RDA Guidance Document 2019

(Formerly PBMAS)

Texas Education Agency®
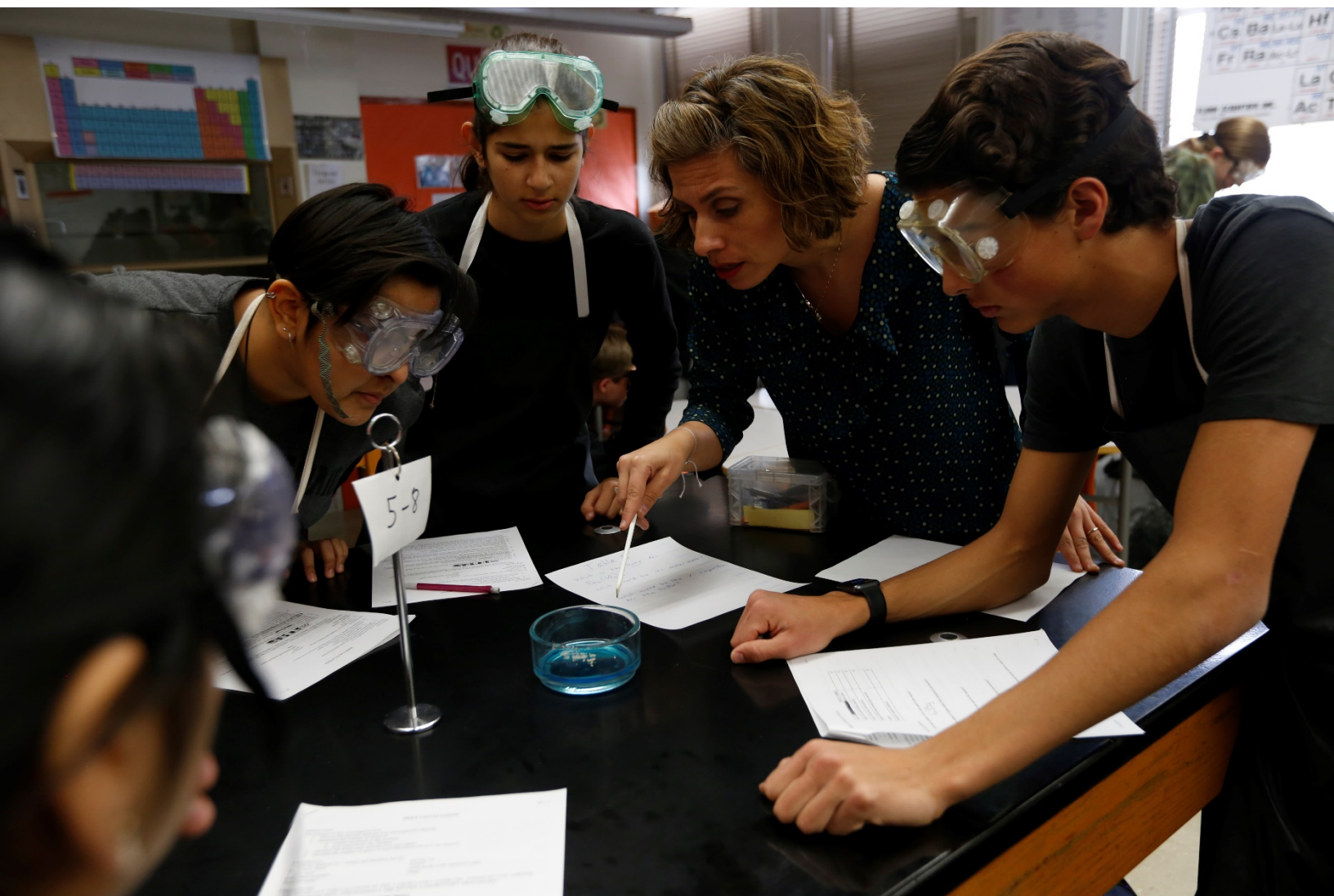
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Introduction

Results Driven Accountability (RDA) is a comprehensive evaluation system designed to improve student performance and program effectiveness to support Local Education Agencies (LEAs). The RDA framework is a data-driven system that utilizes performance indicators, data validation indicators, and other indicators of program compliance required by federal law. The purpose of this document is to focus on the interventions that apply to each program area.

