Administrative Support
Data and Accountability

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• DVM
• Federal Report Cards

• TEA Secure Applications
• ESY
• AI & IPI
• Retention
2014-2015 Data Validation Monitoring
Leaver Records Staging

• TAA & Leaver Staging occurred on 01.12.15 in ISAM

• District-level reports of the 2014 leaver records data validation indicators and student-level reports were posted to the TEA Secure Environment (TEASE) Accountability application on October 31, 2014.
  • Reports are available only for districts that triggered one of the eight DVM-L indicators.

• Districts assigned to Stage 2 or 3 will need to designate a DVM-L program contact in ISAM.
  • Step-by-step instructions for completing this task are located on the DVM-L page of the TEA website
• **Districts assigned to Stage 1** will complete the DVM-L workbook for the indicator triggered and develop a DVM-L corrective action plan (DVM-L CAP)
  
  • *Completion* due date is **February 20, 2015**. Districts in Stage 1 will maintain the DVM-L workbook, DVM-L CAP, and supporting documentation locally. These districts will submit intervention and supporting documentation only upon request of the Texas Education Agency (TEA).

• **Districts assigned to Stage 2 or 3** will complete the DVM-L workbook for the indicator(s) triggered and develop a DVM-L CAP.
  
  • The due date for completion *and* submission to TEA is **February 20, 2015**
  
  The due date for completion *and* submission to TEA is **February 20, 2015**.
Resources

• Information related to the DVM-L indicators is available in the 2014 Leaver Records Data Validation Manual.

• Intervention documents and tools for conducting the DVM-L intervention activities were posted to ISAM and the TEA website.

Please see last month’s Nuts & Bolts session for additional information on Data Validation Monitoring.
2014-2015 Data Validation Monitoring
Discipline Records Staging

DVM-Discipline
Staging – 2.20.15
Submission – 4.10.15

Questions regarding DVM-D, please contact:

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Or
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At a minimum, the LEA must—

- post direct links to the State, LEA, and campus report cards on its web site,
- make hard copies available to parents on request,
- make hard copies available for viewing in public locations, and
- notify parents of ALL students about the availability of the report cards and the options for obtaining them.

LEAs must make the federal report card information readily accessible to the public, and parents must be notified of the availability of the federal report card information no later than the Friday, March 6, 2015.
TEA Secure Applications

**TEAL** – Request one account
- TEA Homepage (*Top blue menu bar*)
- Click on TEA Login (TEAL)
- Request New User Account
- Online User Training

**TEASE** – Apply for individual applications (*Accountability, ISAM, RF, SPEARS, SPPs*)
- Go to TEA Secure Applications Information (TEASE) (*Top blue menu bar on TEA Home Page*)

**ISAM** – You must assign contacts in addition to applying for the applications.
- PowerPoint available upon request.
Extended School Year Services (ESY)

• ESY Data - Texas Administrative Code § 89.1065
  The reasonable period of time for recoupment of acquired critical skills shall be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment shall not exceed eight weeks.

• Spring Break data collection and recoupment date
• Procedures
• Documentation
• Planning and/or holding ARDs to address needs and services
• Begin making arrangements for summer services and facilities
• Develop system tracking contact hours for Fall PEIMS submission
• Start planning for the end-of-the-year procedures and documentation
• Students in special education, including those who take alternate state assessments and those who are not required to pass state assessments in order to graduate, are not excluded from the laws requiring accelerated instruction and intensive programs of instruction.

• With regard to these students, however, the admission, review, and dismissal (ARD) committee is responsible for determining the instructional interventions needed to assist the student in achieving the state academic standards and/or the standards set forth in the students individualized education program.
Accelerated Instruction / Intensive Program of Instruction

- Texas Education code (TEC) §2s.006 requires school districts to administer reading instruments to students in kindergarten through second grade to assess their reading development and comprehension. The statute further requires that a school district implement an accelerated reading instruction program for students who are determined, on the basis of their reading instrument results, to be at risk for dyslexia or other reading difficulties. In the case of a student in special education who does not perform satisfactorily on a reading instrument, the student's ARD committee must determine the manner in which the student will participate in an accelerated reading instruction program.
If a student in special education who is in fifth or eighth grade does not perform satisfactorily on a reading or math state assessment, the statute requires that the student's ARD committee determine:

• The manner in which the student will participate in an accelerated instruction program; and
• Whether the student will be promoted to the next grade or retained in the current grade.
• The accelerated instruction must be provided to the student before the next administration of the applicable assessment.
Accelerated Instruction / Intensive Program of Instruction

Have a plan in place to:

• Review data (student results)
• ARD
  • Determine Services to be provided
  • Consider General Education Services and/or Special Education Services *(Support not Supplant)*
  • Review IEP – goals, accommodations, services, etc...
• Adjust IEP if necessary
• Document review and decisions made.