

**Division of Program Monitoring and Interventions
Data Validation Monitoring-Student Assessment
2010-2011**

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 this system reflect an emphasis on data integrity, data analysis, and 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 student assessment data as reflected in the *2010 Data Validation Analysis-Student Assessment Data* provided to your local education agency (LEA). The results of the data validation review have been used to determine stages of intervention for the 2010 Student Assessment Data Validation analysis.

Texas Education Code (TEC), Chapter 39, Public School System Accountability, establishes the state statutory requirements for school district student assessment data validation programs. TEC §39.057 calls for special accreditation investigations when anomalous data related to reported absences are observed in the administration of the state student assessment program: TEC §39.057 Special Accreditation Investigations. (a) the commissioner shall authorize special accreditation investigations to be conducted: (1) when excessive numbers of absences of students eligible to be tested on state assessment instruments are determined; In addition, Texas Education Code §7.028 provides specifically for data integrity monitoring for the purposes of the Public Education Information Management System (PEIMS) and accountability under Chapter 39: TEC §7.028. Limitation on Compliance Monitoring. (a) Except as provided by Section 29.00(5), 29.010(a), 39.056, or 39.057 the agency may monitor compliance with requirements applicable to a process described by Subchapter F, Chapter 11, or a program described by Subchapter B, C, D, E, F, H, or I, Chapter 29, Subchapter A, Chapter 37, or Section 38.003, and the use of funds provided for such a program under Subchapter C, Chapter 42, only as necessary to ensure: (3) data integrity for purposes of: (A) the Public Education Information Management System (PEIMS); and (B) accountability under Chapter 39.

2010-2011 Monitoring Plan:

The Data Validation Monitoring (DVM) system for 2010-2011 reflects the use of graduated interventions based on LEA performance as evidenced by the student assessment data analysis indicators. Results on each data validation indicator, patterns across indicators, longitudinal performance patterns, and existing staging determinations across PBM program areas were examined to determine appropriate levels of intervention. Additional information related to data validation interventions can be downloaded at the website: <http://www.tea.state.tx.us/pmi/datamon/>. Included on the website is a flowchart and an overall framework that will guide the data validation monitoring. Preliminary information related to your specific intervention stage is provided in this document; however, it should be reviewed along with the information provided on the TEA website to provide an appropriate context for LEA activities under the DVM system.

What is a Continuous Improvement Plan/Corrective Action Plan?

A core component of all intervention stages is the Continuous Improvement Plan (CIP)/Corrective Action Plan (CAP). The CIP/CAP is a cohesive 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 and alternatives in the event initial activities are not as effective as anticipated; and
- can be integrated as appropriate into other local improvement planning processes.

If the LEA identifies inaccurate or inadequately documented data submissions, and/or noncompliance with state data reporting or documentation requirements, the LEA will be required to address all issues found by developing a CIP/CAP.

Intervention Activities:

The stages of intervention for DVM-Student Assessment will be implemented by the Interventions and Investigations Unit of the Division of Program Monitoring and Interventions. The 2010 Student Assessment Data Validation stage of intervention applicable to your LEA 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 deadline information contained on page 3, to begin planning for locally driven intervention activities.

Stage 1 Intervention: Focused Data Analysis with Student-Level Data Review (as applicable): At this level of intervention, the LEA will be required to conduct a data analysis of certain student assessment data validation indicators triggered as a result of the initial data review and, if data reporting or programmatic concerns are verified, include results of the review in the CIP/CAP. The purpose of the focused data analysis (FDA) is to work with stakeholders to gather, disaggregate, and review data to determine possible causes for anomalous student assessment data and address identified issues in the CIP/CAP. LEAs are required to complete a student-by-student assessment data review (SLDR) as applicable to the indicator(s) triggering the review (note: the sample size for the SLDR varies by stage of intervention). The LEA will be required to complete all intervention activities and retain all documentation at the LEA, subject to a request for submission to the TEA for review and verification. If selected for submission, the LEA will submit supporting documentation to verify appropriate student assessment coding.