Program Areas

- Bilingual Education (BE) and English as a Second Language (ESL)
- Career and Technical Education (CTE)
- Every Student Succeeds Act (ESSA)
- Special Education (SPED)

Intervention Process Overview

LEAs are evaluated in each program area and assigned an overall performance level (PL). The LEA will be assigned a PL0, PL1, PL2, PL3, or PL4 for each indicator and program. The PL is aligned to a specific level of support. See Figure 1.
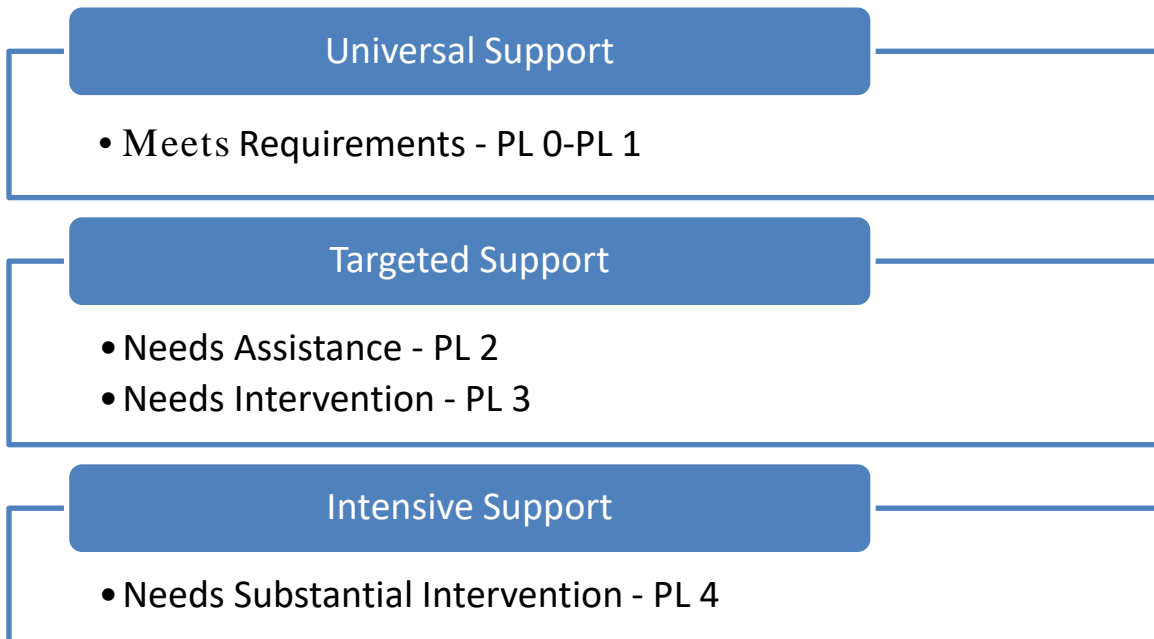
Universal Support

• Meets Requirements - PL 0-PL 1

Targeted Support

• Needs Assistance - PL 2
• Needs Intervention - PL 3

Intensive Support

• Needs Substantial Intervention - PL 4

Figure 1: *Differentiated Supports*

District Leadership Team (DLT)

The LEA determines the members of the DLT. However, membership of the DLT should include representatives from programs identified as PL2 (Needs Assistance), PL3 (Needs Intervention), or PL4 (Needs Substantial Intervention). The LEA team should also include staff responsible for school improvement, curriculum and instruction, and other programs that may have an impact on student performance and program effectiveness.

Role of the District Coordinator of School Improvement (DCSI)

The DCSI is a district-level employee who is in a leadership position in special programs, school improvement, curriculum, and instruction or another position with responsibility for student performance. The primary responsibility of the DCSI is to coordinate with key LEA personnel and stakeholders to participate in monitoring and support activities.

