

**Texas Education Agency
Division of Program Monitoring and Interventions
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 takes place in a continuous improvement model. Activities for each program identified for intervention in the system reflect an emphasis on data accuracy, data analysis, increased student performance, and improved program effectiveness. The system for TEA monitoring is referenced as the Performance-Based Monitoring (PBM) system.

In accordance with 19 Texas Administrative Code §97.1071, the TEA has conducted an initial review of student performance and program effectiveness data as reflected in the 2011 Performance-Based Monitoring Analysis System (PBMAS) summary report previously provided to your local education agency (LEA). Additionally, for the No Child Left Behind (NCLB) program area, the results of specific Initial Compliance Review (ICR) indicators have been calculated. The LEA's longitudinal data related to PBM interventions also has been reviewed. The results of the longitudinal PBM review, the PBMAS review, and, in the case of NCLB, the Initial Compliance Review, have been used to determine required stages of intervention for the bilingual education/English as a second language, career and technical education, NCLB, and special education program areas.

2011-2012 Monitoring

The PBM system for 2011-2012 reflects the use of graduated interventions based on local education agency (LEA) performance as evidenced by longitudinal PBM data, the PBMAS, ICR indicators in certain cases, and program improvement progress. In addition to longitudinal PBM results, current results on each PBMAS indicator and patterns across indicators were examined to determine appropriate levels of required intervention. A description of the intervention stages and required activities are included in this document and are available for download from the TEA website at: <http://www.tea.state.tx.us/pmi>. Also included on the website is a flowchart on the overall framework that guides the implementation of TEA interventions during this PBM implementation year, along with the guidance materials and tools to assist LEAs in the implementation of integrated interventions when LEAs are staged in multiple program areas. Preliminary information related to specific intervention stages for each program area is provided below; however, it should be reviewed along with the information available on the website to provide an appropriate context for TEA and LEA activities under the PBM system.

Continuous Improvement Plan

The core component of all intervention activities is the Continuous Improvement Plan (CIP). The CIP is a comprehensive document developed by a team of LEA and community representatives that:

- prioritizes activities to improve student performance and program effectiveness;
- identifies performance areas and performance indicators targeted;
- identifies major systems and system components targeted;
- determines strategies, initiatives, and redesign activities that will be implemented to improve student performance and program effectiveness;
- establishes projected start and completion timelines for implementation of strategies, initiatives, and redesign activities;
- identifies resources required and persons responsible for planning and monitoring implementation and outcomes;

- identifies measurable evidence of implementation and impact of the strategies, initiatives, and redesign activities; and
- can, as appropriate, be integrated into other local improvement planning processes.

Corrective Action Plan

The Corrective Action Plan (CAP) is a cohesive document developed by a team of LEA and community representatives that addresses the strategies and actions that will be taken to correct all noncompliance with statute or regulations identified through monitoring and intervention activities.

Interventions Activities

Pages 5 through 11 of this document describe the scope of intervention activities required for each program area referenced on page 1. The LEA should use the information contained in these pages, along with the completion dates contained on page 13, to begin planning for locally driven intervention activities.

Additional System Attributes

Intervention Type

Intervention type designations were developed in response to feedback from stakeholders and needs resulting from the evolution of the PBM 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 program. The intervention type designations for the 2011-2012 PBM interventions system are described below.

Baseline Year

Description: *Baseline Year* designates that an LEA will engage in the standard intervention activities for the stage of intervention assigned to the program. LEAs will be designated *Baseline Year* if:

- they were not assigned a stage of intervention for the program for 2010-2011; or
- they were assigned a stage 1 level of intervention for the CTE or NCLB program for 2010-2011. The *Baseline Year* designation is appropriate because LEAs in stage 1 interventions for CTE and for NCLB in 2010-2011 were not required to engage in standard PBM interventions such as focused data analysis, systems analysis, program effectiveness review, etc.

Display in ISAM: This intervention type is indicated by no parenthetical being displayed following the stage of intervention on the Event Summary page for an LEA, e.g. *Stage 2*.

