

**Division of Program Monitoring and Interventions
Leaver Records Data Validation Monitoring
2011-2012**

Summary of Interventions

Introduction

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

The TEA has conducted an initial review of leaver data submitted by local education agencies (LEAs) through the Public Education Information Management System (PEIMS) and has provided the results of this review in the *2011 Data Validation Report: Leaver Records*. The results of the leaver data review have been used to determine stages of intervention for the monitoring of student leaver data.

2011-2012 Monitoring Plan

The Data Validation Monitoring (DVM) system reflects the use of graduated interventions based on local education agency (LEA) performance as evidenced by the 2011 Leaver Records Data Validation Indicators. Results on each data validation indicator, patterns across indicators, longitudinal performance patterns, and staging determinations across PBM program areas, including on-site visit schedules, were examined to determine appropriate levels of intervention.

Additional information related to data validation interventions also is available on the Program Monitoring and Interventions website under the Data Validation Monitoring link in the left column at: <http://www.tea.state.tx.us/pmi>. Resources include a Framework for PBM Data Validation and a Completion and Submittal Matrix for the implementation of DVM interventions.

Continuous Improvement Plan/Corrective Action Plan

The core component of virtually all intervention stages is the Continuous Improvement Plan (CIP)/Corrective Action Plan (CAP). The CIP/CAP is a comprehensive document developed by a team of LEA and community representatives, that:

- prioritizes activities to improve student performance, program effectiveness, and/or data accuracy;
- describes desired results and goals;
- identifies how progress will be measured;
- determines activities that will be implemented to reach desired results/goals;
- identifies resources that are needed;
- establishes timelines for achieving desired results/goals;
- includes strategies/alternatives in the event initial activities are not as effective as anticipated; and
- can be integrated as appropriate into other local improvement planning processes.

The CIP/CAP addresses the strategies and actions that will be taken to correct all areas of noncompliance with statute or regulations identified through monitoring and intervention activities.

Intervention Activities

The stages of intervention for leaver DVM will be implemented by the Division of Program Monitoring and Interventions. The 2011 Leaver Data Analysis stage of intervention is noted on the home screen of the *Intervention Stage and Activity Manager* (ISAM) application within the Texas Education Agency Secure Environment (TEASE).

This document describes the scope of intervention activities required for each stage of intervention referenced in the DVM system. The LEA should use the information contained in these pages, along with the timeline and due dates, to begin planning for locally driven intervention activities.

Stage 1, 2, 3, and 4 Intervention: Focused Data Analysis, Student Level Data Review, and Continuous Improvement Plan/Corrective Action Plan: The LEA will be required to conduct a data analysis of certain leaver/dropout data validation indicators triggered by the PBM system and provided to LEAs in the *2011 Data Validation Report: Leaver Records*. If concerns related to the accuracy of data reported through PEIMS are verified, the LEA is required to address correction of the inaccuracies in the CIP/CAP. The purpose of the focused data analysis is to gather, disaggregate, and review student leaver data, documentation, and coding to determine possible causes for anomalous leaver data. LEAs are required to complete a student-by-student leaver data review if applicable to the indicator(s) triggering the review.

LEAs in Stage 1 and Stage 2 levels of intervention will conduct the required activities using the core analysis team and will retain the required intervention documents and supporting documentation until submission is requested by TEA.

LEAs in Stage 3 and Stage 4 levels of intervention will conduct the required activities using the core analysis team and will submit the intervention activities and documents to the TEA. LEAs also will be required to submit documentation required by Appendix D of the PEIMS Data Standards to support findings. Documents should be submitted via ISAM according to the specified submission date. LEAs in Stage 4 level of interventions will conduct the required activities for Stage 3. Additionally, a targeted on-site review by the TEA may be conducted and/or customized intervention activities or sanctions may be ordered to address data accuracy concerns related to documented substantial, ongoing, or imminent risks as reflected in LEA data and/or response to intervention within the PBM system. The activities in this level of intervention may or may not be combined with other monitoring activities. Documents should be submitted via ISAM according to the specified due date.

Intervention Type

Intervention type designations were developed in response to feedback from stakeholders and needs resulting from the evolution of the PBM data validation system. The purpose of intervention type designations is to provide guidance to the LEA regarding the activities that will be required for the stage of intervention for a particular data validation indicator. The intervention type designations for the PBM interventions system are described below.

Year After On-Site

Description: *Year After On-Site* designates that an LEA received an on-site data validation review the previous year and will be required to initiate or continue implementation of report requirements, update the SLDR to address areas of concern identified by PBM, and update the CIP/CAP. The LEA also may be required to engage in other intervention activities on a customized basis. These determinations will be made by TEA, with the requirements being documented and the submission dates established in ISAM.

Display in ISAM: This intervention type is displayed in a parenthetical following the stage of intervention on the Event Summary page for an LEA, e.g. *Stage 3 (Year After On-Site)*.