Possible DLT Participants

- LEA central office administrators
- BE/ESL, special education, CTE, and/or federal programs administrators/directors
- Campus administrators
- Guidance counselors
- General education teachers
- Representation across primary and secondary
- Teachers serving students in BE/~~ELL~~SL, special education, CTE, and or ESSA aligned programs
- Language Proficiency Assessment Committee (LPAC) members
- Students and parents of programs in review
- Representatives of any private and/or nonprofit schools participating in the program areas in the review
- Community stakeholders
- Curriculum specialists
- Public Education Information Management System (PEIMS)/Texas Students Data System (TSDS) staff members
- Representatives of district alternative education programs (DAEP) or campuses, if applicable
- Related service providers
- Speech and Language Pathologists or providers
- Evaluation personnel
- Representatives of campuses within the feeder patterns
- Administrators of residential treatment facilities (RFs), if the LEA provides services to students with disabilities who reside in the RFs.
- Other members as determined by data analysis and program areas

The LEA is not required to submit a list of DLT members unless requested by the TEA. The LEA is required to submit the name of the DCSI through the Ascend application.

Engaging in Continuous Improvement

LEAs in need of targeted or intensive supports for one or more RDA program areas must engage in the LEA continuous improvement process. The DCSI and DLT will collaboratively engage in this process and provide evidence to support progress towards improving specific program areas.
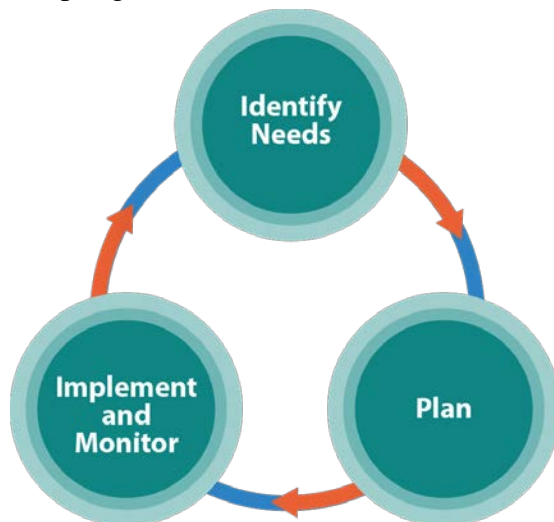
Figure 2: *Effective Schools Framework*

Review and Support have aligned the process for continuous Improvement with the Effective Schools Framework to include all program areas.

Identify Needs

LEAs participating in targeted and intensive supports will analyze the data for RDA Indicator with a PL2 or higher and/or areas of noncompliance for one or more federally required elements (FRE). The LEA must review the performance level for each indicator in every program area.

Plan

The Strategic Support Plan (SSP), supports LEAs in prioritizing critical area(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.

The SSP, formerly the Targeted Improvement Plan (TIP), incorporates data findings, problem statements, and root cause they address areas of low performance and program ineffectiveness within RDA. LEAs will use multiple data sources to examine areas that may have an impact on the effectiveness of their programs. Based on the data analysis, LEAs will determine what problems exist that are contributing to each ineffective program area. These problem statements synthesize the data analysis process into objective statements that clarify the areas that will be addressed in the RDA district strategic support plan. The strategic support plan is to support an LEA in determining where the LEA or program is compared to where the LEA or program wants to be.

