Texas Accountability Intervention System (TAIS)

Texas Performance Based Monitoring and Interventions
Performance-Based Monitoring

Performance-Based Monitoring Analysis System – (Effectiveness and Compliance Of Special Programs)

Data Integrity Monitoring
- Student Assessment
  - Discipline
  - Leaver Records
  - DAEP

Other PBM Monitoring:
- Office of Civil Rights
- Imminent Risk Response
- Residential Facilities (RF Monitoring)

Special Education
- NCLB
- CTE
- Bilingual/ESL
<table>
<thead>
<tr>
<th>PBM Product</th>
<th>When are data submitted by LEAs?</th>
<th>When are data available for internal TEA use?</th>
<th>Date of 2012 release</th>
<th>Projected date of 2013 release</th>
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<tr>
<td>2013 PBMAS (Unmasked reports)</td>
<td>Throughout the year, depending on the indicator</td>
<td>Data for all indicators available by early August</td>
<td>LEA reports posted on TEASE ACCT 09/07/12</td>
<td>LEA reports posted on TEASE ACCT 08/30/13</td>
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<td>2013 PBMAS (Masked reports)</td>
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<td>LEA reports posted on TEA web site 09/28/12</td>
<td>LEA reports posted on TEA web site 09/20/13</td>
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<td>2013 PBMAS State and Region Reports</td>
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<td>State and region reports posted on TEA web site 12/14/12</td>
<td>State and region reports posted on TEA web site 10/18/13</td>
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<td>2013 Leaver Data Validation Indicators</td>
<td>PEIMS Data Fall/Submission 1</td>
<td>March (but cannot be officially released until after August)</td>
<td>LEA reports posted on TEASE ACCT 11/05/12</td>
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<td>PEIMS Data Summer/Submission 3</td>
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<td>2013 Student Assessment Data Validation Indicators</td>
<td>Spring Student Assessment Data</td>
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<td>LEA reports posted on TEASE ACCT 02/22/13</td>
<td>LEA reports posted on TEASE ACCT 02/21/14</td>
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Note: PBM products always use the most current data available.
Major Changes to the Manual

- **Format— now vertical**

- The 2013 PBMAS includes several key changes from the 2012 system. Many of these changes are marked in the manual as “*New!*” for easy reference.

- The transition to the State of Texas Assessments of Academic Readiness (STAAR) is reflected in the 2013 PBMAS with the continued implementation of certain STAAR 3-8 indicators and the introduction of new end-of-course (EOC) indicators in all four program areas. To include as many first-time testers as possible and to ensure that credit is given for a re-tester’s best result over one testing year, these new EOC indicators will include three test administrations as noted in Section III of this manual. Additionally, the 2013 PBMAS incorporates new performance level provisions related to the STAAR transition that are summarized in Section II of this manual.
• BE/ESL Indicator #9 (TELPAS Reading Beginning Proficiency Level Rate) has moved from a Report Only indicator to an indicator with performance level assignments.
Career and Technical Education (CTE)

- The four CTE Texas Assessment of Knowledge and Skills (TAKS) passing rate indicators (CTE TAKS Passing Rate, CTE LEP TAKS Passing Rate, CTE Economically Disadvantaged TAKS Passing Rate, and CTE Special Education TAKS Passing Rate) have been deleted.
- Indicator #8 (CTE Nontraditional Course Completion Rate-Males) and
- Indicator #9 (CTE Nontraditional Course Completion Rate-Females) have moved from Report Only indicators to indicators with performance level assignments.
For the 2013 PBMAS, there are no changes specific to the NCLB program area.

However, indicators in this program area are being implemented based on the overall changes described in this manual that affect all PBMAS program areas in 2013.
Four new Report Only indicators have been added:
- the Special Education Regular Class ≥ 80% Rate (Ages 6-11),
- the Special Education Regular Class ≥ 80% Rate (Ages 12-21),
- the Special Education Regular Class < 40% Rate (Ages 6-11), and
- the Special Education Regular Class < 40% Rate (Ages 12-21).

Grade 9 students will now be included in the three STAAR Participation Rate indicators (Indicators #4 - #6), and performance level cut-points adjustments have been made as needed to reflect the addition of that grade level.
• Indicators #7 - #9 have been renamed to better reflect the intent of the indicators and clearly identify which specific instructional settings are evaluated.

• Cut-points have been adjusted for several indicators, including:
  – the RHSP/DAP Diploma Rate indicator (SPED #15),
  – the Discretionary Disciplinary Alternative Education Program (DAEP) Placements indicator (SPED #21),
  – the Discretionary In-School Suspension (ISS) Placements indicator (SPED #22), and
  – the Discretionary Out-of-School Suspension (OSS) Placements indicator (SPED #23).
2013 PBM Data Validation

Leavers
Discipline
Assessment
Indicator #1 Leaver Data Analysis - number of students (Grades 7-12) who dropped out during school year
Indicator #2 Underreported Students (Grades 7-12)
Indicator #3 Use of Leaver Reason Codes by Districts with No Dropouts
Indicator #4 Use of One or More Leaver Reason Codes
Indicator #5 Use of Certain Dropout Reason Codes
Indicator #6 Missing PET Submission Start of School Year (August 19, 2013-September 20, 2013)
Indicator #7 Missing PET submission (School Year) August 20, 2012-June 30, 2013
Indicator #8 Continuing Students’ Dropout Rate
Indicator #1 Length of Out-of-School Suspension
Indicator #2 Length of In School Suspension (ISS)
Indicator #3 Unauthorized Expulsion: Students Age 10 and Older
Indicator #4 Unauthorized Expulsion: Students Under Age 10
Indicator #5 Unauthorized DAEP Placement: Students Under Age 6
Indicator #6 High Number of Discretionary DAEP Placement
Indicator #7 African American Discretionary DAEP Placement
Indicator #8 Hispanic Discretionary DAEP Placement
Indicator #9 No Mandatory Expellable Incidents Reported for Multiple Years
• District reports will be posted on the TEASE Accountability application on February 21, 2014.

