

**Guidance for Districts
Staged for
Performance-Based Monitoring Analysis System
and/or
Residential Facility Monitoring 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 on PBMAS indicators for a monitored program are staged for interventions by the TEA Division of Program Monitoring and Interventions. Districts staged for interventions are required to 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 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 PBMAS, which includes multiple and single program areas.

Intervention Process

Districts, which include all local education agencies, are evaluated in each program area and assigned a stage of intervention based on PBMAS data. 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 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 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 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 targeted 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. A district will be designated as *Escalation* if it:

- Has continuing noncompliance;
- Fails to follow the TAIS 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

A 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 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 staged in RF monitoring
- 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.

Compliance Review

Districts assigned a stage 3 or 4 for the special education program will 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 or 3. The district will retain the compliance review and only submit, if requested. If noncompliance is identified, the district should address the findings in the CAP tab of the targeted improvement plan workbook.

Submissions

Districts that are rated *Improvement Required (IR)* in the state accountability system must engage in the TAIS continuous improvement process and will submit a targeted improvement plan and quarterly progress reports. 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 stage of 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**, 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 the PBMAS 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 quarterly 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 process 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.

Residential Facility Monitoring System

The residential facilities monitoring (RFM) 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 focuses on program performance and effectiveness, 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 focus on data analysis by residential facility (RF)* districts and the TEA to identify and address root causes of program ineffectiveness or noncompliance. For districts with the highest intervention stage (4), the agency will conduct on-site visits to review 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.

RFM Data Collection System

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.

Monitoring and Intervention Activities

Monitoring and intervention activities are outlined in the [RF Monitoring Manual](#). Pages 2 through 5 outline the activities for assigned stages. RF intervention documents will be retained locally and only submitted if requested. Staged districts will engage in the TAIS continuous improvement process and develop a targeted improvement plan to address the identified root causes. The targeted improvement plan and quarterly progress reports will be submitted to the agency by districts at RF intervention stages of 2, 3, or 4. If the district has been assigned a stage of intervention for the PBMAS or rated as *Improvement Required* in the state accountability system, the targeted improvement plan will include improvement strategies and interventions for all systems. If noncompliance is identified in the review of data, the district will develop a CAP to outline the processes 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.

*For the purposes of the RFM system, an RF is defined as 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).

Intervention Requirements for Districts staged for PBMAS or RFM

	Identify DCSI & Establish DLT	Engage in TAIS Continuous Improvement Process	Targeted Improvement Plan & Qtr. Progress Reports Submitted to TEA
District is rated <i>Improvement Required (IR)</i> in the state accountability system.	Yes	Yes	Yes
District is not rated <i>IR</i> , but is assigned stage 3 or 4 interventions for a PBMAS program area.	Yes	Yes	Yes
District is not rated <i>IR</i> , is assigned no intervention stage higher than 1 or 2 for a PBMAS program, but special education noncompliance was identified.	Yes	Yes	CAP only
District is only assigned an intervention stage for any PBMAS program at 1 or 2, and no special education noncompliance was identified.	Yes	Yes	No
District is assigned an RF intervention stage of 2, 3, or 4.*	Yes	Yes	Yes

* See the [RF Monitoring Manual](#) for details regarding additional RF interventions.