CIP Implementation

Description: *CIP Implementation* designates that an LEA will engage in the continuous improvement process, including updating data analyses, evaluations and needs assessments, and the CIP. For most LEAs, *CIP Implementation* will begin in the year subsequent to the *Baseline Year* unless declining student performance and/or continuing noncompliance resulted in a designation of *Escalation*. LEAs in *CIP Implementation* are generally not required to implement the standard intervention requirements for the stage assigned. However, if the LEA received a PL 2 or 3 on an indicator for which a FDA has not been conducted, if new noncompliance is found, or if declining student performance indicates the need, the LEA may be required to engage in certain standard intervention activities, including but not limited to a FDA, compliance review, program effectiveness review, or public performance review. These determinations will be made by TEA on a customized basis, 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 (CIP Implementation)*.

Year After On-Site

Description: *Year After On-Site* designates that an LEA received an on-site program effectiveness review the previous year and will be required to initiate or continue implementation of report requirements, update the data analysis to address areas of low performance identified in the PBMAS, and update the CIP and/or CAP. The LEA may also be required to engage in other intervention activities on a customized basis. These determinations will be made by TEA on a customized basis, 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 for 2011-2012, but because it received an on-site program effectiveness review the previous year it will be required to initiate or continue implementation of report requirements, update the data analysis to address any areas of low performance identified in the PBMAS, and update the CIP and/or 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 program effectiveness 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 and/or correction of noncompliance in the CAP.

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.

Integrated Interventions

Description: When an LEA is assigned a stage of intervention for more than one program area, including BE/ESL, CTE, NCLB, Special Education, and Residential Facilities (RF), it will be required to engage in *Integrated Intervention* activities. Rather than engaging in intervention activities for each program that is staged for interventions, the LEA will engage in and submit integrated interventions. LEAs in *Integrated Interventions* will participate in specific intervention activities to collect and analyze data, to determine factors contributing to program and/or systemic concerns, and develop a plan for improvement and/or corrective actions.

Required intervention activities for LEAs in *Integrated Interventions* include:

- Longitudinal comprehensive data study
- Student Level Review (SLR)
- Focused Data Analysis (FDA)
- Continuous Improvement Plan (CIP)
- Corrective Action Plan (CAP) – if needed

In addition, LEAs may be required to conduct customized intervention activities, which will be determined on a case-by-case basis.

For further information regarding the required intervention activities, districts may contact the Division of Program Monitoring and Interventions at 512-463-5226 or by e-mail at PMIdivision@tea.state.tx.us.

To ensure the integrity of the PBM system, monitoring activities will include checks to verify implementation of program and system improvements, including implementation of program requirements, implementation of any CIP, accuracy of LEA findings, and data accuracy for items driving the performance-based aspects of the system. LEAs are strongly encouraged to verify that their internal data collection and documentation procedures and monitoring systems are effectively designed to ensure data quality and integrity of program and system implementation.

Future Timelines

During the week of October 17, 2011, monitoring resource materials and documents will be available in ISAM or can be downloaded from the TEA website. These resources and documents will assist LEAs in implementing the required intervention activities.

Single Program Stages of Intervention: Standard Implementation

Bilingual Education/English as a Second Language (BE/ESL) Stages of Intervention

The stages of intervention for BE/ESL monitoring will be implemented by the Division of Program Monitoring and Interventions in conjunction with TEA program area staff. The BE/ESL stage of intervention applicable to an LEA is noted in the *Intervention Stage and Activity Manager* (ISAM) application.

Stage 1 Intervention: *Focused Data Analysis.* At this level of intervention, the LEA will conduct a data analysis of certain PBMAS indicators revealing higher levels of performance concern and include results of the review in the Continuous Improvement Plan (CIP). The purpose of the focused data analysis is to work with stakeholders to gather, disaggregate, and review data to determine possible causes for areas of performance concern and address identified issues in the CIP. The LEA will be required to complete intervention activities by a specified date and retain all intervention documents and resource materials at the LEA, subject to a request for submission.