Not Assigned -Year After On-Site

Description: *Not Assigned – Year After On-Site* designates that an LEA has not been assigned a stage of intervention, but because it received an on-site data validation review the previous year it will be required to initiate or continue implementation of report requirements, update the SLDR to address any areas identified in the PBM, and update the CIP/CAP.

Display in ISAM: This intervention type is displayed in a parenthetical following the stage of intervention on the Event Summary page for an LEA, e.g. *Stage N/A (Year After On-Site)*.

Escalation: Oversight, Interventions, and Sanctions

Description: *Escalation* designates that an LEA:

- has continuing noncompliance;
- fails to follow the PMI process;
- exhibits imminent risk;
- fails to meet program requirements;
- fails to meet compliance requirements; and/or
- is identified for other substantial, imminent, or ongoing risk.

An LEA with the intervention type *Escalation* may receive an on-site data validation review; may be required to engage in escalated oversight and interventions, including periodic progress reporting; may be required to acquire professional services and/or technical assistance; and/or may be assigned a monitor, conservator, or management team to oversee the implementation of the CIP/CAP and correction of any areas of noncompliance.

Display in ISAM: LEAs with escalations must click on the “Escalations” link on the Event Summary page for an LEA to determine the type of *Escalation* assigned.

Integrating, Disseminating, Training, Implementing, Monitoring, Evaluating, Updating/ Revising, and Documenting

The strategies and initiatives identified in the CIP/CAP should be integrated, as appropriate, into the district improvement planning processes and campus improvement planning processes, and district and campus improvement plans should reflect this integration. The LEA is responsible for ensuring that staff members on each campus have a clear understanding of the LEA’s CIP/CAP. Campus principals must disseminate the CIP/CAP to appropriate staff members and conduct training regarding implementation of CIP/CAP activities relevant to the campus. District and campus administrators are to ensure that the activities of the CIP/CAP are fully implemented by deliberate and on-going monitoring. The LEA is responsible for formative and summative evaluation of the impact of the continuous improvement activities and corrective actions. Outcomes of the evaluations will direct the LEA in updating and/or revising the CIP/CAP. The LEA is required to maintain appropriate documentation of implementation of the CIP/CAP.

Additional System Attributes

Texas Education Code (TEC) §11.255 requires each district-level planning and decision-making committee and each campus-level planning and decision-making committee for a junior, middle, or high school campus to analyze information related to dropout prevention and use the information in developing district and/or campus improvement plans. Therefore, the DVM core analysis team is required to inform the district-level planning and decision-making committee and appropriate campus-level planning and decision-making committees regarding any inaccuracies identified in the coding of student leaver records if the proper coding should have been *leaver code (LC) 98 – Other*, which would have resulted in the student being counted as a dropout for accountability purposes. Additionally, the DVM core analysis team is required to provide the same information to the PBM core analysis team for consideration of possible impact on PBM graduation rate and dropout rate indicators.

For all LEAs, to ensure the integrity of the system, future monitoring activities will include random checks to validate data submissions and to verify system implementation, including implementation of any CIP/CAP, and improved data accuracy for items driving the performance-based aspects of the PBM system.

The TEA reserves the right to use other available interventions and sanctions as necessary on a case-by-case basis to address LEA data accuracy or data validation concerns. These interventions and sanctions may include actions taken under TEC §39.052(b)(2)(A), §39.057, §39.102, §39.104, §39.109, §39.110, §39.308 or 19 Texas Administrative Code (TAC), Chapter 97, Subchapter EE.

Resources

Initial reference materials and monitoring resource documents may be downloaded from the TEA website at the address shown on page 1 and in the chart below. These documents will assist LEAs in implementing the required intervention activities.

| Monitoring Contacts | |
|---|---|
| ESC Monitoring Contacts | http://www.tea.state.tx.us/ESC select your ESC region to review staff assignments |
| Division of Program Monitoring and Interventions For questions regarding data validation interventions | 512-463-5226 pmidivision@tea.state.tx.us |
| Division of Performance-Based Monitoring For questions regarding data validation manuals or reports | 512-936-6426 pbm@tea.state.tx.us |

| Website Addresses for Program Resources |
|--|
| Leaver Records Data Validation Manual http://www.tea.state.tx.us/index2.aspx?id=4664&menu_id=2147483683 |
| Data Validation Analysis: Leaver Records https://sequin.tea.state.tx.us/apps/loqon.asp |
| Data Validation Monitoring Leaver Records http://www.tea.state.tx.us/index2.aspx?id=2147495639&menu_id=2147483703&menu_id2=2147483713 |
| PEIMS Data Standards, Appendix D http://www.tea.state.tx.us/index4.aspx?id=3014 |

| Data Validation Completion/Submission Dates |
|---|
| Completion of Intervention Activities Stages 1, 2, 3, and 4: February 10, 2012 |
| Submission of Intervention Activities Stages 3 and 4: February 10, 2012 (Stages 1 and 2 to submit <u>only</u> if requested by TEA) |