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No Child Left Behind (NCLB) Monitoring

2005-2006 Monitoring Year

Texas Education Agency (TEA) monitoring and intervention activities have been designed to focus on a data-dri·
and performance-based system that will take place in a continuous improvement model. Activities reflect an
emphasis on data integrity, data analysis, and increased student performance and improved program effectiven
The new system for TEA monitoring is referenced as the Performance-Based Monitoring (PBM) system.

The PBM system for 2005-2006 reflects the use of graduated interventions based on local education agency (LE
performance as evidenced by the Performance-Based Monitoring Analysis System (PBMAS) indicators and, for tl
No Child Left Behind (NCLB) program, performance on a set of Initial Compliance Review (ICR) indicators
conducted by the Division of NCLB Program Coordination. For each individual NCLB program area, results on
program-area PBMAS and ICR indicators and patterns across indicators were examined to determine required le
of intervention, including levels of compliance and/or performance review.

Guidance and Resources

Guidance and resources have been developed to address the graduated stages of intervention for the 2005-200
Performance-Based Monitoring year for the NCLB program. Guidance and resource documents will be revised in
future years based on coordinated Agency monitoring decisions and feedback from stakeholders and participant
the NCLB monitoring process.

A Submittal Coversheet has been developed to send by email with the completed templates associated with the
activities listed below. LEAs will use the coversheet to indicate which templates they are submitting for Agency
review. Only one coversheet per LEA needs to be completed for electronic submission to the TEA. LEA submissi
must be accompanied by a Submittal Coversheet.

- Submittal Coversheet
- Submittal Matrix

Activities:	Stages of Intervention
Program Effectiveness Review	All
Compliance Review (Targeted or Full)	1B, 1C, 2C, 3B, 3C
Focused Data Analysis	2A, 2B, 2C, 3A, 3B, 3C
Public Program Performance Review (LEA Public Meeting)	3A, 3B, 3C
Continuous Improvement Plan	All

Additional Information

- How Was My Local Education Agency (LEA) Selected for Intervention?
  A table listing the stages of intervention and Performance-Based Monitoring Analysis System (PBMAS) ar
  Initial Compliance Review (ICR) cutpoints.
- Performance-Based Monitoring Framework for 2005-2006
  A table listing the stages of intervention and the associated intervention activities
- NCLB Monitoring System (2005-2006) Flowchart
  A flowchart of the 2005-2006 NCLB monitoring plan
- NCLB Monitoring Methodology Document
  A document that describes the data sources and calculation methodology used to compute the Initial
  Compliance Review (ICR) indicators for the NCLB program.
- ICR Process Manual
  This manual is designed as a guidance tool to assist in the process used to calculate the Initial Complian·
  Review (ICR) indicators for NCLB.