Stage 2 Intervention: *Focused Data Analysis and System Analysis.* An LEA identified at this level will complete the activities in Stage 1 Intervention in addition to a System Analysis related to certain overarching program issues. The purpose of the data and system review is to analyze probes, areas for consideration, and/or data sets that may point out data trends and/or systemic issues and include results of the review in the CIP. The LEA will be complete intervention activities by a specified date and retain all intervention documents and resource materials at the LEA, subject to a request for submission.

Stage 3 Intervention: *Focused Data Analysis, System Analysis, and Public Program Performance Review (LEA Public Meeting).* An LEA identified at this level will be required to complete the activities in Stage 2 Intervention and a Public Program Performance Review. In addition to identifying areas in need of improvement based on the data and system analysis, the purpose of the LEA public meeting is to conduct a needs assessment and gather feedback from stakeholders on the effective operation of the BE/ESL program through one or more community focus groups that address predetermined topics. The LEA will include the results of each aspect of the review in the CIP. Documentation of all required activities will be submitted to the TEA by a specified date.

Stage 4 Intervention *Program Effectiveness Review.* A targeted intervention by the TEA will be conducted to address program effectiveness concerns related to documented substantial, imminent, or ongoing risks as reflected in LEA data. The activities in this level of intervention may include completion of the activities required at Stage 3, and may be combined with other monitoring activities. The LEA will be required to conduct a student level review (SLR), including a review of 2011 PBMAS data and other locally-available data, and implement local improvement processes. Subsequent to the targeted review, an LEA will be required to revise or develop a CIP to address findings related to the review or any other required data activities. The TEA will review and approve the CIP, and monitor implementation and program improvement activities through ongoing communication with the LEA. More detailed information regarding the activities and timelines related to the activities in this stage of intervention will be provided to the LEA in subsequent TEA correspondence.

On-Site Investigation: *Special Program Effectiveness Review.* An on-site investigation by the TEA will be conducted to address program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The decision to conduct an on-site investigation is not contingent on the stage of intervention, but rather on identification of program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The on-site investigation activities will be combined with other monitoring activities as appropriate, and the LEA will conduct program intervention activities as required by the TEA. Subsequent to the on-site visit, the LEA will be

required to revise or develop a CIP to address findings related to the on-site visit. The TEA will review the CIP and monitor implementation and program improvement activities through ongoing communications with the LEA. More detailed information regarding the activities and timelines related to the on-site investigation will be provided to the LEA in subsequent TEA correspondence.

Career and Technical Education (CTE) Stages of Intervention

The stages of intervention for CTE monitoring will be implemented by the Division of Program Monitoring and Interventions in conjunction with TEA program area staff. The CTE stage of intervention applicable to an LEA is noted in the *Intervention Stage and Activity Manager* (ISAM) application.

Stage 1 Intervention: *Ongoing Performance Review.* At this level of intervention, the LEA will review results of the PBMAS indicators revealing higher levels of performance concern, review actual data if there are PBMAS indicators listed as having No Data (ND), and include improvement activities in the CTE Program Evaluation Report (PER) contained within the eGrant application for Carl D. Perkins federal funds. Program improvement activities may include actions taken to improve student performance and/or address data reporting concerns in coding of assessment documents, Public Education Information Management System (PEIMS) submissions, or the reporting of technical skill attainment (2S1) in the CTE PER. LEAs are encouraged to use the CTE *System Analysis* template available on the TEA program monitoring website as a tool to guide improvement activities. The LEA will be required to complete intervention activities by a specified date and retain all PER documentation at the LEA, subject to a request for submission.

