

# **Guidance for Districts Participating in 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 evaluation system designed to improve student performance and program effectiveness. The PBM system is a data-driven system utilizing PBMAS performance indicators, data validation indicators, and other indicators of program compliance required by federal law. While subsequent guidance will be provided for districts participating in data validation interventions, this guidance document focuses on PBMAS interventions.

The PBMAS is focused on the effectiveness of federal and state program areas, specifically, bilingual education/English as a second language (BE/ESL), career and technical education, No Child Left Behind (NCLB), and special education. Districts are staged for interventions by the TEA Division of School Improvement based on a consideration of districts' student performance and program effectiveness results, as described in greater detail below. Districts staged for interventions engage in activities that lead to the development and implementation of a targeted improvement plan.

PBMAS interventions are aligned with interventions for the federal and state accountability systems. Each system has its unique features, but the interventions activities are integrated 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 program effectiveness.

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

- 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 either single or multiple PBMAS program areas.

## Intervention Process Overview

Districts, including charter schools, are evaluated in each PBMAS program area and assigned a stage of intervention if they have one or more PBMAS indicators or (for the special education program) one of the federally-required elements (FREs)<sup>1</sup>, assigned a performance level (PL) 3 or 4<sup>2,3</sup>.

Districts that are assigned a stage for intervention are assigned as a stage 1, 2, 3, or 4. Intervention activities for all program areas at any stage of intervention will include engaging in the TAIS process

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<sup>1</sup> The FREs are: State Performance Plan compliance indicators 9, 10, 11, 12 and 13; data integrity; uncorrected noncompliance; and audit findings.

<sup>2</sup> PBMAS indicators and FREs include a range of PLs, and each PL range has an established set of cut points. PLs generally range from 0 to 3; however, PBMAS BE/ESL Indicator #5(iv) and Special Education Indicators #1(i-v) and #3(i-iv) also include a PL 4 range.

<sup>3</sup> In the special education program, this includes the FREs, but it does not include the special education representation indicator.

(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 as described above, a district may be assigned an intervention type.

*Post Visit Interventions (PVI)*—A district that is assigned a stage of intervention is designated as PVI if it received an on-site program effectiveness review the previous year. The district is required to initiate or continue implementation of on-site report requirements, update the data analysis to address areas of identified areas of low performance or noncompliance, 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 district's progress.

*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 on-site report requirements, update the data analysis to address any identified areas of low performance or noncompliance, and update the targeted improvement plan and/or CAP.

*Progress Monitoring (PM)*—A district may be designated as PM if multiple program areas are assigned a stage 3 or stage 4 intervention. A district designated as PM will complete the TAIS process and submit the targeted improvement plan to the Texas Education Agency (TEA). A support specialist assigned to a PM district will work closely with the district through monthly contacts to discuss the strategies and interventions the district is implementing and the progress it is making.

### **District Leadership Team (DLT) and District Coordinator of School Improvement (DCSI)**

Districts required to engage in the TAIS process must establish a broad-based district leadership team, composed of key district personnel and stakeholders, to conduct and monitor the activities of the process. The DLT must include a 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.

The district determines the other members of the DLT. 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 that may have an impact on student performance and program effectiveness. Based on the reasons the district is required to engage in intervention activities, it should 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
- LPAC members
- Students and parents of students served in the program areas under review
- Representatives of any private and/or private non-profit schools participating in the program areas being reviewed
- Community stakeholders
- Curriculum specialists
- PEIMS/TSDS staff members
- Representatives of district alternative education programs or campuses, if applicable
- Related service providers
- Speech therapists
- Evaluation personnel
- Representatives of campuses within the feeder patterns
- Administrators of residential facilities (RFs), if the district serves students with disabilities who reside in RFs
- Other members as determined by data analysis and program areas

The district is not required to submit a list of DLT members, unless requested by TEA. The district is required to submit the name of the DCSI through the Intervention Stage and Activity Manager (ISAM) application.

### **Engaging in the TAIS Process**

As stated above, districts rated IR and/or districts staged for interventions in either single or multiple PBMAS program areas must engage in the TAIS process. The DCSI and DLT will collaboratively engage in the TAIS process and submit the resulting targeted improvement plan and progress reports to TEA, as discussed in more detail below.

### **Data Analysis and Developing Problem Statements**

Districts assigned an intervention stage or intervention type must analyze data for each PBMAS indicator or FRE with a PL of 2, 3, or 4. It is important that districts identify specific campuses contributing to any areas of low performance or noncompliance and target those campuses for interventions, as appropriate. Districts will use multiple data sources to examine areas that may have an impact on the effectiveness of their programs. In the special education program, the data analysis for the special education representation indicator is a local decision. Review the [Texas Accountability Intervention System: Data Analysis Guidance](#) for suggestions of possible data sources for each indicator.

Based on the data analysis, districts will determine what problems exist that are contributing to each ineffective program area. These problem statements synthesize the data analysis process into objective statements that clarify the areas that will be addressed in the targeted improvement plan.

