



DIFFERENTIATED MONITORING SYSTEM (DMS) STUDY GUIDE

Welcome to the introductory learning module for special education in the state of Texas. Please use this study guide to follow along with the module.

HOW TO USE THIS STUDY GUIDE

PURPOSE

This guide is intended to prepare and assist LEA users in engaging in the Differentiated Monitoring System (DMS) used by the Department of Review and Support at the Texas Education Agency.

CONTENT

This guide provides notes and links to follow along with the e-Learning module. It is also designed to serve as a reference guide.

ICONS

This guide includes icons designed to support ease of use and to draw your attention to important information.



LINKS TO RESOURCES



REMINDERS



CHECK UNDERSTANDING



NOTES

WELCOME MODULE

Module Description: This module shares the essential processes and expectations of monitoring in Texas. The module is designed to complete in one session and allows participants to return to it as often as necessary for understanding. As you complete the module, you will participate in multiple short checks.



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MODULE OBJECTIVES

- Provide participants with an overview of the differentiated monitoring system.
- Highlights how LEAs may engage in the monitoring process

LEARNING OUTCOMES

Participants will be able to...

- ✓ Explain the Differentiated Monitoring System (DMS) for special education
- ✓ Identify the components and requirements of the monitoring and support process
- ✓ Explain the potential outcomes of special education monitoring.

DMS OVERVIEW

The Differentiated Monitoring and Support system consists of two special education program monitoring pathways: Targeted Support Reviews and Cyclical Reviews.

- ✓ Both monitoring pathways analyze data related to federal and state compliance.
- ✓ Many review activities, in both cyclical and targeted monitoring pathways, are completed through a desk review.
- ✓ In some cases, an LEA might also engage in an on-site review.
- ✓ All LEAs will complete a self-assessment at the local level each year to support the development of an improvement plan to support the continuous improvement of special education programming for students with disabilities.

