Digging a Little Deeper

How to Use State Accountability and PBMAS to Strengthen Program Effectiveness

Texas Education Agency

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Purpose

- A review of identification and interventions for both state accountability and the Performance Based Monitoring Analysis System (PBMAS).
- How to use information from both systems to conduct meaningful data analysis regarding CTE program effectiveness.
- How to connect causal factors identified in data analysis to improve program effectiveness.
## State Accountability Rating System 2014

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<th>Performance Indexes</th>
<th>Non-AEA District and Campus Targets</th>
<th>AEA District and Campus Targets</th>
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<td>30</td>
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<tr>
<td>Index 2-Student Growth</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Percentile*</td>
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<td><strong>All Components</strong></td>
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<td>33</td>
<td>45</td>
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* Set at or about 5<sup>th</sup> percentile
A different “cut” of the data that can
- Substantiate accountability ratings
- Provide more specific data on specific groups of students
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 CTE Indicators

CTE #1(i-v)-CTE STAAR EOC Passing Rate
CTE #2(i-v)-CTE LEP STAAR EOC Passing Rate
CTE #3(i-v)-CTE Economically Disadvantaged STAAR EOC Passing Rate
CTE #4(i-v)-CTE Special Education STAAR EOC Passing Rate
CTE #5-CTE Annual Dropout Rate (Grades 9-12)
CTE #6-CTE RHSP/DAP Diploma Rate
CTE #7-CTE Graduation Rate
CTE #8-CTE Nontraditional Course Completion Rate - Males
CTE #9-CTE Nontraditional Course Completion Rate - Females

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PBMAS Performance Levels

0 1 2 3 4
0 Required Improvement (0RI)
Not Assigned (NA)
No data (ND)
Agency Review (AR)
## Accountability and 2013 PBMAS CTE Indicator Correlations

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<td>Indicator 7 – CTE Graduation Rate</td>
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Sources of Data

PBMAS

System Safeguards

Performance Indexes

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The Texas Accountability Intervention System (TAIS)

- Data Analysis
- Needs Assessment
- Targeted Improvement Plan
- Implement and Monitor
- Revise as indicated by new data

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What does an effective program look like?
Characteristics of an Effective CTE Program

- Addresses needs of students and community
- Offers courses suited to community resources/needs
- Encourages inclusive participation
- Reflects a variety of licenses and certifications
- Offers at least three pathways
Characteristics of an Effective CTE Program

- Conducts annual evaluation of programs/pathways
- Employs quality instructional staff
- Supports collaboration
- Coordinates with central administration and schools
- Utilizes the CTE advisory committee
Commonly Identified CTE Needs

- Coordination and Collaborative Planning
- Training
- Coding
- Personal Graduation Plans (PGP) and 4-Year Plans
Example

- District PBMAS report has a performance level 3 on indicator 4
- CTE SPED STAAR EOC passing rate
Where do I start?
How do I know which campuses are contributing to the PBMAS report?
Data Analysis - Campus Contribution

- Campuses identified as Improvement Required (IR)
- Review STAAR passing rates for students served through both CTE and special education
- Compare campus data to PBMAS standards for that indicator

- What does the data tell you?

- Now, we have to dig a little deeper...
Are CTE students also served through special education contributing to campus low performance?

Calculation

\[
\frac{\text{number of CTE special education STAAR EOC subject passers}}{\text{number of CTE special education STAAR EOC subject takers}}
\]
Questions to consider

- Are there systems in place to facilitate collaborative planning and coordinate training?
- If systems are in place to facilitate these effective practices, are all campuses implementing them with fidelity?

So, we have to digger a little deeper..
Data Analysis - Next Steps

- Conversations
- Observations
- Reviews
- Surveys
Needs Assessment

- No systems to facilitate training and planning
- Systems are there but not being implemented fully

WHY?

You may have to dig a little deeper
To determine true causal factors
District systems are not evident, but some campuses are meeting the needs of CTE students served through special education better than others.

Digging Deeper....
Needs Assessment - Narrowing the Focus

- What are those campuses doing?
- How can that be shared with other campuses?
- Does it make sense to move those campuses practices into district systems/expectations?
Needs Assessment - Narrowing the Focus

- District systems in place
- Campus staff understand systems
- Campus staff are implementing the systems as designed
- Now what???

- Are our systems effective?

- You may have to dig a little deeper.
Where Do I Go From Here?

- **Identify what is needed to address casual factors**
- **Develop strategies for improvement plan**
  - **Timeline**
  - **Resources**
  - **Person responsible for implementation**
- **Develop plans for monitoring**
- **Revise when new data becomes available**
What do we need to know?
Today’s Key Take-Aways

- Use of data
- Establish written systems
- Be proactive
Resources

State Accountability Manual

PBMAS Manual

PEIMS Data Standards

District and Campus Coordinator Manual
Contact Information

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