Technical Assistance

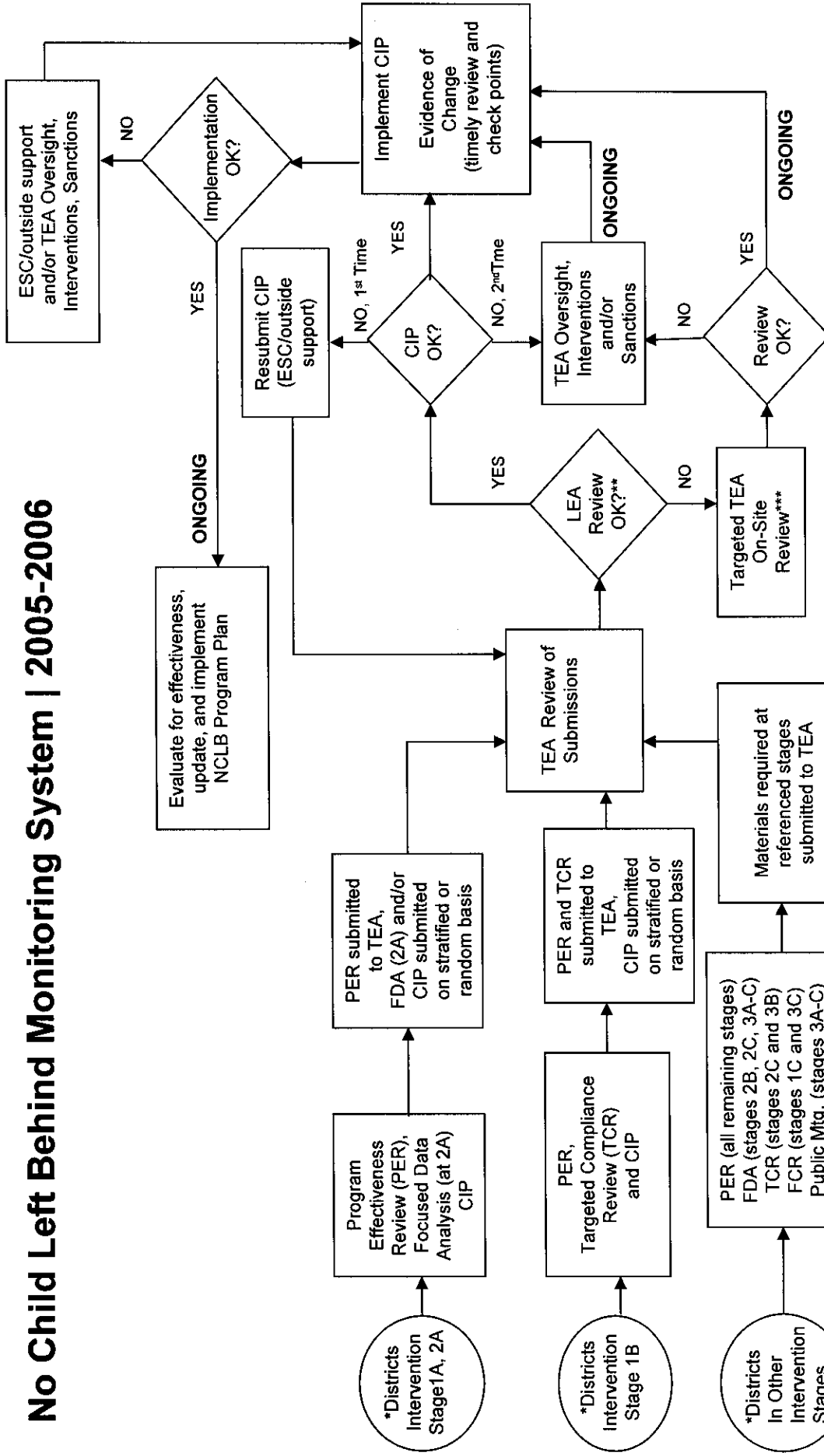Districts are encouraged to contact their ESC PBM Contact for more information about the NCLB monitoring process.

Contact Program Monitoring and Interventions *with any questions you may have.*
This page last updated November 07, 2005.

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No Child Left Behind Monitoring System | 2005-2006

ESC/outside support and/or TEA Oversight, Interventions, Sanctions

Implementation OK? — NO → ESC/outside support and/or TEA Oversight, Interventions, Sanctions

Implementation OK? — YES → Implement CIP Evidence of Change (timely review and check points)

ONGOING — Evaluate for effectiveness, update, and implement NCLB Program Plan

Resubmit CIP (ESC/outside support)

CIP OK? — NO, 1st Time → Resubmit CIP (ESC/outside support)

CIP OK? — YES → Implement CIP Evidence of Change (timely review and check points)

CIP OK? — NO, 2nd Time → TEA Oversight, Interventions and/or Sanctions

TEA Oversight, Interventions and/or Sanctions → ONGOING → Implement CIP Evidence of Change

Review OK? — YES → Implement CIP Evidence of Change (ONGOING)

Review OK? — NO → TEA Oversight, Interventions and/or Sanctions

LEA Review OK?*** — YES → CIP OK?

LEA Review OK?*** — NO → Targeted TEA On-Site Review***

Targeted TEA On-Site Review*** → Review OK?

TEA Review of Submissions

Program Effectiveness Review (PER), Focused Data Analysis (at 2A) CIP → PER submitted to TEA, FDA (2A) and/or CIP submitted on stratified or random basis → TEA Review of Submissions

PER, Targeted Compliance Review (TCR) and CIP → PER and TCR submitted to TEA, CIP submitted on stratified or random basis → TEA Review of Submissions

PER (all remaining stages) FDA (stages 2B, 2C, 3A-C) TCR (stages 2C and 3B) FCR (stages 1C and 3C) Public Mtg. (stages 3A-C) CIP (all remaining stages) → Materials required at referenced stages submitted to TEA → TEA Review of Submissions

*Districts Intervention Stage1A, 2A

*Districts Intervention Stage 1B

*Districts In Other Intervention Stages

Other Random Data and Self-Eval checks

*Required level of review varies depending upon results of initial compliance review (ICR) and PBMAS indicator review

**If only Stage 1 compliance review(s) conducted (PER, TCR, FCR) and noncompliance not identified, process ends if "Review OK," subject to TEA verification of process implementation and findings. If concerns identified through verification, LEA subject to interventions and sanctions.

***Other interventions and sanctions may be used on a case-by-case basis.

CIP = Continuous (Program) Improvement Plan

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Program Monitoring and Interventions > Performance-Based Monitoring > NCLB Monitoring > 2005-2006 > **Focused I Analysis**

Focused Data Analysis

The purpose of the focused data analysis is to work with stakeholders to gather, disaggregate, and review certa PBMAS indicators to determine possible causes for areas of performance concern and address identified issues i the CIP.