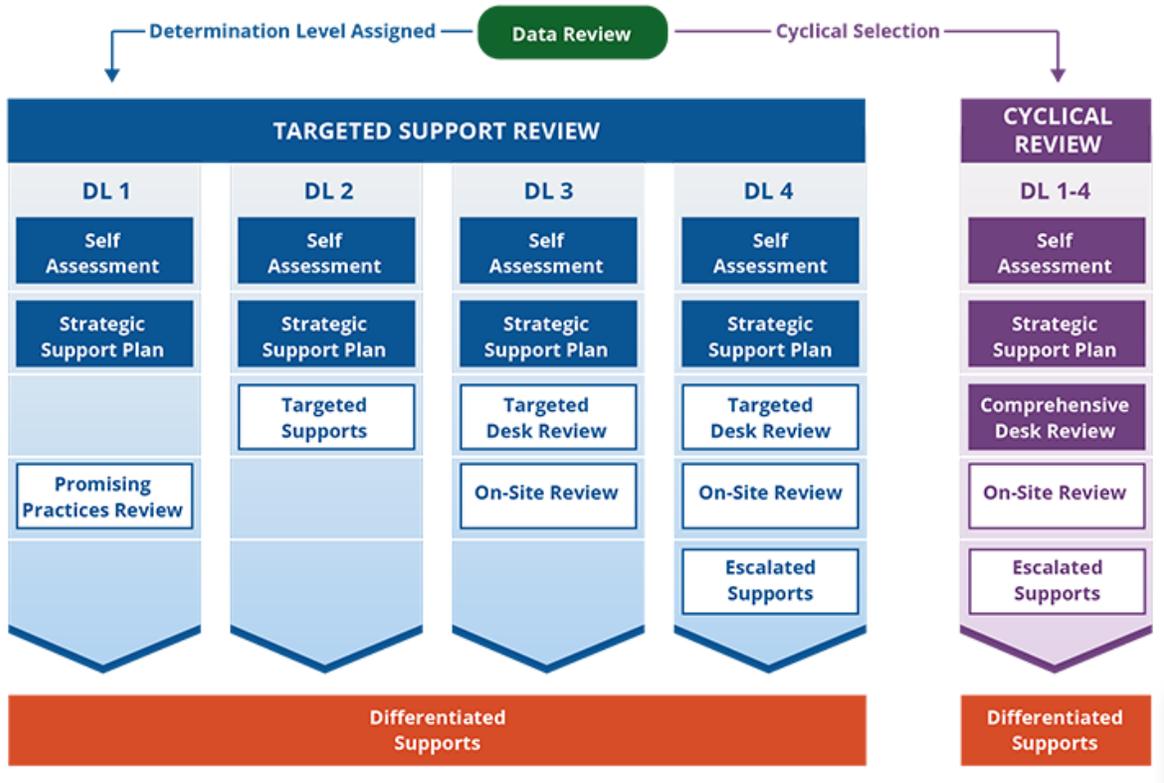


Please refer to the Overview: Differentiated Monitoring and Support System in figure 1 on page 2 to learn more about each path.

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Figure 1

Overview: *Differentiated Monitoring & Support System*



CYCLICAL REVIEWS

A cyclical review is completed with every LEA in the state on a six-year schedule. The



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schedules for cyclical review are published on the TEA Review and Support website in the spring before monitoring activities being in the fall.



The link to the Differentiated Monitoring and Support (DMS) page is where you will find the cyclical monitoring schedules. [Review and Support: Differentiated Monitoring and Support \(DMS\)](#)



DIAGNOSTIC FRAMEWORK

The Diagnostic Analysis Protocol provides an overall framework for the Texas special education Differentiated Monitoring and Support System. It emphasizes the connection between monitoring activities and actions that improve student services and outcomes.

THE DIAGNOSTIC FRAMEWORK CONCENTRATES ON THREE DOMAINS:

1. Implementation
2. Student Outcomes
3. Family Engagement

All three domains are integral to addressing the seven critical areas of compliance in all aspects of the system of monitoring and support.

THE SEVEN CRITICAL AREAS OF COMPLIANCE

1. Properly Constituted ARD
2. Evaluation
3. IEP Content
4. IEP Development

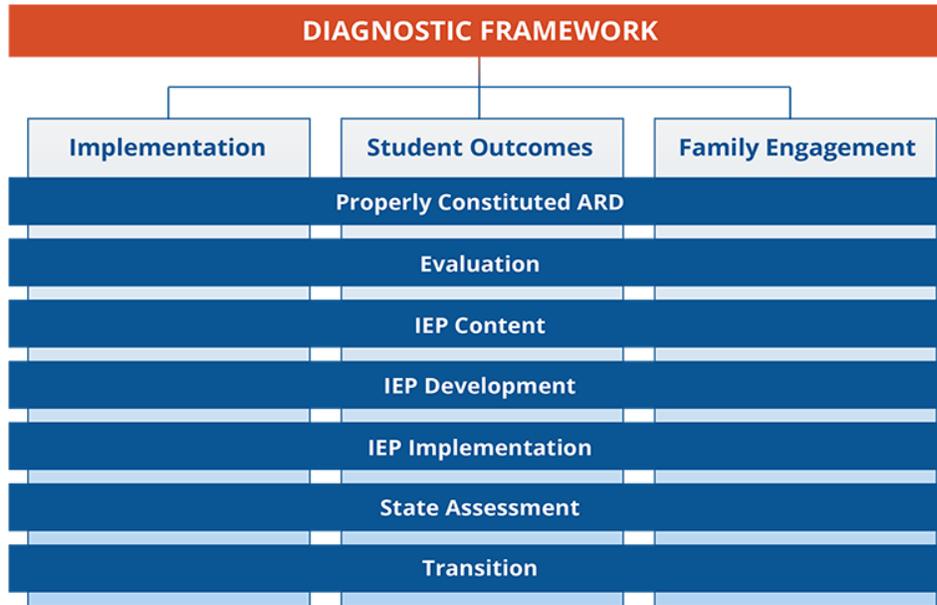
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- 5. IEP Implementation
- 6. State Assessment
- 7. Transition

The diagnostic framework supports the TEA and LEAs in reviewing a variety of increasingly complex information about program implementation, student outcomes, and family engagement at all levels of monitoring. The protocol connects LEA performance to considerations, professional development, and technical assistance guidance to promote continuous improvement of student outcomes. See the Diagnostic Framework in Figure 2.