Stage 2 Intervention: *Focused Data Analysis and System Analysis.* An LEA identified at this level will complete the activities in Stage 1 Intervention in addition to a data analysis of certain PBMAS indicators revealing higher levels of performance concern. Additionally, the LEA will conduct a System Analysis related to certain overarching program issues. The purpose of the data and system review is to analyze probes, areas for consideration, and/or data sets that may point out data trends, systemic issues, and/or areas of noncompliance with program requirements and include results of the review in the CIP. If noncompliance is identified, activities to address those findings must be included in a CAP and the CAP must be submitted to the TEA. The LEA will conduct intervention activities by a specified completion date and retain all documents and materials at the LEA, subject to a request for submission. Additionally, LEAs in Stage 2 Intervention may be identified for an on-site review of the CTE program for compliance with program access review (PAR) requirements. Any findings from the PAR on-site review must be included in a Program Access Action Plan.

Stage 3 Intervention: *Focused Data Analysis, System Analysis, and Full Compliance Review.* An LEA identified at this level will be required to complete the activities in Stage 2 Intervention and a Full Compliance Review. The purpose of the compliance review is to focus on issues or indicators to ensure that the LEA is implementing the program as required by statute or regulation. The LEA will be required to review program compliance requirements and include the results in the CIP. If noncompliance is identified, activities to address those findings must be included in a CAP. Documentation of all required activities will be submitted to the TEA by a specified date. TEA will review and approve the CIP and/or CAP. Additionally, LEAs in Stage 3 Intervention may be identified for an on-site review of the CTE program for compliance with program access review (PAR) requirements. Any findings from the PAR on-site review must be included in a Program Access Action Plan.

Stage 4 Intervention: *Program Effectiveness Review.* A targeted intervention by the TEA will be conducted to address program effectiveness concerns related to documented substantial, imminent, or ongoing risks as reflected in LEA data. The activities in this level of intervention will be customized to address identified concerns, may include completion of the activities required at Stage 3, and may be combined with other monitoring activities. The LEA will be required to conduct a student level review

(SLR), including a review of 2011 PBMAS data and other locally-available data, and implement local improvement processes. Subsequent to the targeted review, an LEA will be required to revise or develop a CIP to address findings related to the review or any other required data activities. If noncompliance is identified, activities to address those findings must be included in a CAP. The TEA will review and approve the CIP and/or CAP as appropriate to the findings, and monitor implementation and program improvement activities through ongoing communication with the LEA. More detailed information regarding the activities and timelines related to the targeted review and activities in this stage of intervention will be provided to the LEA in subsequent TEA correspondence. Additionally, LEAs in Stage 4 Intervention may be identified for an on-site review of the CTE program for compliance with program access review (PAR) requirements. Any findings from the PAR on-site review must be included in a Program Access Action Plan.

On-Site Investigation: Special Program Effectiveness Review. An on-site investigation by the TEA will be conducted to address program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The decision to conduct an on-site investigation is not contingent on the stage of intervention, but rather on identification of program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The on-site investigation activities will be combined with other monitoring activities as appropriate, and the LEA will conduct program improvement activities as required by the TEA. The on-site visit may include a review of the CTE program for compliance with program access review (PAR) requirements. Subsequent to the on-site visit, the LEA will be required to revise or develop a CIP and/or CAP and a Program Access Action Plan to address findings related to the on-site visit. The TEA will review the CIP and Program Access Action Plan as appropriate to the findings, and monitor implementation and program improvement activities through ongoing communication with the LEA. More detailed information regarding the activities and timelines related to the on-site investigation will be provided to the LEA in subsequent TEA correspondence.

No Child Left Behind (NCLB) Stages of Intervention

The stages of intervention for the NCLB monitoring will be implemented by the Division of Program Monitoring and Interventions in conjunction with TEA program area staff. The NCLB stage of intervention applicable to an LEA is noted in the *Intervention Stage and Activity Manager* (ISAM) application. Intervention activities for the NCLB program are delineated into two major components: 1) compliance reviews and 2) performance reviews and interventions. The PBMAS report provides information to LEAs on the results of the performance review for PBMAS indicators for the NCLB program area. Additionally, the results of an Initial Compliance Review (ICR) were considered in determining the stage of intervention required for an LEA. A report that details the specific results of the ICR for each LEA is available through ISAM.