Guidance Document

The guidance document provides step-by-step instructions for completing this activity.

- Focused Data Analysis Guidance

Response Templates

LEAs are required to download, complete and submit response template(s) based on the PBMAS data elements LEA is required to address. Select from the list below those response templates applicable to your LEA and subr the template(s) by the deadline indicated in the guidance document.

- Focused Data Analysis Template (PBMAS #01)
- Focused Data Analysis Template (PBMAS #02)
- Focused Data Analysis Template (PBMAS #03)
- Focused Data Analysis Template (PBMAS #06)
- Focused Data Analysis Template (PBMAS #07)
- Focused Data Analysis Template (PBMAS #08)
- Focused Data Analysis Template (PBMAS #09)

Technical Assistance

Districts are encouraged to contact their ESC PBM Contact for more information about the NCLB monitoring process.

Contact Program Monitoring and Interventions with any questions you may have.
This page last updated October 25, 2005.

No Child Left Behind (NCLB) Monitoring System
2005-2006

Focused Data Analysis

Purpose: To work with stakeholders to implement an ongoing self-evaluation process that is focused on improving results for students served with NCLB educational programs and that facilitates continuous feedback and use of information to support continuous improvement. The specific purpose of the focused data analysis is to determine factors contributing to higher levels of program concern as identified by the Performance-Based Monitoring Analysis System (PBMAS) and to gather information necessary to address identified issues in the continuous improvement plan (CIP).

Applicability: The completion of a focused data analysis is required of those local education agencies (LEAs) in Stage 2A, Stage 2B, Stage 2C, Stage 3A, Stage 3B, and Stage 3C intervention.

Scope of Review: LEAs must complete a focused data analysis on all PBMAS indicators rated **2 or 3**. Indicators marked **NE** and indicators rated **1** may be addressed, but they are not required to be addressed unless information available to the LEA, including potential information from a Public Program Performance Review (LEA Public Meeting), identifies issues related to the PBMAS indicator in need of further review through the focused data analysis process.

ESC Technical Assistance

You may contact your ESC NCLB / PBM Contact for technical assistance with implementation of the NCLB monitoring process.

A list of ESC contacts can be found at: http://www.tea.state.tx.us/ESC/.

INSTRUCTIONS

Step 1

Assemble Focused Data Analysis Team

Your focused data analysis team should have the minimum members noted in the chart below (see required/recommended participants). Individuals selected generally should not serve dual roles, and it is recommended that all instructional levels in the LEA be represented (i.e., elementary, middle and/or high school levels). Once assembled, it is encouraged that these original team members remain in place as your LEA's continuous improvement process proceeds. You may decide you need to add team members as you continue to analyze data across the PBMAS indicators or as you engage in other aspects of the NCLB monitoring system.

The focused data analysis is expected to be a systems-level review, which should limit potential confidentiality concerns. However, personally identifiable information must be protected in compliance with the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA), and LEAs must take steps to ensure that confidentiality requirements are met.

Required Meeting Participants	Desired Meeting Participants
- LEA administrator knowledgeable of, and responsible for, the district's or charter school's curriculum and overall instructional program - Member of the district improvement team (for traditional districts) - General education teacher - Campus administrator - Parent(s) of student(s) served by NCLB programs - Representative of any <u>participating</u> private or private, non-profit schools - Federal program director (or person serving in this role if the formal title doesn't exist in either the LEA or a related shared services arrangement (SSA)) - Program administrator(s) and/or program director(s) for NCLB programs (or person(s) serving in this role if the formal title doesn't exist in either the LEA or a related SSA) - Migrant program director, if required to conduct a review of Migrant PBMAS results (or person serving in this role if the formal title doesn't exist in either the LEA or a related SSA) - Migrant program teacher, if required to conduct a review of Migrant PBMAS results - Title I teacher(s), if required to conduct a review of the Title I PBMAS results - Bilingual Education/English as a Second Language (BE-ESL) director, if required to conduct a review of Annual Measurable Achievement Objective (AMAO) PBMAS results) - BE-ESL teacher, if required to conduct a review of AMAO PBMAS results	- Community stakeholders, such as representatives of educational organizations, business groups, etc. - Student(s) served by NCLB programs - Guidance counselor(s) - Related service provider(s) - NCLB program evaluation personnel - Representatives from LEA alternative programs or alternative campuses (such as, but not limited to, a DAEP or magnet campus) - Others as appropriate to the community

Step 2   **Analyze Data**

The section, **PBMAS Results and Focused Data Analysis Probes Worksheet,** found at the end of this document, has been produced as a guide to LEAs during the focused data analysis process. The probes are intended to be only a starting point in formulating LEA discussions. These probes are not all inclusive. LEAs are not required to utilize probes that are inapplicable to their local circumstances and are encouraged to consider other factors as appropriate to the review process.