• New indicators may be included in the 2013 PBM Student Assessment Data Validation release.
• Two TELPAS indicators (Coding of absent and coding of “other”) will continue to be included.
• An Indicator that evaluates districts’ coding of absent and “other” on the STAAR Grades 3-8 assessments will be added.
• The CTE indicator (discrepancy between PEIMS CTE status and student assessment documents) will also be added.
It is anticipated that on-going development of the PBMAS will include the addition of new indicators, revision of current indicators, and deletion of indicators that are no longer necessary. Factors independent from the PBMAS itself are also likely to have an impact on the future versions of PBMAS. These factors include the following:

- ongoing development and implementation of the new statewide assessment program, STAAR;
- reauthorizations of federal statutes, including NCLB;
- results of any state or federal reviews, guidance, and regulations;
- changes to data collection definitions and processes; and
- legislation from a regular or special legislative session.
LEA PBMAS reports were released August 30

Noticeable changes:
- More indicators for each program area
- Performance levels of 4 on EOC indicators
- More PL 2s and 3s on assessments indicators
- New Report Only indicators in Special Education.
• Cut points for staging are different.
• Process of staging will begin this week with goal of mid-late September for release of staging in ISAM.
• All of TAIS documents to be placed on PMI website this week. All are up on TCDSS website.
Changes in the PBM Intervention Process
Performance-Based Monitoring

Single Program Interventions

= ALL engage in same TAIS interventions activities

Integrated Interventions
Performance-Based Monitoring

Only Intervention Type

Year After On-site
Performance-Based Monitoring

Available Resources

- One Revised FDA
- Student-level Reviews
- Frequency/Duration Template
- Inst. Placements Templates
- Student Assessment Templates
- Program Effective Reviews
Only Improvement Plan Workbook is submitted.

District will retain all documents used in analysis of data and needs assessment and will submit, if requested.
If district is rated *Improvement Required* and/or missed one or more system safeguard, improvement plan due October 31, 2013.

If district is also staged or only staged in PBM, improvement plan due November 15, 2013.
Performance-Based Monitoring

What Has NOT Changed in PBM Process?

Non-negotiables
Performance-Based Monitoring

Intervention activities conducted by a team.

District leadership team + other relevant members that would have been on a core analysis team relevant to areas of concerns.
Performance-Based Monitoring

- Review of data at the student level
- Analyze data using the probes in the Data Analysis Guidance and the FDA resource
Assess Needs

• Using the findings of the data analysis, assess the needs of the district for each area of concern.

Develop Improvement Plan

• Based on results of needs assessment, determine strategies, interventions, and activities that will be used to improve areas of concern.
Develop correction action plan
Develop corrective action plan if findings of noncompliance are identified during intervention activities and/or compliance reviews.*

*For districts at a Stage 3 or 4 (not receiving on-site review) for SPED, a compliance review is conducted for areas of concern.
Let’s Take a Look at the Focused Improvement Plan Template
Implement Plan
Performance-Based Monitoring

PMI Website

TAIS Guidance

Data Analysis Guidance

Needs Assessment Guidance

Improvement Planning Guidance

Implementation and Monitoring

PMI Resources

Changes to PMI Guidance
Residential Facility Monitoring (RFM)

- Districts staged for RFM will engage in the intervention activities as described in the RF Monitoring Manual.
- If district is engaged in TAIS for accountability indexes, system safeguards, and/or other PBM programs, the information learned from RFM activities will be discussed with the DLT and improvement strategies and activities will be a part of the ONE Improvement Plan.
• Will engage in the intervention activities as described in the RF Monitoring Manual.

• If district is engaged in TAIS for accountability indexes, system safeguards, and/or other PBM programs, the information learned from RFM activities will be discussed with the DLT and improvement strategies and activities will be a part of the focused Improvement Plan.
Due to the ongoing negotiations with the United States Department of Education (USDE) requesting to waive specific provisions of the Elementary and Secondary Education Act (ESEA), local educational agencies (LEAs) will not be required to implement current Adequate Yearly Progress (AYP) related School Improvement Program (SIP) requirements prior to the start of school year 2013-2014.

SIP requirements not required prior to the start of school year 2013-2014:

- 20% District Reservation for School Choice, 1% for Parent Outreach and Supplemental Educational Services (SES)
- SES Parent Notification Letter and Packet

AY 2012-13 state-approved SES providers effective approval end-date was August 31, 2013.
Performance-Based Monitoring
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Special Education: Rosemary Manges
State Accountability: Lorna Bonner
Please submit Sign-in Sheets to Margarita.Corpus@region10.org
Thank You

It is the policy of Region 10 Education Service Center not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 503 and 504 of the Rehabilitation Act of 1973, as amended. Region 10 Education Service Center will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.