**Division of Program Monitoring and Interventions**
**Data Validation Monitoring-Leavers**
**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 the 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 leaver data as reflected in the *2010 Data Validation Analysis: Leaver Records* provided to your LEA. The results of the data validation review have been used to determine required stages of intervention for the 2010 Leaver Data Analysis.

## 2010-2011 Monitoring Plan:

The Data Validation Monitoring (DVM) system for 2010-2011 reflects the use of graduated interventions based on local education agency (LEA) performance as evidenced by the leaver/dropout data analysis indicators. Results on each data validation indicator, patterns across indicators, longitudinal performance patterns, and existing staging determinations across PBM program areas, including on-site visit schedules, were examined to determine appropriate levels of required 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 flowchart information and an overall framework that will guide the implementation of TEA interventions for 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 website to provide an appropriate context for TEA and LEA activities under the DVM system.

## What is a Continuous Improvement Plan/Corrective Action Plan?

A core component of virtually 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 identified non-compliance with PEIMS reporting or coding requirements, the corrective actions can be addressed using the CIP/CAP template.

More detailed information about the CIP/CAP and other intervention tools can be downloaded from the website link referenced above.

## Interventions Activities:

The stages of intervention for leaver data validation monitoring will be implemented by the interventions and investigations unit of the Division of Program Monitoring and Interventions. The 2010 Leaver Data

Analysis stage of intervention applicable to your LEA is noted on the home screen of the *Intervention Stage and Activity Manager* 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:* At this level of intervention, the LEA will be required to conduct a data analysis of certain leaver/dropout data validation indicators triggered as a result of the initial data review and, if data reporting concerns are verified, include results of the review in the CIP/CAP. The purpose of the focused data analysis is to work with stakeholders to gather, disaggregate, and review data to determine possible causes for anomalous leaver data and address any identified issues in the CIP/CAP. LEAs are required to complete a student-by-student leaver review as applicable to the indicator(s) triggering the review. The LEA will be required to complete all review materials by a specified completion date and retain all templates and materials at the LEA, subject to a request for stratified or random submission to the TEA for review and verification.

Stage 2 Intervention: *Focused Data Analysis with Student-Level Data Review and TEA Submission:* At this level of intervention, the LEA will be required to conduct a data analysis of certain leaver/dropout data validation indicators triggered as a result of the initial data review and, if data reporting concerns are verified, include results of the review in the CIP/CAP. The purpose of the focused data analysis is to work with stakeholders to gather, disaggregate, and review data to determine possible causes for anomalous leaver data and address any identified issues in the CIP/CAP. LEAs at this stage of intervention are required to complete a student-by-student leaver review as applicable to the indicator(s) triggering the review. 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, Supporting Documentation, and TEA Submission:* An LEA identified at this level of intervention will be required to complete the activities in Stage 2 intervention in addition to submitting supporting documentation to verify appropriate leaver coding. LEAs at this stage of intervention are required to complete a student-by-student leaver review and gather related documentation as applicable to the indicator(s) triggering the review. 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 local 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 intervention within the PBM system. The activities in this level of intervention may or may not be combined with other monitoring activities. If data reporting concerns are verified, an LEA will be required to develop a CIP/CAP in response to both the visit and any other required data review activities, and the TEA Division of Program Monitoring and Interventions will review the CIP/CAP. This type of intervention will occur in the event the TEA identifies a high risk related to the accuracy of leaver data. Any districts selected for this type of review will receive separate communication from the TEA.

## Additional System Attributes:

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 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, 39.104, 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 TEA website at the address shown on page 1 and in the chart on page 3. These documents will assist LEAs in implementing the required stages of intervention. Any additional resource information will be made available on the TEA website.

## Contacts:

| Other Program-Area Monitoring Contacts: | | |
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| Primary: | ESC Monitoring Contact | At the following link:<br>http://www.tea.state.tx.us/ESC<br>select your ESC region to review staff assignments |
| Secondary: | Division of Program Monitoring and Interventions<br>**Questions regarding data validation interventions** | 512-463-5226<br>pmidivision@tea.state.tx.us |
| | Division of Performance-Based Monitoring<br>**Questions regarding data validation manuals or reports** | 512-936-6426<br>pbm@tea.state.tx.us |

## Resources:

| Website Addresses for Program Resources: |
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| *2010 Leaver Records Data Validation Manual:* http://www.tea.state.tx.us/pbm/<br>2010 Data Validation Analysis: Leaver Records:<br>https://seguin.tea.state.tx.us/apps/logon.asp<br>Data Validation Monitoring: http://www.tea.state.tx.us/pmi/datamon/ |

## Timelines and Completion/Submittal Deadlines:

| Data Validation Completion/Submittal Deadlines |
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| **Stage 1:** December 15, 2010 (Stage 1 to be submitted **only** if selected by the TEA)<br>**Stage 2:** December 15, 2010<br>**Stage 3:** December 16, 2010<br>**Stage 4:** December 17, 2010 |