

## 2017-2018 PBMAS Staging Framework

The 2017 Performance-Based Monitoring Analysis System (PBMAS) intervention staging process is based on the two long-standing principles that have been fundamental to the overall PBM system since its inception:

- districts with one or more indicators with a performance level (PL) 3<sup>1</sup> or higher are staged for interventions; and
- interventions for those districts are differentiated across four stages to ensure that TEA’s engagement and support are focused on the districts with the most significant student performance and program effectiveness concerns.

Within this process, there continues to be uniformity of staging across the four PBMAS program areas, and the intervention staging process includes more standardization across the districts to ensure that variation in the scope of PBMAS indicators on which districts are evaluated is considered:

- Uniformity across PBMAS program areas: Intervention staging for districts with one or more PL 3s or higher is implemented based on a 90%/10% distribution, with 90% of the districts staged at either Stage 1 or 2 and 10% of the districts staged at either Stage 3 or 4. This distribution applies to all four PBMAS program areas.
- More standardization across districts: Districts with one or more PBMAS indicators or federally-required elements (FREs) with a PL 3 or higher are not all the same. Some districts have many indicators with a PL 3; others have a combination of PL 3s and 4s; some have only PL 4s; some are evaluated on almost all the indicators within a program area, while others are evaluated on a smaller number of indicators within a program area. To address these variations, the intervention staging process considers (a) the number of PBMAS indicators on which a district is evaluated within each program area; and (b) its performance level on each of those PBMAS indicators:

$$PBMAS\ PROGRAM\ AREA\ MEAN = \frac{SUM(VALUE\ of\ PL\ 0\ [RI, SA]\ to\ 4\ [SA])^2}{\# \text{ RATED}}$$

To ensure the continuation of the 90% (Stages 1 and 2)/10% (Stages 3 and 4) distribution of intervention levels by program area, an adjustment to the mean ranges by program area for the assignment of stages was implemented.

### Mean Ranges by Program Area for a 90%/10% Distribution<sup>3</sup>

Stage	BE/ESL	CTE	ESSA	SPED <sup>4</sup>
1	0.2 – 1.2	0.2 – 0.8	0.2 – 0.9	0.1 – 1.3
2	1.3 – 1.7	0.9 – 1.3	1.0 – 1.5	1.4 – 1.5
3	1.8 – 2.0	1.4 – 1.5	1.6 – 2.2	1.6 – 1.8
4	2.1 – 3.2	1.6 – 2.4	2.3 – 3.0	1.9 – 2.2

<sup>1</sup> In the special education program, this includes the federally required elements (FREs). The FREs are: State Performance Plan compliance indicators 9, 10, 11, 12 and 13; data integrity; uncorrected noncompliance; and audit findings.

<sup>2</sup> Each PL’s value is equal to its level, i.e. PL 3=3.

<sup>3</sup> The 10% of districts at Stage 3 and Stage 4 will generally represent 6% at Stage 3 and 4% at Stage 4. The 90% of districts at Stage 1 and Stage 2 will generally represent 60% at Stage 1 and 30% at Stage 2. However, there will be some variations of that distribution across the four PBMAS program areas. This is because each PBMAS program area has a different number of indicators, a different number of districts with at least one PBMAS indicator or FRE with a PL 3 or higher, and different overall program performance.

<sup>4</sup> Indicators that were assigned PLs of Significant Disproportionality (SD Year 1) were not included in the SPED program area means and therefore have no impact on staging.