Documentation related to the consideration of the probes is <u>not submitted</u> to the Agency, unless requested at a later time as part of a verification process. Instead, the results and synthesized findings of the focused data analysis will be reported on individual PBMAS indicator templates, as discussed in more detail below.

Complete a comprehensive data analysis to determine issues

Consider the degree to which data vary across campuses and by grade level, ethnicity/race, economic disadvantage, limited English proficiency, gender, and/or other factors relevant to the indicator. Identify any patterns or trends discovered in the analysis. Consider whether more recent data available to the LEA indicate changes in LEA performance over time.

Consider procedures and practices used by the LEA to ensure collection and reporting of accurate and timely data. The LEA will be responsible for maintaining, at the local level, documentation that describes the data review process, who participated, how the data were reviewed, and whether the data analysis team determined that the data were valid.

If inaccurate data are identified as a contributing factor to the LEA's identification for intervention, the team must report how accurate data were collected for the team review, provide the new data, and detail the impact of the revised data on the indicator. Additionally, the team must consider how data quality issues can be remedied in the future and include the plans for correction in the CIP. **Note:** When inaccurate data submissions are determined to be a contributing factor, the LEA may be subject to additional TEA interventions related to data quality and/or accountability ratings.

Strategies for Data Analysis are important at both the LEA and campus level. There are several strategies that can be used to improve the quality of data analysis and address potential areas of concern. Some possible strategies include the following:

- **Consider** additional data sources and questions to collect more information about the issue addressed by the data indicator;

- **Examine** relationships among data indicators;

- **Gather** both quantitative and qualitative data and review longitudinal trends;

- **Identify** patterns related to data gathered through other monitoring activities; and

- **Integrate** information from the LEA and campus improvement planning process.

Step 3   **Downloading the Focused Data Analysis Template(s)**

1. From the http://www.tea.state.tx.us/pmi/nclbmon web address, follow the **Focused Data Analysis** Link.

2. Download the template(s) titled **Focused Data Analysis Template** which corresponds to the respective PBMAS indicator to be analyzed (e.g. Focused Data Analysis Template (PBMAS #1).doc).

3. Save the template(s) on your computer.

4. Open the template(s) in Microsoft Word.

5. If you have trouble opening the files, contact the Division of Program Monitoring and Interventions at pmidivision@tea.state.tx.us with your issue.

Step 4   **Completing the Focused Data Analysis Template(s)**

Although each cell is designed to expand, LEAs are encouraged to report analyses in concise narrative form.

Complete the following columns on the focused data analysis template:

- **Identified Issues/Findings**: Describe issues and findings as determined by the focused data analysis team. In addition to the identification of issues related to systemic improvement, if noncompliance is found through the focused data analysis, those findings must be reported, and a plan for correcting any non-compliance must be included in the CIP. If findings are impacted by the local review of recent LEA data, the new data must be included in the findings. Additionally, if inaccurate data submissions are identified through the focused data analysis, this finding must be reported (see **Analyze Data** section above).

- **Data Sources Reviewed**: Describe and/or list the data sources used in completing the focused data analysis. It is recommended that the data sources reviewed reflect both quantitative and qualitative data. If additional, and potentially more recent, data available to the LEA at the local level were utilized in making determinations, indicate the source and timeframe for the data.

Step 5   **Integrating the Information on the Focused Data Analysis Template(s) into the Continuous Improvement Planning Process**

The findings from each component of the NCLB monitoring process will be integrated into a CIP for the LEA. The template and instructions for completing the CIP can be downloaded at:

http://www.tea.state.tx.us/pmi/nclbmon/.

Each LEA will submit only one CIP to the Agency. The submittal date depends upon the level of intervention for the LEA (see Step 6 below). The CIP must address all issues identified through any component of the NCLB monitoring process. It will be the charge of the LEA to integrate findings from the various components of the NCLB review process into a cohesive plan to address identified issues.

Any instance of noncompliance identified in any stage of the review process must be addressed by the LEA in the CIP, and a target date must be included for timely correction of the findings.

The Agency, Division of Program Monitoring and Interventions, in conjunction with the Division of NCLB Program Coordination, will review the findings submitted for the various components of the NCLB monitoring process to determine whether the CIP reflects targets and activities related to the identified issues.

See the **Completing the CIP** link on the website for further information.

Step 6   **Required Material Submissions to the Agency**

LEAs completing a Focused Data Analysis will be required to complete and submit, as required, a copy of the **Focused Data Analysis Template** for each indicator reviewed.