Implement and Monitor

LEAs with an overall rating of PL0, PL1 will retain the SSP unless requested by the TEA. Each program area will support LEAs through targeted monitoring based on program performance. Reviews of the SSP will occur at the beginning of the year, middle of the year, and end of the year for LEAs with a PL2, PL3, or PL4 in any program area. R&S regional teams will coordinate the SSP related meetings with special populations when an LEA has more than one area on the SSP. The cross-functional meetings will allow for more collaboration to make technical assistance recommendations.
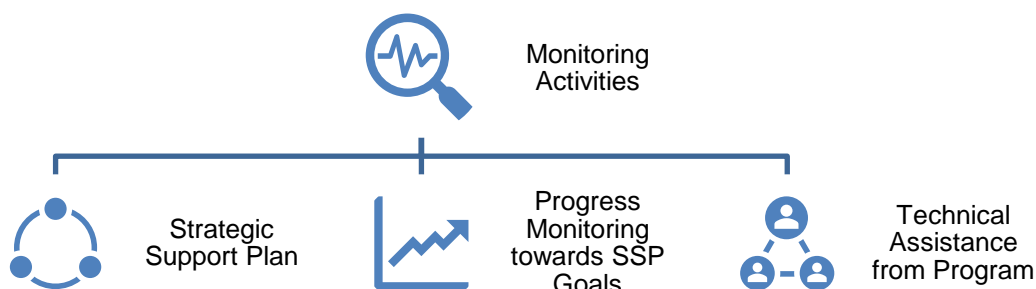
Figure 5: *Monitoring Activities aligned to the SSP*

Bilingual Education/English as a Second Language

The TEA English Learner Support Division is continuously developing program implementation resources for Local Education Agencies (LEAs) to utilize in providing effective bilingual education and English as a second language (ESL) programs for English Learners that meet and exceed state requirements. For specific information, please visit the Bilingual and English as a Second Language Education program page at the following web page: https://tea.texas.gov/bilingual/esl/education/

Review and Support will provide general supervision and progress monitoring of the SSP and link LEAs to technical assistance for program-specific needs.

Bilingual Education (BE)/English as a Second Language (ESL) Indicators:

1. BE STAAR 3-8 Passing Rate
2. ESL STAAR 3-8 Passing Rate
3. English Learners (ELs) (Not Served in BE/ESL) STAAR 3-8 passing rate
4. ELs Years After Exit STAAR 3-8 Rate
5. ELs STAAR End of Course (EOC) Passing Rate
6. ELs Annual Dropout Rate (Grades 7-12)
7. ELs Graduation Rate
8. TELPAS Reading Beginning Proficiency Level Rate
9. TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years

Career and Technical Education

The Career and Technical Education program is continuously developing program implementation resources for Local Education Agencies (LEAs) to utilize in providing effective instruction for students to meet and exceed state requirements. Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Review and Support will provide general supervision and progress monitoring of the SSP and link LEAs to technical assistance for program-specific needs. For more information about CTE program information, please visit the CTE webpage at https://tea.texas.gov/cte/

Career and Technical Education (CTE) Indicators:

1. CTE STAAR EOC Passing Rate
2. CTE ELs STAAR EOC Passing Rate
3. CTE Economically Disadvantaged STAAR EOC Passing Rate
4. CTE SPED STAAR EOC Passing Rate
5. CTE Annual Dropout Rate (Grades 9-12)
6. CTE Graduation Rate

Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA) program is continuously developing program implementation resources for Local Education Agencies (LEAs) to utilize in providing effective instruction for vulnerable populations of students to meet and exceed state requirements. The SSP incorporates data findings, problem statements, and root causes that address areas of low performance and program ineffectiveness for ESSA indicators.

Review and Support will provide general supervision and progress monitoring of the SSP and link LEAs to technical assistance for program-specific needs. For more information about ESSA program information, please visit the Special Student Populations webpage at https://tea.texas.gov/Academics/Special_Student_Populations/.

Every Student Succeeds Act (ESSA) Indicators:

1. Title I, Part A STAAR 3-8 Passing Rate
2. Title I, Part A STAAR EOC Passing Rate
3. Title I, Part A Annual Dropout Rate (Grades 7-12)
4. Title I, Part A Graduation Rate
5. Migrant STAAR 3-8 Passing Rate
6. Migrant STAAR EOC Passing Rate
7. Migrant Annual Dropout Rate (Grades 7-12)
8. Migrant Graduation Rate
9. Foster Care STAAR 3-8 Passing Rate
10. Foster Care STAAR EOC Passing Rate
11. Foster Care Annual Dropout Rate (Grades 7-12)
12. Foster Care Graduation Rate
13. Homeless STAAR 3-8 Passing Rate
14. Homeless STAAR EOC Passing Rate
15. Homeless Annual Dropout Rate (Grades 7-12)
16. Homeless Graduation Rate
17. Military STAAR 3-8 Passing Rate
18. Military STAAR EOC Passing Rate
19. Military Annual Dropout Rate (Grades 7-12)
20. Military Graduation Rate