Compliance reviews may occur separately or in combination with performance reviews and interventions. An LEA identified at any level of intervention will conduct an analysis of all ICR indicators missed if the LEA missed two or more ICR indicators. The purpose of the activity is to identify issues or findings contributing to the missed indicator(s) and establish a plan to correct identified issues or findings. The LEA will be required to complete and implement the Initial Compliance Analysis (ICA), but will not submit the ICA unless requested by the agency.

Stage 1 Intervention: An LEA identified at this level of intervention will conduct a *Focused Data Analysis* if the LEA received a PBMAS indicator result of 2. The purpose of the data analysis is to examine probes and/or data sets that may point out data trends, systemic issues, and/or areas of noncompliance with program requirements and include results of the review in the CIP and/or CAP. The LEA will be required to complete intervention activities by a specified date and retain the focused data analysis, CIP, and

resource materials at the LEA, subject to a request for submission. If noncompliance is identified, activities to address those finding must be included in a CAP and submitted to the TEA.

Stage 2 Intervention: *Focused Data Analysis*. At this level of intervention, the LEA will conduct a data analysis related to certain PBMAS indicators revealing higher levels of performance concern. The purpose of the data analysis is to examine probes and/or data sets that may point out data trends, systemic issues, and/or areas of noncompliance with program requirements and include results of the review in the CIP and/or CAP. If noncompliance is identified, activities to address those finding must be included in a CAP and submitted to TEA. Additionally, LEAs in Stage 2 intervention will conduct the data analysis activities and CIP, and will retain supporting documents and materials at the LEA, subject to a request for submission.

Stage 3 Intervention: *Focused Data Analysis and Public Program Performance Review (LEA Public Meeting)*. An LEA identified at this level will be required to complete the activities in Stage 2 Intervention and a Public Program Performance Review. In addition to identifying areas in need of improvement based on the data review, the purpose of the LEA public meeting is to conduct a needs assessment and gather feedback from stakeholders on the effective operation of the NCLB program through one or more community focus groups that address predetermined topics. The LEA will include the results of each aspect of the Stage 3 review in the CIP. If noncompliance is identified, activities to address those findings must be included in a CAP. Documentation of all required activities will be submitted by a specified date.

Stage 4 Intervention: *Program Effectiveness Review*. A targeted intervention by the TEA will be conducted to address program effectiveness concerns related to documented substantial, imminent, or ongoing risks as reflected in LEA data. The activities in this level of intervention may include completion of the activities required at Stage 3, and may be combined with other monitoring activities. The LEA must conduct a student level review (SLR), including a review of 2011 PBMAS data and other locally-available data, and implement local improvement processes. Subsequent to the targeted review, an LEA will be required to revise or develop a CIP to address findings related to the review or any other required data activities. If noncompliance is identified, activities to address those findings must be included in a CAP. The TEA will review and approve the CIP and/or CAP as appropriate to the findings, and monitor implementation and program improvement activities through ongoing communication with the LEA. More detailed information regarding the activities and timelines related to this stage of intervention will be provided to the LEA in subsequent TEA correspondence.

On-Site Investigation: *Special Program Effectiveness Review*. An on-site investigation by the TEA will be conducted to address program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The decision to conduct an on-site investigation is not contingent on the stage of intervention, but rather on identification of program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The on-site investigation activities will be combined with other monitoring activities as appropriate, and the LEA will conduct program improvement activities as required by the TEA. Subsequent to the on-site visit, the LEA will be required to revise or develop a CIP and/or CAP to address findings related to the on-site visit. The TEA will review and approve the CIP and/or CAP as appropriate to the findings, and monitor implementation and program improvement activities through ongoing communication with the LEA. More detailed information regarding the activities and timelines related to the on-site investigation will be provided to the LEA in subsequent TEA correspondence.

Special Education Stages of Intervention

The stages of intervention for special education monitoring will be implemented by the TEA Division of Program Monitoring and Interventions. The special education stage of intervention applicable to an LEA is noted in the *Intervention Stage and Activity Manager* (ISAM) application.