The **Focused Data Analysis Template(s)** will be sent as part of a coordinated LEA response submission, which will include a Submittal Coversheet, findings templates from each component of the NCLB monitoring process implemented by the LEA, and a CIP template. All required information will be submitted as an attachment via e-mail to:

To:	**pmidivision@tea.state.tx.us**
Subject Line:	NCLB Findings/CIP Submission (your county district number)

Due Date:	For Stage 2A LEAs:	January 13, 2006 (to be submitted **only** if selected on a random or stratified basis by the TEA)
	For Stage 2B LEAs:	January 13, 2006
	For Stage 2C LEAs:	January 27, 2006
	For Stage 3A LEAs:	February 3, 2006
	For Stage 3B LEAs:	February 10, 2006
	For Stage 3C LEAs:	February 10, 2006

If, based on your stage of intervention, you are required to participate in multiple components of the NCLB monitoring process, **submit one** comprehensive packet (including all required materials from the various components) according to the due date shown above. Do not stagger the submission of materials to the TEA.

Important Note: *Information documenting implementation of the review process as required must be maintained by the LEA. Appropriate implementation of the system, as well as integrity of the data reflected in the system, are subject to future random verification by the Agency.*

Next Steps: Upon receipt of your LEA's submission, the TEA Division of Program Monitoring and Interventions will begin its review process to determine if additional information or intervention is required. See flowchart at:

http://www.tea.state.tx.us/pmi/nclbmon/.

PBMAS Results and
Focused Data Analysis Probes Worksheet

Identified PBMAS Indicators	Review Probes
NCLB PBMAS Indicator #1 **Adequate Yearly Progress (AYP)** This indicator evaluates the Adequate Yearly Progress (AYP) performance of districts' economically disadvantaged students in Reading and Mathematics.	• Analyze the reason(s) for the district's failure to make AYP in Reading and/or Mathematics. • Analyze the services/assistance available to economically disadvantaged students not passing the reading and/or math TAKS. • Examine the systems in place to track and monitor student progress in meeting state content and academic achievement standards. • Examine staff development and parent involvement activities as they relate to and support efforts toward increasing the academic achievement of economically disadvantaged students.
NCLB PBMAS Indicator #2 **Migrant TAKS Passing Rate** This indicator is the percent of migrant students passing the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies, Writing).	• Identify the casual and instructional factors for the low TAKS passing rate(s) for students identified as migrant. • Analyze current LEA systems that impact participation of migrant students in the general curriculum and that support their achievement in alignment with non-migrant students. • Examine migrant student participation in LEA and statewide assessments such as the Texas Assessment of Knowledge and Skills (TAKS), State-Developed Alternative Assessment (SDAA), Locally-Developed Alternative Assessment (LDAA), Texas Primary Reading Inventory (TPRI), and Reading Proficiency Test in English (RPTE) at all applicable grade levels. • Analyze the intensive program of instruction and remediation for migrant students who have not performed well on assessments. • Evaluate how and to what extent migrant students have participated in out-of-state TAKS testing in targeted grades 3, 5 and exit level. • Examine staff development and parental involvement activities as they relate to and support efforts toward increasing TAKS passing rates for migrant students.

Identified PBMAS Indicators	Review Probes
NCLB PBMAS Indicator #3 **Migrant Annual Dropout Rate** This indicator is the percent of Migrant students (Grades 7-12) who dropped out in 2003-2004.	• Analyze the reason(s) for the higher than expected dropout rate for migrant students. • Analyze dropout recovery services as they apply to migrant students. • Analyze the intensive program of instruction and remediation for migrant students who are not on track to graduate with their peers. • Examine Personal Graduation Plans (PGPs) for "At Risk" migrant students (review for educational goals, diagnostic information, intensive instructional program, participation of the student and the parent, and innovative methods to promote student achievement). • Examine staff development and parental involvement activities as they relate to and support efforts toward decreasing dropout rates for migrant students.
NCLB PBMAS Indicator #6 **Annual Measurable Achievement Objective (LEP Progress Grades 3-12)** This indicator is the percent of current Limited English Proficient (LEP) students in Grades 3-12 who progressed at least one proficiency level on the Texas English Language Proficiency Assessment System (TELPAS) Composite Rating from 2003-2004 to 2004-2005.	• Identify the casual and instructional factors for the low progress rate of LEP students on TELPAS. • Analyze current LEA systems that influence the success of LEP students in making progress in attaining English language proficiency. • Examine LEP student performance in all LEA and statewide assessments, such as the Texas Assessment of Knowledge and Skills (TAKS), State-Developed Alternative Assessment (SDAA), Locally-Developed Alternative Assessment (LDAA), Texas Primary Reading Inventory (TPRI), and Reading Proficiency Test in English (RPTE) at all applicable grade levels. • Analyze the instructional supports and interventions available for LEP students who have not performed well on TELPAS. • Examine staff development and parental involvement activities as they relate to and support efforts toward increasing TELPAS progress rates for LEP students.