Figure 2

Diagnostic Framework



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All cyclical reviews include a comprehensive desk review of how your LEA is addressing all seven critical areas of special education compliance across the three domains.



COMPONENTS OF A COMPREHENSIVE DESK REVIEW

- ✓ Policies will be reviewed using the documentation uploaded in the Legal Framework.
- ✓ LEAs will provide a sampling of special education documents for review
 - The sample of documents is based upon the population of students who receive special education services in the LEA.
- ✓ Analysis of student documentation and LEA policies will be completed to determine strengths and areas of growth and improvement across the seven critical areas of compliance within all three domains.



Historical and current performance data will be used to determine whether an LEA will receive an On-Site Review as a component of their scheduled cyclical review.

ON-SITE REVIEWS

The purpose of the on-site review is to provide the following to the TEA and LEAs:

- ✓ Collect diagnostic evidence
- ✓ Clarify inconsistencies
- ✓ Support findings
- ✓ Enhance recommendations



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CAMPUS OBSERVATIONS AND DIAGNOSTIC INTERVIEWS

On-site activities include campus observations of special education program delivery and diagnostic interviews with LEA staff, parents, and students, as appropriate. These activities will be determined based upon the student's records reviewed during the comprehensive desk review.



TARGETED SUPPORT REVIEWS

Under the proposed framework, each LEA will receive an annual Results Driven Accountability (RDA) determination level of one through four based on a review of your district's special education student outcome and compliance data. See figure 3 on the next page.

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Figure 3
RDA Determination Levels





The LEA's determination level in special education will be determined using a Results Driven Accountability (RDA) framework. The data determined through RDA provides the specific focus areas for continuous improvement planning through the implementation of a Strategic Support Plan (SPP). The LEA's performance levels also provide the basis for monitoring and support activities during a targeted support review.



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TARGETED SUPPORT ACTIVITIES

LEAs may engage in targeted desk review or targeted support activities to address areas where data indicates an opportunity for growth within your LEAs special education program implementation.



Based on the outcomes of a targeted desk review, your LEA might be selected for an On-Site review. These on-site reviews include similar activities to those noted for cyclical reviews.



STRATEGIC SUPPORT PLAN

The strategic support plan is a template through which LEAs will prioritize critical areas(s) of improvement and/or correction to increase positive outcomes for students with disabilities. It is an opportunity for LEAs to facilitate communication and decision making by implementing a multidisciplinary, collaborative approach allowing for the inclusion of various perspectives to guide the LEA through the continuous improvement process.

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CORRECTIVE ACTION PLANS

LEAs will have the opportunity during the comprehensive desk review, targeted support review, or on-site review.



A corrective action plan is required if systemic non-compliance is identified related to any federal or state special education requirement.



Check for Understanding

1. Which tool are you required to use annually to analyze your district's special education program strengths and needs and inform your district leadership team's continuous improvement efforts?



2. _____ is a data review process used by the TEA Review and Support staff to analyze your district's special education data and make determinations about monitoring activities and review.



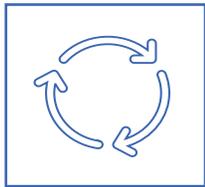
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3. After the TEA Review and Support completes the special education review process with you and your district, which of the following will be an outcome of that review?



TYPES OF REVIEW

There are two types of special education reviews.



Cyclical Reviews

These occur every six years across the state and includes a comprehensive desk review.



Targeted Support Review

A LEAs performance level is determined annually and identifies areas of need that will be monitored as part of a targeted desk review.



