

**ACTION  
REQUIRED**

2015-2016

October 23, 2015

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: 2015-2016 Performance-Based Monitoring Intervention Staging

The Texas Education Agency (TEA or agency) is implementing Performance-Based Monitoring (PBM) activities for the 2015-2016 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 2015-2016 intervention staging information 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 today, through the *Intervention, Stage, and Activity Manager (ISAM)* application on the Texas Education Agency Secure Environment (TEASE).

Descriptions of the criteria that were used to select districts for 2015-2016 interventions are available on the program-specific intervention and guidance pages found through the [Program Monitoring and Interventions \(PMI\) website](#). These *How Was My District Selected for...Interventions* resources 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 Staged for PBMAS 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 Performance-Based Monitoring Analysis System (PBMAS), the results of which were provided to districts on August 7, 2015, 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 2015-2016 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 November 20, 2015**, which is later than what had been originally communicated. Please refer to ISAM, [PBMAS guidance](#), and/or the [Intervention and Submission Requirements chart](#) for further details.

Changes to 2015-2016 staging for special education were reflected in a [TAA correspondence dated October 6, 2015](#). 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 2015 LEA Compliance Report dated September 30, 2015 identifying noncompliance for State Performance Plan (SPP) Indicators 11, 12, and/or 13 now have until **November 20, 2015** 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 PMI. 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.

Sincerely,

Michael Greenwalt, Ed.D.  
Director, Program Monitoring and Interventions

MG;js;kl



User ID: e031916jhem  
 User Name: Jeff Hembree  
 Organization: South Texas ISD



Home Summary PSP Registry Exit

## South Texas ISD (031916)

Region 1

Year: 2015-2016

Events
Contacts
Escalations
Noncompliance
Communication Log

### Performance-Based Monitoring (PBM)

[Special Education Det. Status: Meets Requirements](#) Stage 1

### Data Validation Monitoring (DVM)

No monitoring events found for Data Validation Monitoring (DVM).

### Methods of Administration (MOA) Monitoring

No monitoring events found for Methods of Administration (MOA) Monitoring.

### State Accountability Monitoring

[South Texas ISD \(031916\)](#) Safeguards

[...South Texas Business Education & Technology Academ \(031916001\)](#) Safeguards

### Federal Requirements Monitoring

No monitoring events found for Federal Requirements Monitoring.

### State Performance Plan (SPP) Monitoring

No monitoring events found for State Performance Plan (SPP) Monitoring.

### Residential Facility (RF) Monitoring

No monitoring events found for Residential Facility (RF) Monitoring.

### Nonpublic Facility Monitoring

No monitoring events found for Nonpublic Facility Monitoring.

### Data Validation & Verification Monitoring

No monitoring events found for Data Validation & Verification Monitoring.

### Texas Title I Priority Schools

No monitoring events found for Texas Title I Priority Schools.

#### Intervention Links: 2015-2016

1. Program Monitoring and Interventions Website
2. School Improvement and Support Website
3. TCSS Website
4. TAA Letter
5. TAIS 101
6. Downloading Resources and Uploading Files in ISAM
7. TAIS Campus-Level Intervention Flowchart
8. TAIS District-Level Intervention Flowchart
9. Overview of Performance Index Framework
10. MOA Website
11. PBMAS and RF Guidance
12. BE/ESL Selection Criteria
13. CTE Selection Criteria
14. NCLB Selection Criteria
15. Special Education Selection Criteria
16. SPED Compliance Review Topics

#### Program Contacts: 2015-2016

DVM-Lvrs: [Jeff Hembree](#)  
 NCLB: [Jeff Hembree](#)  
 Sped: [Jeff Hembree](#)  
 SPP: [Jeff Hembree](#)

#### Staging Dates: 2015-2016

Program	Week Of
Acct-Fed	07/30/2015
Acct-State	09/03/2015
BE/ESL	10/23/2015
CTE	10/23/2015
DVM-Assmt	TBD
DVM-Disc	TBD
DVM-Lvrs	TBD
DVV	N/A
MOA	10/01/2015
NCLB	10/23/2015
Nonpublic	N/A
PAR	TBD
RF	10/23/2015
Sped	10/23/2015
SPP	TBD
TTIPS	08/06/2015

**Texas Education Agency  
2015 Federally Required Elements  
Performance Report**

031916	South Texas ISD (031916)	01
<b>County-District</b>	<b>District Name</b>	<b>Region</b>

Under the Individuals with Disabilities Education Act (IDEA) §616, States are required to make annual determinations about the performance of the LEAs using the categories of Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention. In making these determinations, states are required to consider the following federally required elements:

Federally Required Elements	Performance Level Indicator
1. State Performance Plan (SPP) Compliance Indicators	0
2. Valid, Reliable, and Timely Data	0
3. Status of Uncorrected Noncompliance	0
4. Financial Audits	0

**Data Sources and Explanation of Data Elements**

**1. State Performance Plan (SPP) Compliance Indicators:**

To meet the data element standard for a Performance Level Indicator (PLI) 0, LEAs must not have disproportionate representation that is the result of inappropriate identification (SPP indicators 9 and 10), and must report at least 95% or higher compliance<sup>1</sup> with SPP indicators 11, 12, and 13 for the preceding school year.

The data for this element specific to SPP indicators 9 and 10 are based on the number of students reported by the district on the PEIMS 110 Record and 163 Record as enrolled in the district and receiving special education services and identified in particular racial and ethnic groups and disability categories. Data specific to SPP indicators 11, 12, and 13 are based on compliance with timely initial evaluation, early childhood transition, and secondary transition requirements and reported by the district in the Texas Education Agency Secure Environment (TEASE).