Special Education Monitoring

TEA is required to make annual determinations about the performance of LEAs using the categories of Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention. As implied, these categories represent various intensities of required technical assistance and/or intervention. States are required to make a determination using these categories for every LEA within the state on an annual basis.

R&S will provide general monitoring and supervision for special education monitoring. Special Education Determinations are based on two components:

- Federally Required Elements (FRE)

- State Defined Elements (RDA Indicators).

Federally Required Elements (FRE)

States must consider the following four federally required elements in assigning a Determination level for LEAs:

- Performance on State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13.
- Whether data submitted by LEAs is valid, reliable, and timely;
- Uncorrected noncompliance from other sources (complaints resolution, due process, residential facility monitoring, and monitoring activities); and
- Any audit findings.

For more information about the State Performance Plan, please visit the [State Performance Plan](#) website.

State Defined Elements

States may choose to define additional elements in making determinations. In order to more accurately reflect LEA performance, TEA collects data related to the following special education indicators.

Special Education (SPED) Indicators:

1. SPED STAAR 3-8 Passing Rate

2. SPED Year After Exit STAAR 3-8 Passing Rate

3. SPED STAAR EOC Passing Rate

4. SPED Alternate 2 Overall Participation (No Action Required)

5. SPED Annual Dropout Rate (Grades 7-12)

6. SPED Graduation Rate

7. SPED Regular Early Childhood Program Rate (ages 3-5)

8. SPED Regular Class ≥80% Rate (Ages 6-21)

9. SPED Regular Class <40% Rate (Ages 6-21)

10. SPED Separate Settings Rate (Ages 6-21)

11. SPED Representation (Ages 3-21)

12. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

13. SPED OSS and Expulsion >10 Days Rate

14. SPED ISS ≤10 Days Rate (Ages 3-21)

15. SPED ISS >10 Days Rate (Ages 3-21)

16. SPED Total Disciplinary Removals Rate (Ages 3-21)

In addition, R&S will differentiate supports for LEAs by providing supports that increase in the frequency and intensity of support based on the LEA determination.

Special Education Universal Supports

Universal supports are available to all LEAs. These supports include the development of an SSP and completion of a self-assessment. However, these documents will not

be uploaded into Ascend unless requested by the TEA for LEAs that have a determination of "Meets Requirements" (PL0 or PL1 in Special Education). Technical Assistance is also available to any LEA upon request. Figure six shows the universal supports that are required for all LEAs to participate in for general monitoring.
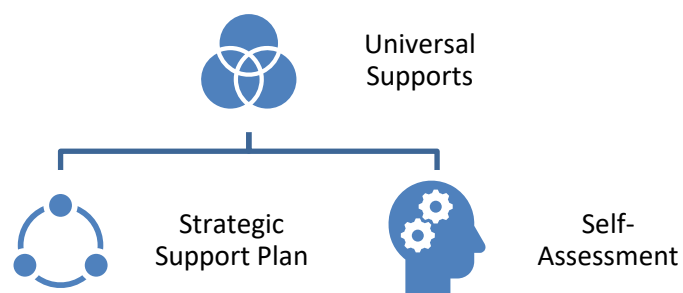
Universal Supports

Strategic Support Plan

Self-Assessment

Figure 6: *Universal Supports for Special Education*

Targeted Supports for Special Education

LEAs with a determination of "Needs Assistance" or "Needs Intervention," must upload the SSP and self-assessment for review by the TEA. The R&S regional team will provide feedback on the SSP, and consider technical assistance recommendations to support the LEA.

