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

2012-2013 Monitoring Plan

The Data Validation Monitoring (DVM) system reflects the use of graduated interventions based on an analysis of local education agency (LEA) data reports as evidenced by the 2012 Leaver Records Data Validation Indicators. Results on each data validation indicator, patterns across indicators, longitudinal data analyses, 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.

Improvement Plan/Corrective Action Plan

The core component of virtually all intervention stages is the improvement plan and Corrective Action Plan (CAP), if applicable. The improvement plan/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 improvement plan/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 2012 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 Improvement Plan/Corrective Action Plan.* The LEA will conduct a data analysis of certain leaver / dropout data validation indicators triggered by the PBM system and provided to LEAs in the *2012 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 improvement plan/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 intervention activities and supporting documentation until submission is requested by TEA. The documentation should be maintained by the LEA for a minimum of three years.

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 via ISAM. LEAs also will submit documentation required by Appendix D of the PEIMS Data Standards to support coding decisions. Documents should be submitted via ISAM according to the specified submission window. LEAs in Stage 4 level of interventions will conduct the intervention 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 for this level of intervention may or may not be combined with other monitoring activities. Intervention activities and documents should be submitted via ISAM according to the specified submission window.

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 system are described below.

Year After On-Site
Year After On-Site designates that an LEA received an on-site review the previous year and will initiate or continue implementation of report requirements, update the SLDR to address areas of concern identified by PBM, and update the improvement plan/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 and submission dates established 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
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 review the previous year it will be required to initiate or continue implementation of intervention requirements, update the SLDR to address any areas identified in the PBM, and update the improvement plan/CAP.

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).*

Escalated Oversight, Interventions, and Sanctions

Escalated Oversight designates that an LEA:
- has continuing noncompliance;
- fails to follow the PMI process;
- exhibits high 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 *Escalated Oversight (EO)* may receive an on-site 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 improvement plan/CAP and correction of any areas of noncompliance.

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 improvement plan/CAP should be integrated, as appropriate, into the PBM improvement planning process, district and campus improvement planning processes, and district and campus improvement plans should reflect this integration, as appropriate. The LEA is responsible for ensuring that staff members on each campus have a clear understanding of the LEA's improvement plan/CAP. Campus principals must disseminate the improvement plan/CAP to appropriate staff members and conduct training regarding implementation of plan activities relevant to the campus. District and campus administrators are to ensure that the activities of the plan and corrective actions are fully implemented by deliberate and on-going monitoring. The LEA is responsible for formative and summative evaluation of the impact of the improvement activities and corrective actions. Outcomes of the evaluations will direct the LEA in updating and/or revising the improvement plan/CAP. The LEA is required to maintain appropriate documentation of implementation of the improvement plan/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 must 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, including when 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 must provide the same information to the PBM core analysis team for consideration of possible impact on PBM graduation rate and dropout rate indicators.

To ensure the integrity of the state accountability systems, future monitoring activities will include random checks to validate data submissions and to verify system implementation, including implementation of any improvement plan/CAP, and enhanced data accuracy for items driving 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
Program Monitoring and Interventions For questions regarding data validation interventions	512-463-5226 pmidivision@tea.state.tx.us
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://seguin.tea.state.tx.us/apps/logon.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: January 18, 2013 Submission of Intervention Activities Stages 3 and 4: January 18, 2013 (Stages 1 and 2 to submit only if requested by TEA)