Stage 1 Intervention: *Focused Data Analysis and Student Level Review.* At this level of intervention, the LEA will conduct a data analysis and student level review related to certain PBMAS indicators revealing higher levels of performance concern. Additionally, the LEA will conduct a systemic program effectiveness review related to certain overarching program requirements. The purpose of the data analysis and student level review is to explore probes and/or data sets that may point out data trends, systemic issues, and/or areas of noncompliance with program requirements and include results of the review in the CIP. If noncompliance is identified, activities to address those findings must be included in a CAP and submitted to TEA. LEAs in Stage 1 Intervention will complete intervention activities by a specified date and retain documents and materials at the LEA, subject to a request for submission.

Stage 2 Intervention: *Focused Data Analysis, Student Level Review, and Public Program Performance Review (LEA Public Meeting).* An LEA identified at this level of intervention will complete the activities in Stage 1 Intervention and conduct a Public Program Performance Review. In addition to identifying areas in need of improvement based on the data and student level reviews, the purpose of the LEA public meeting is to conduct a needs assessment and gather feedback from stakeholders on the effective operation of the special education program through one or more community focus groups that address predetermined topics. The LEA will include the results of each aspect of the review in the CIP. If noncompliance is identified, activities to address those findings must be included in a CAP and submitted to TEA. LEAs in Stage 2 Intervention will complete intervention activities by a specified date and retain documents and materials at the LEA, subject to a request for submission.

Stage 3 Intervention: *Focused Data Analysis, Student Level Review, Public Program Performance Review (LEA Public Meeting), and Compliance Review.* An LEA identified at this level of intervention will be required to complete the activities in Stage 2 Intervention in addition to a Compliance Review. The purpose of the compliance review is to focus on compliance issues or indicators to ensure that the LEA is implementing the program as required by federal or state statute or regulation. The LEA will be required to complete a review of specified compliance requirements related to the identified areas of performance concern and include the results in the CIP. If noncompliance is identified, activities to address those findings must be included in a CAP. Documentation of all required activities will be submitted to the TEA by a specified date.

Stage 4 Intervention: *Program Effectiveness Review.* A targeted intervention by the TEA will be conducted to address program effectiveness concerns related to documented substantial, imminent, or ongoing risks as reflected in LEA data. The activities in this level of intervention may include completion of the activities required at Stage 3, and be combined with other monitoring activities. The LEA will be required to conduct a student level review (SLR), including a review of 2011 PBMAS data and other locally-available data, and implement local improvement processes. Subsequent to the targeted review, an LEA will be required to revise or develop a CIP to address findings related to the review or any other required data activities. If noncompliance is identified, activities to address those findings must be included in a CAP. The TEA will review and approve the CIP and/or CAP as appropriate to the findings, and monitor implementation and program improvement activities through ongoing communication with the LEA. More detailed information regarding the activities and timelines related to the targeted review and activities in this stage of intervention will be provided to the LEA in subsequent TEA correspondence.

On-Site Investigation: *Special Program Effectiveness Review.* An on-site investigation by the TEA Division of Program Monitoring and Interventions may be conducted to address program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The decision to

conduct an on-site investigation is not contingent on the stage of intervention, but rather on identification of program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The on-site investigation activities will be combined with other monitoring activities as appropriate, and the LEA will be required to conduct program improvement activities as required by the TEA. Subsequent to the on-site visit, the LEA will be required to revise or develop a CIP and/or CAP to address findings related to the on-site visit. The TEA will review the CIP and/or CAP as appropriate to the findings, and monitor implementation and program improvement activities through ongoing communications with the LEA. More detailed information regarding the activities and timelines related to the on-site investigation will be provided to the LEA in subsequent TEA correspondence.

Special Education Residential Facility (RF) Monitoring Stages of Intervention

The stages of intervention for special education RF monitoring will be implemented by the TEA Division of Program Monitoring and Interventions. The special education RF stage of intervention applicable to an LEA is noted in the *Intervention Stage and Activity Manager* (ISAM) application.