LEAs with a determination of "Needs Assistance" will also participate in a targeted review to support the implementation of the SSP. The LEA will work collaboratively with the R&S regional team to schedule meetings to discuss the implementation and progress of the SSP over the course of the year.

The support from the R&S regional team will also include a targeted desk review for LEAs with a determination of "Needs Intervention." The targeted desk reviews will be limited in scope to specific targeted areas of the ARD/IEP that align to the RDA indicators. The purpose of the targeted desk review provides TEA and the LEA to

calibrate on expectations and build capacity for LEA compliance. Figure seven shows the targeted support activities and progress monitoring for the SSP.
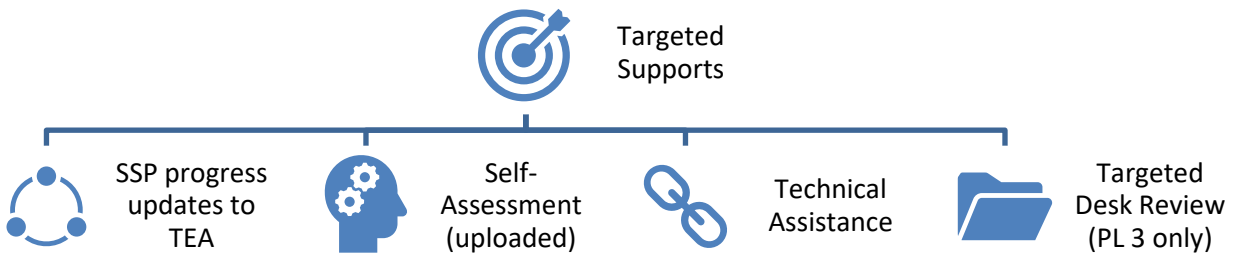

Figure 7: *Targeted Supports for Special Education*

Intensive Supports for Special Education

Special Education intensive supports are applied when an LEA has an overall PL 4, indicating that the LEA has a determination of "Needs Substantial Intervention." These activities include the universal and targeted supports and increase ongoing progress monitoring of the continuous district process and SSP from the TEA. The continuum of supports in the figure below shows the increase in the frequency of communications in addition to the leverage of all universal and targeted supports.
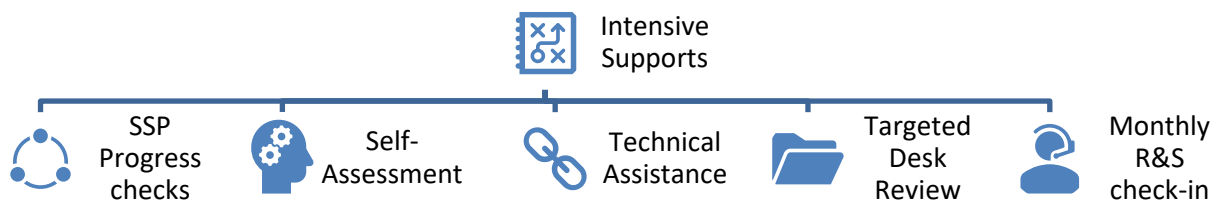

Figure 8: *Intensive Supports for Special Education*

Required Activities in Response to Special Education Noncompliance

Corrective action plans will be a required activity if any noncompliance is discovered, regardless of the LEA's level of determination. The corrective action plan must be designed to correct any and all areas of noncompliance as soon as possible, but in no case longer than one year from the date of notification.

Noncompliance

Finding of Noncompliance

In accordance with the Office of Special Education Program's (OSEP) guidance regarding noncompliance identified through the monitoring processes, a finding of noncompliance is identified by the standard (i.e., regulation or requirement) that is violated, not by the number of times the standard is violated. Therefore, multiple incidents of noncompliance regarding a given standard that are identified through monitoring activities are reported as a single finding of noncompliance for that LEA.