**2. Valid, Reliable, and Timely Data:**

To meet the data element standard for a PLI 0, LEAs must have met the Person Identification Database (PID) Error Rate Standard reporting based on the summer and fall PEIMS collections, and must have reported valid, reliable, and timely data for SPP indicators 7, 11, 12, and 13 through TEASE, for the preceding school year.

**3. Uncorrected Noncompliance:**

To meet the data element standard for a PLI 0, LEAs must have corrected all identified noncompliance as soon as possible, but not later than one year after notification from TEA of the noncompliance. Uncorrected noncompliance is noncompliance that has not been corrected one year after LEA was notified of the noncompliance by TEA. Any LEA failing to correct previously identified noncompliance within the previous July 1 to June 30 calendar year is considered to have uncorrected noncompliance, regardless of whether the noncompliance is corrected at the point in time the LEA is assigned a determination.

This element includes complaints resolution due process hearing decisions reported and logged through the Correspondence and Dispute Resolution Management System (CDRMS), residential facility monitoring, and monitoring activity data based on noncompliance required to have been corrected during the previous calendar year from July 1 to June 30 reported by the Division of Program Monitoring and Interventions (PMI) and recorded in the Intervention, Stage, and Activity Manager-Enhanced (ISAM).

**4. Financial Audits:**

To meet the data element standard for a PLI 0, LEAs must have met the required timely correction of any audit findings specific to IDEA B grant funds. (e.g. identified in a given school year and corrected within the specified audit correction timeline determined in the audit finding) Any LEA failing to correct Financial Audit findings, as required between the preceding July 1 to June 30 calendar year, is considered not to have met the Financial Audit requirement, regardless of whether the issue is corrected at the point in time the LEA is assigned a determination.

Data is based on findings, as reported by the Division of Federal Fiscal Compliance and Reporting.

<sup>1</sup>Regardless of the specific level of noncompliance, if an LEA is found to be below 100% in SPP indicators 11, 12, or 13, the LEA must correct the noncompliance as soon as possible, but in no case more than one year from identification (i.e. the date on which the State provided written notification of the notification to the LEA).

### Performance Level Indicator Crosswalk

Federally Required Element	Description	Performance Level Indicators
1. State Performance Plan (SPP) Compliance Indicators	Performance on SPP Compliance Indicators 9, 10, 11, 12, and 13:	
	<ul style="list-style-type: none"> <li>• All five indicators in compliance (for indicators 11, 12, and 13: <math>\geq 95\%</math>)</li> </ul>	0
	<ul style="list-style-type: none"> <li>• One or more indicators <math>\geq 90</math> and <math>\leq 94\%</math></li> </ul>	1
	<ul style="list-style-type: none"> <li>• One or more indicators <math>\geq 80</math> and <math>\leq 89\%</math></li> </ul>	2
	<ul style="list-style-type: none"> <li>• One or more indicators <math>\leq 79</math></li> </ul>	3
2. Valid, Reliable, and Timely Data	Person Identification Database (PID) Error Rate Standard for the fall and summer collection and SPP Indicators 7, 11, 12, 13, and 14 Data Collection:	
	<ul style="list-style-type: none"> <li>• All collections meet the PID Error Rate Standard and Certified Status Standard with no reliability issue found</li> </ul>	0
	<ul style="list-style-type: none"> <li>• One PID error or did not certify data in one collection</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Multiple PID errors, or did not certify in more than one collection, or single issue of reliability</li> </ul>	2
	<ul style="list-style-type: none"> <li>• More than one issue of reliability within collections</li> </ul>	3
3. Status of Uncorrected Noncompliance	Timely correction of identified noncompliance (e.g. identified in a given school year and corrected no later than one year after identification):	
	<ul style="list-style-type: none"> <li>• Noncompliance corrected within one year</li> </ul>	0
	<ul style="list-style-type: none"> <li>• Uncorrected noncompliance <math>&gt;</math> one year <math>\leq</math> two years</li> </ul>	1
	<ul style="list-style-type: none"> <li>• Uncorrected noncompliance <math>&gt;</math> two years <math>\leq</math> three years</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Uncorrected noncompliance <math>&gt;</math> three years</li> </ul>	3
4. Financial Audits	Financial audit results :	
	<ul style="list-style-type: none"> <li>• No audit finding</li> </ul>	0
	<ul style="list-style-type: none"> <li>• One or more audit findings with timely correction</li> </ul>	1
	<ul style="list-style-type: none"> <li>• One audit finding with failure to meet required correction timeline</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Multiple audit findings with failure to meet required correction timeline</li> </ul>	3

Under §616(f) (34 CFR §300.608(a)), if, in making its annual determinations, the state educational agency (SEA) determines that any LEA is not meeting the requirements of Part B, including meeting compliance targets in the state's performance plan (SPP) Indicators 9, 10, 11, 12, and 13, the SEA must prohibit that LEA from reducing its maintenance of effort (MOE) under IDEA §613(a)(2)(C) for the following fiscal year. Therefore, if the LEA's determination is Needs Assistance, Needs Intervention, or Needs Substantial Intervention, the LEA is not eligible to voluntarily reduce MOE for the following fiscal year based on the flexibility option of 34 CFR §300.205.

*For more information about the LEA Determination Process, visit: <http://tea.texas.gov/index2.aspx?id=2147491399> or contact the TEA Division of Federal and State Education Policy at 512.463.9414.*