Effective Programs for Successful Students

Presenters:
Lizette Ridgeway (Manager, Program Monitoring and Interventions Division)
Purpose of Today’s Presentation

- Review the state’s monitoring system for special programs.
- Review identification and interventions components of the monitoring system.
- Provide information on the state’s intervention system to assist in improving student performance and program effectiveness.
How Do We Know if a Program is Effective?

1. Is it being implemented in accordance with the state and/or federal laws, rules, and requirements that govern it (i.e., compliance)?

2. Is it having measurable, quantifiable results on student performance?
Prior to 2003, Program Effectiveness was Largely Measured by Compliance.
Finding the Right Balance

Compliance

Performance
What is Performance-Based Monitoring?

- A district-level, data-driven monitoring system developed and implemented annually since 2004

- Established to shift from process to results-based monitoring—program effectiveness and student performance
Guiding Principles of the PBMAS

- School District Effectiveness
- Statutory Requirements
- Indicator Design
- Maximum Inclusion
- Individual Program Accountability
- High Standards
- Annual Statewide Evaluation
- Public Input and Accessibility
- System Evolution
PBMAS Performance Levels

0 1 2 3 4

0 Required Improvement (0 RI)
Not Assigned (NA)
No Data (ND)
Special Analysis (0, 1, 2, or 3 SA)
Report Only
Overall Goals for Monitoring

- Consistent and coordinated response to areas of low performance/program ineffectiveness
- Achieve an integration of indicators and interventions.
- A balanced perspective
Overall Coordination

Performance-Based Monitoring

Program Monitoring and Interventions

Program Areas

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## TEA Roles

<table>
<thead>
<tr>
<th>PBM Division</th>
<th>PMI Division</th>
<th>Program Areas</th>
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<tbody>
<tr>
<td>✓ PBM indicator development and data processing</td>
<td>✓ Stages of intervention, including desk reviews and on-site visits</td>
<td>✓ Recommend PBM indicators</td>
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<tr>
<td>✓ Performance Level assignment (cut points)</td>
<td>✓ Performance and compliance intervention activities</td>
<td>✓ Review performance data and participate in intervention selection</td>
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<td>✓ Special Analysis process for small numbers</td>
<td>✓ Interventions guidance documents, resources, and tools/templates</td>
<td>✓ Review and provide input on PBM Manuals, intervention documents, resources,</td>
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<tr>
<td>✓ PBM Manuals</td>
<td>✓ LEA submissions</td>
<td>and tools/templates</td>
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<td>✓ Summary reports to LEAs</td>
<td>✓ Review of LEA submissions</td>
<td>✓ Collaborate in development of intervention activities</td>
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<td>✓ Masked reports for public access</td>
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- Stages of intervention, including desk reviews and on-site visits
- Performance and compliance intervention activities
- Interventions guidance documents, resources, and tools/templates
- LEA submissions
- Review of LEA submissions
2016 PBMAS Manual

- 2016 PBMAS Manual rule adoption is underway.
- We anticipate the rule will be effective July 2016.
- For current information on the rule adoption process:
  - Subscribe to the Rules Listserv at [https://public.govdelivery.com/accounts/TXTEA/subscriber/new](https://public.govdelivery.com/accounts/TXTEA/subscriber/new)
How will interventions help me improve the effectiveness of my program?

**PBMAS report** tells you where there are concerns in the effectiveness of programs. **Intervention activities** help you to see why and what you can do about these concerns.
Data Analysis -> Problem Statement
(Identify the “What”)

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Needs Assessment -> Root Cause (Identify the “Why”)

Resources:
Texas Center for District and School Support
http://tcdss.net/
Texas Accountability Intervention System
http://www.taisresources.net/
Improvement Planning -> Annual Goal and Strategy

(Identify the “How”)
Making Connections
Does the annual goal resolve the problem statement?

YES
Does the strategy directly address the root cause?

YES
Problem Statement (Current State)

Annual Goal (Desired State)
DIGGING DEEPER
-- INTO QUARTERLY PLANNING
Strategy Implementation = Stakeholder Behaviors
<table>
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<tr>
<th>Administrative Team</th>
<th>Teacher-Learning</th>
<th>Teacher-Practice</th>
<th>Student-Learning</th>
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Grouped Stakeholder Behavior
Quarter Goals and Interventions
TAIS Continuous Improvement Process

- Data Analysis
- Needs Assessment
- Implement & Monitor
- Improvement Plan

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Change just doesn’t happen. You have to create it.

You have to do something different to get something different.
Today’s Key Take-Aways

- Know and use your data early
- Collaboration and coordination of effort
- Be proactive
- Commitment to continuous improvement
Contact Information

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