Identification of Noncompliance

Formal identification of noncompliance occurs when the TEA issues a written notification that includes the citation of the regulation (statement of concern) that has been violated and a description of the data supporting the decision of compliance or noncompliance with that regulation. LEAs are informed of findings of noncompliance through the following types of communication:

- Final written report following an on-site monitoring and assistance review, including the student-specific noncompliance and identifying any additional noncompliance, revealed during the development of the report
- Report of inquiry issued as a result of a state complaint investigation
- State Performance Indicators

Correction of Noncompliance

OSEP Memorandum 09-02, Reporting on Correction of Noncompliance in the Annual Performance Report Required under Sections 616 and 642 of the Individuals with Disabilities Education Act, dated October 17, 2008, clarified that the TEA must apply the following two-pronged standard when evaluating the LEA's correction of noncompliance:

The LEA has corrected each individual incident of noncompliance

- o Evidence of Policies and Procedures
- o Evidence of Training
- o Evidence of Correction of Student Specific Noncompliance
- o Evidence of Self-Monitoring System
- o Evidence of Compliance
- o The LEA is correctly implementing the specific regulatory requirement (i.e., achieved 100 percent compliance) based on the TEA's review of updated data

In order to verify the LEA's correction of identified noncompliance, there must be evidence that correction occurred for the individual student and systematic implementation of compliance to meet the requirement appropriately for 100 percent of a sample of students.

Residential Facility (RF) Monitoring

School districts and charter schools are subject to residential facilities monitoring if they serve students with disabilities who reside in residential facilities (RFs) within their geographic boundaries or jurisdiction. For reporting and monitoring purposes, an RF is considered a facility that provides 24-hour custody or care of students with disabilities 22 years of age or younger for:

- detention,
- treatment,
- foster care, or
- any non-educational purpose

For more information about monitoring specific to residential facilities, please visit the [Review and Support website](#).

Submissions to TEA

The SSP incorporates data findings, problem statements, and root causes that address areas of low performance and program ineffectiveness. LEAs with an overall PL 0 and PL 1 develop their SSP and retain it and supporting documentation locally.

LEAs in any program area assigned PL2, PL3, or PL4, submits their SSP to TEA via the Ascend application in the Texas Education Agency Login ([TEAL](#)). Please see the section for Special Education Monitoring for additional documentation required for LEAs if applicable. For specific information about the submission requirements, please see Appendix A for support.

Appendix A-Program Contact Information

Contact Information:		
Address:	Texas Education Agency Review and Support 1701 North Congress Avenue Austin, Texas 78701-1494	
Phone:	(512) 463-9414	
E-mail:	reviewandsupport@tea.texas.gov	

Other Helpful Contact Information:			
Name: Governance & Accountability Phone: (512) 463-9581 Email: curriculum@tea.texas.gov		Name: Bilingual Education/English Language Learners Phone: (512) 463-9581 Email: curriculum@tea.texas.gov	
Name: Career and Technical Education Phone: (512) 463-9581 Email: curriculum@tea.texas.gov		Name: Special Education Phone: (512) 463-9414 Email: specialeducation@tea.texas.gov	
Name: Performance Reporting Phone: (512) 463-9704 Email: performance.reporting@tea.texas.gov		Name: Student Assessment Phone: (512) 463-9536 Email: studentassessment@tea.texas.gov	
Name: Special Student Populations Phone: (512) 463-9414 Email: curriculum@tea.texas.gov			

Appendix B - 2019-2020 Technical Assistance Networks

Technical Assistance Network	Grant Awardee
Child Find, Evaluation and ARD Supports	ESC Region 4
Student, Family and Community Engagement	ESC Region 10
Inclusive Services and Practices for Improved Student Outcomes	ESC Region 20
Texas Statewide Leadership for Autism Training	ESC Region 13
Intervention Best Practices	The University of Texas at Austin
Texas Complex Access Network (Texas CAN)	ESC Region 3
Texas Sensory Support Network	ESC Region 11
Supports for Students Served in Small and Rural LEAs	ESC Region 15
Student-Centered Transitions	Sam Houston State University
Supports for Students with Multiple Exceptionalities and Multiple Needs	ESC Region 1