

DATE:	December 4, 2019
SUBJECT:	Results Driven Accountability
CATEGORY:	Special Populations and Monitoring
NEXT STEPS:	Share with appropriate staff

As referenced in 19 Texas Administrative Code §97.1005, *Results Driven Accountability*, the Texas Education Agency (TEA or agency) is implementing RDA related activities for the 2019-2020 school year.

The 2019 RDA, formerly the Performance-Based Monitoring Analysis System includes several key changes from the 2018 PBMAS. For example, the term staging has been removed from RDA language in addition to indicator changes. Detailed information about specific indicators is available in the [2019 RDA Manual](#).

The 2019-2020 performance levels for districts for the bilingual education/English as a second language, career, and technical education, Every Student Succeeds Act (ESSA), and special education program areas, will be available the week of December 9, 2019, through the *Intervention, Stage, and Activity Manager* (ISAM) application in Texas Education Agency Login (TEAL). If you need assistance requesting access to the ISAM application in TEAL, uploading documents, or changing contact information in ISAM, please reach out to your PBM contact at your regional education service center (ESC).

Descriptions of the criteria that were used to select local education agencies (LEAs) for 2019-2020 interventions are available on the program-specific intervention, and guidance pages found through the [Division of Review and Support](#) webpage. Many of the requirements remain the same as in previous years. The updated monitoring and intervention requirements are described in the *RDA Interventions Guidance*. Summary level interventions are indicated in the tables below and referenced in the *RDA Interventions Guidance* (*please note the intervention differences between special education and special populations*).

2019-2020 Results Driven Accountability (RDA) Intervention Requirements Special Populations

2019-2020 Results Driven Accountability (RDA) Intervention Requirements Special Education

Performance Level (PL)	Establish DCSI and DLT	Engage in Continuous Improvement	Submit continuous Improvement Plan to the Texas Education Agency (TEA)
Performance Level 0 LEAs assigned a PL 0 in special populations	OPTIONAL	OPTIONAL	OPTIONAL
Performance Level 1 LEAs assigned a PL 1 in special populations	YES	YES	NO
Performance Level 2 LEAs assigned a PL 2 in special populations	YES	YES	NO
Performance Level 3 LEAs assigned a PL 3 in special populations	YES	YES	YES
Performance Level 4 LEAs assigned a PL 4 in special populations	YES	YES	YES

Performance Level (PL)	Establish DCSI and DLT	Engage in Continuous Improvement	Submit continuous Improvement Plan to the Texas Education Agency (TEA)
Performance Level 0 LEAs assigned a PL 0 in special education	OPTIONAL	OPTIONAL	OPTIONAL
Performance Level 1 LEAs assigned a PL 1 in special education	YES	YES	NO
Performance Level 2 LEAs assigned a PL 2 in special education	YES	YES	YES
Performance Level 3 LEAs assigned a PL 3 in special education	YES	YES	YES
Performance Level 4 LEAs assigned a PL 4 in special education	YES	YES	YES

- LEAs with overall performance levels that require intervention in one or more program areas for 2019-2020 will engage in a continuous improvement process to develop a district plan to address the areas of low program performance. LEAs may use one of the following submission options, as determined locally:

- Strategic Support Plan (SSP)
- Targeted Improvement Plan (TIP)
- Add required improvement language to a pre-existing planning document used within the LEA
- Submissions to TEA are described in the RDA Intervention Guidance Document.

Please refer to ISAM RDA interventions guidance, [RDA Performance Framework](#), and/or the [Intervention and Submission chart](#) for further details.

If an individual or unanticipated circumstance impacts an LEA's ability to meet required intervention timelines, information detailing individual circumstances, along with a projected date for completion of activities, should be submitted to the TEA monitoring contact list in ISAM or to the Division of Review and Support via email at reviewandsupport@tea.texas.gov. Such a request does not automatically defer any other requirements contained in this letter or other monitoring documents, but individual circumstances or requests for extensions will be considered.

Additionally, if data accuracy issues are identified either as part of the agency's RDA data review or during the implementation of intervention activities, the LEA will be required to address procedural and systematic improvements used to collect and submit data. LEAs also may be subject to escalated oversight, interventions, and/or sanctions whenever such action is required. Finally, should your LEA be identified because of any other monitoring activities TEA is required to conduct, including monitoring activities related to accreditation determinations or compliance with federal formula and discretionary grant requirements, you will be notified in a timely manner by appropriate agency staff.

We appreciate your ongoing dedication to continuous improvement and anticipate that a data-driven, performance-based approach to monitoring will continue to assist you in your efforts to improve student achievement.

Sincerely,

C. Jennifer Alexander
Associate Commissioner, Office of Special Populations and Monitoring

Contact

For additional support or questions regarding performance or intervention requirements or questions regarding monitoring, please contact the Division of Review and Support at reviewandsupport@tea.texas.gov or 512-463-9414.