Identified PBMAS Indicators	Review Probes
NCLB PBMAS Indicator #7 **Annual Measurable Achievement Objective (LEP Attainment Grades K-2)** This indicator is the percent of current Limited English Proficient (LEP) students in Grades K-2 who reached the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS) Composite Rating in 2004-2005.	• Keeping in mind that state law does not allow LEP students in Grades K-2 to be exited from a language instruction educational program, identify the casual and instructional factors for the low TELPAS attainment rate of LEP students in grades K-2. • Analyze current LEA systems that influence the success of LEP students in attaining English language proficiency. • Examine LEP student performance in the Reading Proficiency Test in English (RPTE) at all applicable grade levels.
NCLB PBMAS Indicator #8 **Annual Measurable Achievement Objective (LEP Attainment Grades 3-12)** This indicator is the percent of current Limited English Proficient (LEP) students in Grades 3-12 who met the attainment goal for English language proficiency in 2004-2005.	• Identify the casual and instructional factors for the low TELPAS attainment rate of LEP students in grades 3-12. • Analyze current LEA systems that influence the success of LEP students in attaining English language proficiency. • Examine LEP student performance in all LEA and statewide assessments, such as the Texas Assessment of Knowledge and Skills (TAKS), State-Developed Alternative Assessment II (SDAA II), Locally-Developed Alternative Assessment (LDAA), Texas Primary Reading Inventory (TPRI), and Reading Proficiency Test in English (RPTE) at all applicable grade levels. • Analyze the instructional supports and interventions available for LEP students who have not performed well on TELPAS. • Examine staff development and parental involvement activities as they relate to and support efforts toward increasing TELPAS attainment rates for LEP students.

Identified PBMAS Indicators	Review Probes
NCLB PBMAS Indicator #9 **Annual Measurable Achievement Objective (LEP AYP)** This indicator measures the Adequate Yearly Progress (AYP) of students with limited English proficiency (LEP).	• Analyze the reason(s) for the district not meeting AYP for its LEP student population. • Analyze the services/assistance available to LEP students not meeting state content and academic achievement standards. • Examine the systems in place to track and monitor student progress in meeting state content and academic achievement standards. • Examine staff development and parent involvement activities as they relate to and support efforts toward increasing the academic achievement of LEP students.
For all data indicators	• Identify reasons and/or special circumstances related to the findings of the data element. • Review local data collection and review systems available to the LEA to allow ongoing tracking of LEA performance. • Identify any systems problems that could allow the submission of inaccurate data to the TEA. • Review teacher certifications/qualifications and the training of teachers serving the NCLB student population. • Consider additional, and potentially more recent, data available to the LEA at the local level.

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Continuous Improvement Plan

The purpose of this activity is to develop and implement a continuous improvement plan (CIP) which has integr. the local education agency's (LEA's) decisions based on the results and findings of all required intervention activities.

Guidance Document

The guidance document provides step-by-step instructions for completing this activity.

- Continuous Improvement Plan Guidance

Response Template

LEAs are required to download, complete and submit the following response template to the Agency by the deadline indicated in the guidance document.

- NCLB CIP Template

Technical Assistance

Districts are encouraged to contact their ESC PBM Contact for more information about the NCLB monitoring process.

Contact Program Monitoring and Interventions *with any questions you may have.*
This page last updated October 25, 2005.

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No Child Left Behind Monitoring System
2005-2006

Continuous Improvement Plan

| Stage of Intervention: |
| Submittal Date: |

| ESC Region #: |
| I.E.A.: |
| Co/District #: |

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) *For noncompliance, note the Indicator reference aligned to the desired result*	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES *Initial (Beginning) Interim (Formative) and Final (Summative) for evaluation purposes*

Continuous Improvement Plan
NCLB Monitoring System
2005-2006

Follow-Up Activities
After the interim benchmark for evaluation, what will we do if the initial plan isn't working?

No Child Left Behind (NCLB) Monitoring System
2005-2006

Completing the Continuous Improvement Plan

Purpose: To develop and implement a continuous improvement plan (CIP) which has integrated the local education agency's (LEA's) decisions based on the results and findings of all required intervention activities. The cohesive, integrated plan should be geared toward improved results for students served by NCLB programs and must include planned corrections for any instances of noncompliance identified. The CIP must be analysis-driven and results-based.

Applicability: The completion of one, integrated CIP is required of all LEAs, regardless of the NCLB monitoring system stage of intervention for which the LEA was identified. If noncompliance is not identified by those LEAs in a Stage 1 intervention, the CIP may be completed by noting "Noncompliance Not Identified" on the CIP template.