Stage 1 Intervention: *Student-Level Review, Focused Data Analysis, and System Analysis.* At this level of intervention, the RF LEA will conduct a student-level data review and focused data analysis related to the areas of least restrictive environment, commensurate school day, surrogate parent, and educational benefit. Additionally, the LEA will conduct a system analysis related to certain overarching program requirements. The purpose of the intervention activities is to analyze probes and/or data sets to identify data trends, systemic program issues, and/or areas of noncompliance with program requirements and address identified issues in the CIP, with corrective actions if noncompliance is identified. The RF LEA will complete all intervention activities by a specified completion date and retain all documentation and resource materials, subject to request for submission. If the LEA identifies areas of noncompliance with federal and state requirements, the CAP must be submitted to the TEA by a specified due date.

Stage 2 Intervention: *Student-Level Review, Focused Data Analysis, and System Analysis.* At this level of intervention, the RF LEA will conduct a student-level data review and focused data analysis related to the areas of least restrictive environment, commensurate school day, surrogate parent, educational benefit, individualized education program (IEP) implementation, certified/qualified staff, and participation in state assessments. The purpose of the intervention activities is to analyze probes and/or data sets to identify data trends, systemic program issues, and/or areas of noncompliance with program requirements and address identified issues in the CIP, with corrective actions if noncompliance is identified. LEAs in Stage 2 Intervention will complete intervention activities by a specified date. Documentation of all required activities will be submitted by a specified due date.

Stage 3 Intervention: *Student-Level Review, Focused Data Analysis, System Analysis, and LEA Program Compliance Review (PCR).* An RF LEA identified at this level of intervention will conduct the activities in Stage 2 Intervention in addition to a comprehensive program compliance review related to each investigatory topic referenced in Section C of the RF manual. The purpose of the LEA-conducted PCR is to complete a comprehensive evaluation of the effectiveness of the program for RF students and determine compliance with federal and state requirements. Identified issues will be addressed in the CIP, with corrective actions if noncompliance is identified. Documentation of all required activities will be submitted to by a specified due date.

Stage 4 Intervention: *Program Compliance Review (PCR).* A comprehensive on-site review by the TEA will be conducted to review each investigatory topic referenced in Section C of the RF manual and to determine the accuracy of the data submitted by the LEA in *RF Tracker* and other data reporting systems. The TEA will complete a comprehensive evaluation of the effectiveness of the program for RF students and determine compliance with federal and state special education requirements for students with disabilities residing in RFs. Prior to the on-site review, the LEA will be required to conduct a student-level review and submit the results of the review to the TEA. Subsequent to the review, the TEA will issue a written report of

findings to the RF LEA, and the LEA will be required to develop and submit to the TEA a CIP, with corrective actions if noncompliance is identified by a specified due date.

Stage 4A Intervention: *Corrective Action Review (CAR)*. A targeted on-site review by the TEA will be conducted with selected LEAs currently implementing a CIP with corrective actions to verify timely and substantial progress toward implementation of corrective action activities to ensure that activities are leading to improved program effectiveness and correction of identified noncompliance. If the TEA determines that an RF LEA is not completing activities outlined in the CIP and/or correcting identified noncompliance, or if new noncompliance is identified, the TEA will issue correspondence related to its findings. The LEA will be required to modify its CIP and submit the modified plan by a specified due date.

Stage 4B Intervention: *Continuing Compliance Verification Visit (CCVV)*. A targeted on-site review by the TEA will be conducted with selected RF LEAs that previously have completed a CIP with corrective actions to verify that the LEA has sustained the correction of noncompliance. If TEA findings indicate that correction of noncompliance has not been sustained, the TEA will issue a new report of findings. The report also will contain any new areas of noncompliance that are identified during the review. The RF LEA will be required to develop and submit a CIP, with corrective actions, by a specified due date.