Stage 2 Intervention: Focused Data Analysis with Student-Level Data Review (as applicable), Supporting Documentation, and TEA Submission: At this level of intervention, the LEA will be required to conduct a data analysis of certain student assessment data validation indicators triggered as a result of the initial data review and, if data reporting or programmatic concerns are verified, include results of the review in the CIP/CAP. The purpose of the FDA is to work with stakeholders to gather, disaggregate, and review data to determine possible causes for anomalous student assessment data and address identified issues in the CIP/CAP. LEAs at this stage of intervention are required to complete a student-by-student assessment data review (SLDR) as applicable to the indicator(s) triggering the review (note: the sample size for the SLDR varies by stage of intervention). Additionally, the LEA will submit supporting documentation to verify appropriate student assessment coding. Documentation of all required activities will be submitted to the TEA by a specified due date.

Stage 3 Intervention: Focused Data Analysis with Student-Level Data Review (as applicable): Supporting Documentation, and TEA Submission: At this level of intervention, the LEA will be required to conduct a data analysis of certain student assessment data validation indicators triggered as a result of the initial data review and, if data reporting or programmatic concerns are verified, include results of the review in the CIP/CAP. The purpose of the FDA is to work with stakeholders to gather, disaggregate, and review data to determine possible causes for anomalous student assessment data and address identified issues in the CIP/CAP. LEAs at this stage of intervention are required to complete a student-by-student assessment data review (SLDR) as applicable to the indicator(s) triggering the review (note: the sample size for the SLDR varies by stage of intervention). Additionally, the LEA will submit supporting documentation to verify appropriate student assessment coding. Documentation of all required activities will be submitted to the TEA by a specified due date.

Stage 4 Intervention (High Risk Determined): Targeted On-Site Review and/or Local Intervention/Sanction Activities: A targeted on-site review by the TEA will be conducted or other interventions or sanctions will be ordered to address data accuracy concerns related to documented substantial, ongoing, or imminent risks as reflected in LEA data and/or response to interventions within the PBM system. The LEA will be required to complete a focused data analysis and a student-by-student assessment data review (SLDR) as applicable to the indicator(s) triggering the review (note: the sample size for the SLDR varies by stage of intervention). If data reporting or programmatic concerns are verified, an LEA will develop a CIP/CAP in response to both the visit and any other required data review activities. This type of intervention will occur in the event the TEA identifies a high risk related to the accuracy of student assessment data. Documentation of all required activities will be submitted to the TEA by a specified due date.

Additional System Attributes:

For all LEAs, to ensure the integrity of the system, future monitoring activities will include random, stratified, or other 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 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 Texas Education Code (TEC) §§39.052(b)(2)(A), 39.057, 39.102, 39.104, 39.109, or 39.110, or 19 Texas Administrative Code (TAC), Chapter 97, Subchapter EE.

Future Timelines:

Initial reference materials and monitoring resource documents may be downloaded from the ISAM application and are also available on the TEA data validation monitoring website at the address shown below. These documents will assist LEAs in implementing the required stages of intervention. Any additional resource information will be made available on the TEA website.

Data Validation Monitoring Contacts:	
Primary: Education Service Center (ESC) Monitoring Contact	At the following link: http://www.tea.state.tx.us/ESC select your ESC region to review staff assignments
Secondary: Division of Program Monitoring and Interventions <i>Questions regarding data validation interventions</i> Division of Performance-Based Monitoring <i>Questions regarding data validation manual or reports</i>	512-463-5226 pmidivision@tea.state.tx.us 512-936-6426 pbm@tea.state.tx.us

Website Addresses for Monitoring Resources:
<i>2010 Student Assessment Data Validation Manual:</i> http://www.tea.state.tx.us/index2.aspx?id=4664&menu_id=2147483683 2010 Data Validation Analysis: Student Assessment Data https://sequin.tea.state.tx.us/apps/logon.asp Data Validation Monitoring: http://www.tea.state.tx.us/pmi/datamon/

Data Validation Completion / Submittal Deadlines:
Stage 1: Documents to be retained at the LEA subject to submission (Stage 1 to be submitted only if selected by the TEA) Stage 2: March 14, 2011 Stage 3: March 15, 2011 Stage 4: March 16, 2011