Problem statements are concise and objective statements that reflect the current status as reflected by the data analysis. These statements do not assign causation as to why a gap exists and do not

identify solutions to address areas in need of improvement. 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**

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

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

The targeted improvement plan addresses the areas of low performance and program ineffectiveness through established annual goals. The plan will also include strategies and interventions to help ensure districts can effectively meet their annual improvement goals. The targeted improvement plan also includes the data findings, problem statements, and root causes discussed above.

### **Special Education Compliance Review**

**Only** districts in stage 3 or 4 for their special education program **that also meet the criteria outlined in Appendix A** will conduct a compliance review for each PBMAS special education indicator assigned a PL 2, 3, or 4. Resources are available to assist districts with completing the compliance review. Districts retain the compliance review itself and only submit to TEA if requested. However, these districts must submit a completed [Summary of Compliance Review Findings](#) to TEA. If noncompliance is identified, districts address the findings of noncompliance in the corrective action plan (CAP) tab of the targeted improvement plan workbook. \*See Appendix A.

### **Districts That Serve Students with Disabilities Who Reside in RFs**

Districts assigned any intervention stage for their special education program will also engage in RF interventions activities if they serve students with disabilities who reside in RFs. These activities are outlined in the [RF Monitoring Manual](#). \*See Appendix B.

### **BE/ESL Program Effectiveness Review (PER) and System Analysis**

Districts in stage 3 or 4 for their BE/ESL program conduct a PER and a System Analysis. The purpose of the PER is to analyze indicators and data sets that may identify data trends, systemic program issues, or areas of noncompliance with program requirements. The purpose of the System Analysis is to conduct a thorough review of the BE/ESL program using the probes and areas for consideration provided on the system analysis resource document. Districts are to use all information requested in the PER and System Analysis templates to inform the development of the targeted improvement plan, as appropriate. Templates should be retained locally and are subject to submission per TEA request. Any findings of noncompliance are included in the corrective action plan (CAP) tab of the targeted improvement plan workbook and presented to the board of trustees (or the governing body, if an open-enrollment charter school) for discussion and action in accordance with Texas Education Code §7.028(b). \*See Appendix B.

### **Submissions to TEA**

Districts staged for any level of intervention in the PBMAS that are also rated IR in the state accountability system submit an integrated PBMAS/IR targeted improvement plan, along with progress reports, to TEA. The targeted improvement plan incorporates data findings, problem statements and root causes that address areas of low performance and program ineffectiveness

identified in both the PBMAS and the state accountability system. Districts retain information used during the data analysis and needs assessment and only submit to TEA if requested.

Districts not rated IR, but staged for interventions in any program area at stage 3 or 4, submit their targeted improvement plan and progress reports to TEA. Districts retain information used during the data analysis and needs assessment and only submit to TEA if requested.

Districts not rated IR, but staged for interventions in any program area at stage 1 or 2, develop their targeted improvement plan and retain it and supporting documentation locally.

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

# Appendix A

## Special Education Compliance Review Requirements

### Stage 1 and 2

Compliance Review Not Required

### Stage 3

**Compliance Review Required**

**Compliance Review Not Required**

Newly identified stage 3 for 2016-2017, may have been identified as a stage 1 or 2 in 2015-2016

Identified stage 3 in 2016-2017 and 2015-2016

Identified stage 3 in 2016-2017 and  
Identified stage 4 in 2015-2016

### Stage 4

**Compliance Review Required**

**Compliance Review Not Required**

\*Newly identified stage 4 for 2016-2017, may have been identified as a stage 1 or 2 in 2015-2016

Identified stage 4 in 2016-2017 and 2015-2016

\*Division of School Improvement will offer flexibility for any district to receive an on-site review prior to the required submission date.

Identified stage 4 in 2016-2017 and  
Identified stage 3 in 2015-2016

## Appendix B

# Intervention Requirements for Districts Staged in PBMAS

	Identify DCSI and Establish DLT	Engage in the TAIS Process for PBMAS Indicators with PL 2, 3, and 4*	Submit Targeted Improvement Plan to TEA	Conduct a BE/ESL Program Effectiveness Review and Complete the BE/ESL System Analysis	Conduct Special Education Compliance Review** and Submit Summary of Compliance Review Findings	Intervention Activities for Districts Staged in Special Education that Also Serve Students with Disabilities Who Reside in RFs:
<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	**No	Complete student level review and focused 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 any 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, or selected for random submission)</i>	No	**No	Complete student level review and focused 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 state assessments</li> </ul> Conduct a system analysis related to stage 2. Address any 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	**Yes (if Appendix A criteria are met)	Complete student level review and focused data analysis related to all 13 investigatory topics.  Conduct a system analysis related to stage 3. Address any 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	**Yes (if Appendix A criteria are met)	Complete student level review and focused data analysis related to all 13 investigatory topics.  Conduct a system analysis related to stage 4. Address any identified issues in the targeted improvement plan.

\* In the special education program, this includes the FREs, but it does not include the special education representation indicator. The data analysis for the special education representation indicator is a local decision.

\*\* Irrespective of intervention stages, any district that identifies special education noncompliance during a review of data will submit a corrective action plan to TEA.