No LEAs will be reviewed twice within the same year. If the LEA is scheduled for a cyclical review, a Comprehensive Desk Review will be completed instead of a Targeted Desk Review. An On-Site Review may be a component of the cyclical review based on data.



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CYCLICAL REVIEW

Figure four shows three characteristics of the cyclical review and the required actions of the LEA.

Figure 4

Required Actions for a Cyclical Review

Characteristics	Required Actions
Comprehensive deep dive into focus areas of compliance across Texas	Complete self-assessment and submit results
Broad focus includes compliance and outcomes	Provide TEA with requested student IEP documentation
All LEAs in the state receive a scheduled review during a six-year cycle	Provide TEA with requested student IEP documentation

TARGETED SUPPORT REVIEW

Figure five shows the three characteristics of the targeted support review and required actions for the LEA. See figure five on the next page.

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Figure 5

Required Actions for a Targeted Support Review

Characteristics	Required Actions
Need for review determined annually	Complete self-assessment and submit results
Review completed based on Results Driven Accountability performance levels	Provide TEA with requested student IEP documentation
Specific focus on compliance and outcome indicators	Provide staff, parent, and/or student contact information to TEA

Check for Understanding

4. Which item do you need to provide the TEA during your scheduled cyclical review?

5. How often will a cyclical review be completed with your district?

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6. Which statement most accurately describes a targeted support review?

SELF-ASSESSMENT

What?	Why?	Who?	When?	How?
<ul style="list-style-type: none"> •A proactive approach addressing special education compliance and improving student performance. 	<ul style="list-style-type: none"> •The self-assessment rubric assists LEA leadership teams in evaluating and improving special education program. 	<ul style="list-style-type: none"> •The LEA determines multi-disciplinary team members. 	<ul style="list-style-type: none"> •The self-assessment must be completed annually. 	<ul style="list-style-type: none"> •An internal review of student's records, policies and procedures, and multiple data sources.

Check for Understanding

7. You meet with your district leadership team to review student achievement and special education compliance data. Your team identifies the implementation of instructional accommodations for students with a disability as an area of growth. This is an example of which process?

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8. How will LEA determinations and targeted reviews be determined?



ON-SITE REVIEW

An on-site review may not occur as part of every special education review. On-site activities may be required as part of a targeted support review or based on a historical review of data for an LEA scheduled for a cyclical review. The purpose of the on-site review is to develop a deeper understanding of the special education programming for students with disabilities within the LEA. The on-site visit includes a focused observation of students in classrooms to review the services provided across classroom settings in conjunction with the services and supports outlined in the IEP.



The observation tool includes a focused analysis of service delivery, accommodations, modifications, behavioral supports, and other elements of a student's instructional program.



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Service delivery



Accommodations



Modifications



Behavioral supports



Instructional program



The on-site review also includes an interview with families and instructional staff. These interviews provide the adults who know the student best to describe their perception of the student's strengths and the implementation of the student's IEP and overall special education policies and procedures in the LEA.



Periodically, an on-site review will be conducted to highlight and showcase promising practices around the state.



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DIFFERENTIATED SUPPORTS

After your special education review is complete, you will receive actionable results to inform your next steps as an LEA. Actionable outcomes include the following:



Summary of Findings

Strengths
Recommendations
Compliance



Recommendations & Supports

Recommended areas of focus
Corresponding Resources



Corrective Actions

Outlines required activities
Implemented and monitored over one year.



Checks for Understanding

9. When the TEA Review and Support Staff visit your LEA for an on-site review, which of the activities will occur?





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10. The TEA Review and Support staff have just completed your LEAs special education review. You want to develop focused professional development schedules for your campuses. Which component of the findings report might help you plan for this?

SUMMARY/RESULTS

You may document your scores from this training session in the space below:

You scored: _____
Maximum Score: _____
Correct Questions: _____
Total Questions: _____

REVIEW YOUR QUIZ RESULTS AND NOTE CORRECTIONS

Congratulations!
You have completed the Differentiated Monitoring System eLearning Model!

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