. All PBMAS indicators include a range of PLs, and each PL range has an established set of cut points. Throughout the PBMAS indicators, the higher the PL is, the lower the district's performance is.

Performance levels usually range from a 1 to a 3; however, for the 2015-2016 year, an additional PL 4 has been added to special education indicator #1(i-v), special education indicator #3(i-iv), and CTE indicator #4(i-iv).

## **Engage in the TAIS Process**

### **Data Analysis**

Districts will analyze data for each indicator with a performance level of 2, 3, or 4. It is important that districts identify specific campuses contributing to the low performance areas and target those campuses for interventions. The district will use multiple sources of data to investigate the areas in the PBMAS that indicate that a program area is not effective. Review the [Texas Accountability Intervention System: Data Analysis Guidance](#) for suggestions of possible data sources for each indicator.

### **Developing Problem Statements**

As a result of the analysis of the data, the district will determine what problems exist that result in an ineffective program area(s). These problem statements synthesize the data analysis process into objective statements that bring clarity to the areas that should be addressed in the targeted improvement plan.

Problem statements are concise and objective statements that reflect the current state according to the data. These statements do not assign causation as to why a gap in the data exists or provide solutions to the problems. Essentially, problem statements capture the "where the district or program is" compared to "where the district or program wants to be."

### **Assessing Needs and Identifying Root Causes for Ineffective Program(s)**

Through the needs assessment process, districts identify root causes, or the "why" the problem statements identified through data analysis exist. Knowing the why for problem statements helps ensure districts make evidenced-based decisions on how to address or resolve the problem statements. Using multiple data sources throughout this process is important to ensure that multiple factors are considered in the development of the root cause. Review [TAIS: Needs Assessment Guidance](#) for further information on the need assessment and processes to help determine root causes.

### **Developing a Targeted Improvement Plan**

The targeted improvement plan is the plan that will address the areas of low performance and poor program effectiveness. The district will establish annual goals to improve the effectiveness of identified

programs. Strategies and interventions will also be included that will enable the district to meet the annual goals to improve student performance and program effectiveness.

### **Special Education Compliance Review**

Districts assigned a stage 3 or 4 for the special education program will conduct a compliance review based on indicators identified in the PBMAS. Resources are available to assist districts with what must be reviewed for each indicator assigned a performance level of 2, 3, or 4. The district will retain the compliance review and only submit, if requested. However, the district will complete the Summary of Compliance Review Findings and submit to the agency. If noncompliance is identified, the district will address the finding(s) in the corrective action plan (CAP) tab of the targeted improvement plan workbook.

### **Districts That Serve Students with Disabilities Who Reside in Residential Facilities (RFs)**

Beginning in the 2015-2016 year, a separate staging for RF Monitoring will not be assigned. Serving students with disabilities who reside in RFs is a function of a district's special education program. In an effort to further unify the RF monitoring with the PBMAS monitoring, if a district who services RF students is assigned a special education stage of intervention based on PBMAS and federal indicators, the district will engage in RF intervention activities as outlined in the *RF Monitoring Manual*. See appendix A.

### **Submissions**

Districts that are rated *IR* in the state accountability system must engage in the TAIS continuous improvement process and submit a targeted improvement plan and progress reports to TEA. Information utilized during the data analysis and needs assessment process will be retained at the district and submitted only if requested by TEA. If an *IR* district is also staged for interventions in the PBMAS, regardless of the intervention stage (1, 2, 3, or 4), the targeted improvement plan should include data findings, problem statements, and root causes to address low performance in both the state accountability system and PBMAS.

Districts that are not rated *IR*, but are staged for interventions in the PBMAS at **stage 1 or 2 in one or more program areas** will engage in the TAIS continuous improvement process, develop a targeted improvement plan, and retain it and supporting documentation locally. Districts that are not rated *IR*, but are staged for interventions in any program area at **stage 3 or 4**, will engage in the TAIS continuous improvement process, develop a targeted improvement plan, and submit the targeted improvement plan and progress reports to TEA. Information utilized during the data analysis and needs assessment process will be retained at the district and submitted only if requested by TEA.

Districts in any intervention stage that identify **any** special education noncompliance while engaging in the TAIS continuous improvement process will outline the processes and procedures the district will take to correct the noncompliance in the CAP tab of the targeted improvement plan workbook. The noncompliance must be corrected as soon as possible, but in no case longer than one calendar year.

## Appendix A

### Intervention Requirements for Districts Staged for PBMAS

	Identify DCSI and Establish DLT	Engage in TAIS Continuous Improvement Process for Indicators with PL 2, 3, and 4	Submit Targeted Improvement Plan to TEA	Conduct Special Education Compliance Review* and Submit Summary of Compliance Review Findings	RF Intervention Activities for districts staged in Special Education:
<b>STAGE 1</b> For districts that have no program areas assigned a stage higher than a 1	Yes	Yes	No <i>(unless also an IR district)</i>	No	If RF district & Stage 1 is in special education, complete student level review & focus data analysis related to the areas of: <ul style="list-style-type: none"> <li>• LRE</li> <li>• commensurate school day</li> <li>• surrogate parent</li> <li>• educational benefit</li> </ul> Conduct a system analysis related to stage 1. Address identified issues in the targeted improvement plan.
<b>STAGE 2</b> For districts that have no program areas assigned a stage higher than a 2	Yes	Yes	No <i>(unless also an IR district)</i>	No	If RF district & Stage 2 is in special education, complete student level review & focus data analysis related to the areas of: <ul style="list-style-type: none"> <li>• LRE</li> <li>• commensurate school day</li> <li>• surrogate parent</li> <li>• educational benefit</li> <li>• IEP implementation</li> <li>• certified/qualified staff</li> <li>• participation in stage assessment</li> </ul> Conduct a system analysis related to stage 2. Address identified issues in the targeted improvement plan.
<b>STAGE 3</b> For districts that have no program areas assigned a stage higher than a 3	Yes	Yes	Yes	Yes (if Stage 3 is in special education)	If RF district & Stage 3 is in special education, complete student level review & focus data analysis related to all 13 investigatory topics.  Conduct a system analysis related to stage 3. Address identified issues in the targeted improvement plan.
<b>STAGE 4</b> For districts that have one or more program areas assigned a stage 4	Yes	Yes	Yes	Yes (if Stage 4 is in special education)	If RF district & Stage 4 is in special education, the agency will conduct a review of all 13 investigatory topics during an on-site visit.

\* Any district at a stage 1 or 2 who identifies special education noncompliance during a review of data will submit a corrective action plan to the agency.