Multiple Program Stages of Intervention: Integrated Interventions

For LEAs staged in multiple program areas, customized intervention activities will be developed to address specific areas of low performance and/or systemic issues. LEAs are to approach the intervention activities as one integrated and comprehensive process to identify the causes of low performance and poor program effectiveness and develop a plan to positively impact program effectiveness, student performance, and compliance with federal and state requirements. Additionally, findings from all components of the monitoring process must be evaluated and addressed in the CIP as appropriate. Any findings of noncompliance must be included in a corrective action plan (CAP) to correct noncompliance as soon as possible.

In the integrated intervention process, the LEA will: conduct a comprehensive data study; conduct a student level review (SLR) and analyze other pertinent LEA data in order to conduct the focused data analysis; conduct other intervention actions targeted to specific concerns and issues identified; and develop and implement a continuous improvement plan (CIP) that has integrated the LEA's decisions based on the results and findings of all required intervention activities. The comprehensive plan should be geared toward improved performance for identified student groups and must be analysis driven and results based.

Information documenting implementation of the review process must be maintained by the LEA. This includes documentation regarding which student folders, certification documents, etc., were reviewed during the process. Appropriate implementation of the system, as well as integrity of the data reflected in the system, are subject to future verification by the agency.

Contacts

Special Education Monitoring Contacts	
Primary: ESC Special Education Monitoring Contact	At the following link: http://www.tea.state.tx.us/ESC
Secondary: Division of Program Monitoring and Interventions	512-463-5226 spedmon@tea.state.tx.us

Other Program Area Monitoring Contacts	
Primary: ESC Monitoring Contact	At the following link: http://www.tea.state.tx.us/ESC select your ESC to review staff assignments
Secondary: Division of Program Monitoring and Interventions	512-463-5226 pmidivision@tea.state.tx.us

Resources

Website Addresses for Program Resources:
Bilingual Education/ESL Monitoring: http://www.tea.state.tx.us/pmi in the BE/ESL Monitoring link located on the left navigation bar of the website Career and Technical Education Monitoring: http://www.tea.state.tx.us/pmi in the CTE Monitoring link located on the left navigation bar of the website No Child Left Behind Monitoring: http://www.tea.state.tx.us/pmi in the NCLB Monitoring link located on the left navigation bar of the website Special Education: Monitoring: http://www.tea.state.tx.us/pmi in the Special Education link located on the left navigation bar of the website Special Education Residential Facility Monitoring : http://www.tea.state.tx.us/pmi in the Special Education Residential Facilities Monitoring link located on the left navigation bar of the website

Completion / Submittal Dates

Bilingual Education / ESL Single Program
Stage 1 and 2: November 18, 2011 (Stage 1 and 2 to be submitted <u>only</u> if requested by TEA) Stage 3: December 16, 2011 Stage 4: Timelines to be determined on case-by-case basis Targeted On-Site Intervention: Timelines to be determined on case-by-case basis
Career and Technical Education Single Program
Stage 1 and 2: November 18, 2011 (Stage 1 and 2 to be submitted <u>only</u> if requested by TEA) Stage 3: December 16, 2011 Stage 4: Timelines to be determined on case-by-case basis Targeted On-Site Intervention: Timelines to be determined on case-by-case basis
No Child Left Behind Single Program
Stage 1 and 2: November 18, 2011 (Stage 1 and 2 ICA to be submitted <u>only</u> if requested by TEA) Stage 3: December 16, 2011 Stage 4: Timelines to be determined on a case-by-case basis Targeted On-Site Intervention: Timelines to be determined on case-by-case basis
Special Education Single Program
Stage 1 and 2: November 18, 2011 (Stage 1 or 2 to be submitted <u>only</u> if requested by TEA) Stage 3: December 16, 2011 Stage 4: Timelines to be determined on case-by-case basis Targeted On-Site Intervention: Timelines to be determined on case-by-case basis
Multiple Program Integrated Interventions
Completion/submittal dates to be determined according to the highest stage of intervention