Scope of Review: The LEA must complete all required review activities for the determined stage of intervention and reflect the identified issues in the CIP.

Each LEA will complete and/or submit only one CIP that addresses all findings/ issues identified through any component of the NCLB monitoring process. It will be the charge of the LEA to integrate findings from the various components of the NCLB review process into a cohesive plan to address identified issues.

Note: *Any continuing or new instances of noncompliance found through any component of the NCLB monitoring system must be documented, addressed in the CIP, and brought into compliance in a timely fashion.*

ESC Technical Assistance

You may contact your ESC NCLB / PBM Contact for technical assistance with implementation of the NCLB monitoring process.

A list of ESC contacts can be found at: http://www.tea.state.tx.us/ESC/.

Additionally, a technical assistance document on the improvement planning process is available on the TEA website under the PBM Resources link.

INSTRUCTIONS

Step 1

Assemble the Continuous Improvement Planning Team

Your Continuous Improvement Planning (CIP) team should have the minimum members noted in the chart below (see required/desired participants). Individuals selected generally should not serve dual roles, and it is recommended that all instructional levels in the LEA be represented (i.e., elementary, middle and/or high school levels). Once assembled, it is encouraged that these original team members remain in place as your LEA's continuous improvement process proceeds. You may decide you need to add team members as you continue to analyze data across the PBMAS Indicators or as you engage in other aspects of the NCLB monitoring system.

The improvement planning process is expected to be a systems-level activity, which should limit potential confidentiality concerns. However, personally identifiable information must be protected in compliance with the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA), and LEAs must take steps to ensure that confidentiality requirements are met.

Required Meeting Participants	Desired Meeting Participants
• LEA administrator knowledgeable of, and responsible for, the district's or charter school's curriculum and overall instructional program • Member of the district improvement team (for traditional districts) • General education teacher • Campus administrator • Parent(s) of student(s) served by NCLB programs **if** in a Stage 2 or Stage 3 intervention • Representative of any <u>participating</u> private or private, non-profit schools • Federal program director (or person serving in this role if the formal title doesn't exist in either the LEA or a related shared services arrangement (SSA)) • Program administrator(s) and/or program director(s) for NCLB programs (or person(s) serving in this role if the formal title doesn't exist in either the LEA or a related SSA) • Migrant program director, if required to conduct a review of Migrant PBMAS results (or person serving in this role if the formal title doesn't exist in either the LEA or a related SSA) • Migrant program teacher, if required to conduct a review of Migrant PBMAS results • Title I teacher(s), if required to conduct a review of Title I PBMAS results • Bilingual Education/English as a Second Language (BE-ESL) director, if required to conduct a review of Annual Measurable Achievement Objective (AMAO) PBMAS results • BE-ESL teacher, if required to conduct a review of AMAO PBMAS results	• Parent(s) of student(s) served by NCLB programs, if not already required (see column to left) • Community stakeholders, such as representatives of educational organizations, business groups, etc. • Student(s) served by NCLB programs • Guidance counselor(s) • Related service provider(s) • NCLB program evaluation personnel • Representatives from LEA alternative programs or alternative campuses (such as, but not limited to, a DAEP or magnet campus) • Others as appropriate to the community

Step 2   **Downloading the Continuous Improvement Plan Template**

Download the CIP template according to the directions below and enter the ESC Region, LEA name, County LEA Number, Stage of Intervention, and Submittal Date.

1. From the http://www.tea.state.tx.us/pmi/nclbmon/ web address, follow the **Continuous Improvement Plan** Link.

2. Download the template(s) titled **CIP Template**.

3. Save the template(s) on your computer.

4. Open the template(s) in Microsoft Word.

5. If you have trouble opening the files, contact the Division of Program Monitoring and Interventions at pmidivision@tea.state.tx.us with your issue.

Step 3   **Establishing the Continuous Improvement Planning Framework**

The CIP team will review all findings/issues identified in each component of the NCLB monitoring system implemented by the LEA and use a decision-making process to prioritize activities for the continuous improvement planning process. The CIP team should strive for a thorough and holistic understanding of the core concerns reflected in the findings/ issues identified in each component of the process.

The team should consider the question: *Where are we today?*

Step 4   **Determining Desired Result(s) for Identified Findings/Issues**

For each core issue and concern identified, the CIP team will determine the desired (optimal) condition for children served by NCLB programs and/or their families.

The team should consider the question: *Where/how do we want to be?*

The CIP team will identify the end results/goals of improvement based on LEA analysis and goal-setting activities and reflect these desired results in the **Desired Results** column of the CIP template. If a desired result is related to noncompliance identified in the Program Effectiveness Review or Targeted or Full Compliance Review, the indicator number identifying the noncompliant item must be referenced in the **Desired Results** column of the CIP and aligned with the activities planned to address the noncompliance.

