
**RESULTS DRIVEN ACCOUNTABILITY (RDA)
BILINGUAL/ENGLISH AS A SECOND LANGUAGE/
EMERGENT BILINGUAL (BE/ESL/EB)**



Updated for the 2025-26 School Year

RDA Framework Determination Levels

TEA analyzes data from the RDA indicators to address LEA performance on student outcomes and compliance indicators to guide supervision and support for each LEA. Each LEA is assigned an annual determination level (DL), which is then aligned with specific monitoring and support activities. The DLs are calculated based on an overall analysis of indicator results. LEAs are expected to address the needs associated with their assigned DL of 1, 2, 3, or 4 and with individual data indicators that contribute to the overarching DL.

RDA Determination:	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
Determination Level:	DL 1	DL 2	DL 3	DL 4

Figure 1. RDA Framework Determination Alignment

DL 1: Meets Requirements

LEAs with this rating generally demonstrate successful self-monitoring, high levels of compliance with state and federal regulations, positive outcomes for students, and effective use of professional development resources. LEAs who meet RDA requirements have access to universal support to engage in an ongoing continuous improvement process related to all program areas within RDA (BE/ ESL/EB).

- LEAs who meet requirements related to the BE/ESL/EB programs have the option to complete a self-assessment in these areas.
- LEAs who obtain a DL 1 in BE/ESL/EB have the option to complete the strategic support plan (SSP) outlining the LEA's plan for continuous improvement.
- LEAs retain the SSP and self-assessment at the local level.

DL 2: Needs Assistance

LEAs who obtain this rating have one or more areas of moderate need as demonstrated through RDA indicators and are required to engage in activities and interventions to address improvement efforts.

- LEAs identified as "Needs Assistance" related to the BE/ESL/EB programs have the option to complete a self-assessment in these areas.
- LEAs who obtain a DL 2 in BE/ESL/EB have the option to complete the SSP outlining the LEA's plan for continuous improvement.
- LEAs retain the SSP and self-assessment at the local level.

DL 3: Needs Intervention

LEAs with a DL 3 rating have one or more areas of intense or moderate need as demonstrated through the RDA framework. Areas of improvement are identified through the RDA indicators and LEA self-assessment identifying the LEA's need for universal and targeted support. LEAs will outline activities and interventions to address improvement efforts in a SSP developed by the LEA with guidance from the TEA Special Populations Monitoring team.

- LEAs who obtain a DL 3 related to the BE/ESL/EB programs will complete a self- assessment in these areas to inform their continuous improvement efforts in the ASCEND application.
- After identifying areas of strength and need, LEAs who obtain a DL 3 related to BE/ESL/EB programs develop a SSP that prioritizes continuous improvement efforts and submits the plan to TEA using the ASCEND application in TEAL.
- The LEA will participate in bi-monthly collaboration with the Special Populations Monitoring team to monitor progress toward SSP goals. The LEA receives assistance from the TEA Special Populations Monitoring team regarding targeted support designed to address LEA-prioritized areas of need.

DL 4: Needs Substantial Intervention

LEAs who obtain a DL 4 have one or more areas of intensive need demonstrated through the RDA framework. Areas of improvement are identified through RDA indicators and LEA self-assessment identifying the LEA's need for universal and targeted support, or monitoring activity results, which identify the need for targeted or intensive support. LEAs who obtain a DL 4 outline activities and interventions to address improvement efforts in a SSP developed by the LEA with support from the TEA Special Populations Monitoring team.

- LEAs who obtain a DL 4 related to the BE/ESL/EB programs will complete a self- assessment in these areas to inform their continuous improvement efforts in the ASCEND application.
- After identifying areas of strength and need, LEAs who obtain a DL 4 develop a SSP that prioritizes continuous improvement efforts and submits the plan to TEA using the ASCEND application in TEAL.
- The LEA will participate in monthly collaboration with the Special Populations Monitoring team to monitor progress toward SSP goals. The LEA receives assistance from the TEA Special Populations Monitoring team regarding targeted support designed to address LEA-prioritized areas of need.

RDA Framework Determination Levels

Annual RDA framework determinations and specific performance levels of need within the RDA framework area guide the specific monitoring activities and requirements for LEAs. Monitoring activities range from an LEA self-assessment in the RDA framework area of need to monitoring monthly progress towards SSP goals. In all cases, monitoring activities are intended to support the LEA's continuous improvement efforts relative to RDA BE/ ESL/EB program area (Figure 2).

Monitoring Activities	DL 1	DL 2	DL 3	DL 4
Self-Assessment	N	N	Y	Y
Strategic Support Plan (SSP)	N	N	Y	Y
Bi-Monthly Meetings with TEA	N	N	Y	N
Monthly Meetings with TEA	N	N	N	Y

Figure 2. Monitoring activity requirements by RDA determination

Self-Assessment

The purpose of self-assessment is to assist LEA leadership teams in evaluating and improving their educational program serving students in special populations. Self-assessment requirements for BE/ESL/EB are determined based upon performance data in the RDA framework and are required to be completed annually for LEAs that received an overall DL 3 or DL 4.

Strategic Support Plan (SSP)

The purpose of the annual strategic support plan (SSP) is to guide LEAs through the process of prioritizing areas for improvement and developing a plan to improve outcomes for identified emergent bilingual students. The SSP is a tool designed to align with the Effective Schools Framework (ESF) Prioritized Level 1—Strong School Leadership and Planning to assist LEAs through Data-Driven Instruction (DDI) practices. The SSP is a continuous improvement tool and addresses gaps in outcomes within the RDA framework. It is utilized to identify the root causes contributing to low performance in RDA indicators. LEAs are encouraged to engage in continuous program improvement regardless of RDA determinations; however, based upon annual determinations within the RDA framework, SSP submissions may be required.

LEAs who obtain a DL 3 or DL 4 related to their BE/ESL/EB programs in the RDA framework, are required to submit a SSP to the TEA and engage in regular, scheduled support conferences with the TEA Special Populations Monitoring team.