Step 5   **Determining Evidence of Change Criteria**

The CIP team will determine the indicators that will help quantify the achievement of each desired result and align the indicators with the applicable desired result.

The team should consider the question: *How do we know we are getting there?*

The CIP team will document the evidence of change that will occur as a result of improvement initiatives. This may be qualitative and/or quantitative evidence of student performance and program improvement as appropriate to the identified issue, but evidence must be measurable.

The CIP team will identify the evidence of change criteria based on LEA analysis and goal-setting activities and reflect these criteria in the **Evidence of Change** column of the CIP template. It is likely that multiple change measurements will be associated with a single desired result.

Step 6   **Determining Activities to be Implemented**

The CIP team will detail the activities/initiatives planned by the LEA to achieve each desired result/goal and align the activities with the applicable desired result. Include all activities such as staff development, instructional strategies and program/system changes.

The team should consider the question: *How will we get there?*

The CIP team will document the planned activities that will occur as a result of improvement initiatives.

Reflect identified activities in the **Activities** column of the CIP template.

Step 7   **Determining Resources to Be Utilized**

The CIP team will determine all resources (human, fiscal, and material) to be used for the implementation of activities targeted to the desired results.

The team should consider the question: *Who will get us there?*

The CIP team will document all resources to be utilized in improvement initiatives and reflect them in the **Resources** column of the CIP template.

Step 8   **Determining Timelines (Initial, Interim, and Final)**

The CIP team will document all timelines for initiation of activities as well as interim evaluation (formative) benchmarks and final evaluation (summative) timelines that relate to each desired result.

The team should consider the question: *When will we perform the activities?*

The CIP team will document the determined timelines and reflect them in the **Timelines** column of the CIP template.

Step 9   **Determining Follow-up Activities**

The CIP team will detail any additional activities or adjustments to planned activities which will be implemented if interim evaluation data are not in line with the desired target result/goal.

The team should consider the question: *What will we do if the initial plan isn't working?*

The CIP team will document the follow-up activities and reflect them in the **Follow-Up Activities** section of the CIP template.

Step 10   **Submit the CIP**

The CIP will be submitted to Texas Education Agency along with the findings and supporting documentation as required for the LEA's identified stage of intervention. The completion/submittal date depends upon the level of intervention for the LEA (see Step 12 below).

Step 11   **Integrate Activities of the CIP into LEA and Campus Improvement Plans**

Desired results/goals identified in the NCLB continuous improvement plan should be integrated as appropriate into LEA and campus improvement planning processes.

Step 12   **Required Material Submissions to the Agency**

A coordinated LEA response submission will include a Submittal Coversheet, findings templates for each component of the NCLB monitoring process implemented by the LEA, and <u>one</u> completed, integrated CIP for the NCLB program areas. All required information will be submitted via e-mail as an attachment to:

To: **pmidivision@tea.state.tx.us**

Subject line: NCLB Findings/CIP Submission (your county district number)

Due Date: For Stage 1A LEAs: December 9, 2005 (to be submitted **only** if selected on random or stratified basis by the TEA)

For Stage 1B LEAs: December 16, 2005 (to be submitted **only** if selected on random or stratified basis by the TEA)

For Stage 1C LEAs: January 13, 2006

For Stage 2A LEAs: January 13, 2006 (to be submitted **only** if selected on random or stratified basis by the TEA)

For Stage 2B LEAs: January 13, 2006

For Stage 2C LEAs: January 27, 2006

For Stage 3A LEAs: February 3, 2006

For Stage 3B LEAs: February 10, 2006

For Stage 3C LEAs: February 10, 2006

If, based on your stage of intervention, you are required to participate in multiple components of the NCLB monitoring process, **submit <u>one</u>** comprehensive packet (including all required materials from the various components) according to the due date shown above. Do <u>not</u> stagger the submission of materials to the TEA.

Important Note: *If inaccurate reporting of findings is determined through TEA verification processes, the LEA shall be subject to additional TEA sanctions and interventions.*

Staff in the Division of Program Monitoring and Interventions will establish systems to follow up with LEAs and request updates related to progress on the activities and timelines (interim and final) identified in the CIP. Additionally, appropriate implementation of the system, as well as integrity of the data reflected in the system, are subject to future random verification by the Agency.

Next Steps: The Agency, Division of Program Monitoring and Interventions, will review the findings submitted for the various components of the NCLB monitoring process and the CIP to determine whether the CIP reflects targets and activities related to the identified findings/issues. Upon receipt of the LEA's submission, the Agency Division of Program Monitoring and Interventions will begin its review process to determine if additional information or intervention is required. See flowchart at:

<div align="center">

http://www.tea.state.tx.us/pmi/nclbmon/.

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