



# Department of Review and Support

## 2020-21 Results Driven Accountability (RDA) Framework

Performance Determinations and Monitoring Overview

October 13, 2020

# 2020-21 RDA Framework Components



- RDA Manual adopted in rule at 19 TAC §97.1005 prescribes the applicable program indicators and measurement calculations



- RDA confidential LEA reports and subsequent public reports that data informs 3 program area diagnostic frameworks



- RDA performance levels (PLs) in 3 program areas calculated for LEA Determination Level (DL) assignment (additional federally required elements included for SPED)



- Continuous improvement engagement and activities occur based on targeted DL and cyclical monitoring assignments



# RDA Manual – Legal Authority





- Adopted into Commissioner's Rules - Texas Administrative Code (TAC) at 19 TAC §97.1005 effective September 1, 2020
- The 2020 RDA Manual and Overview presentation is located on the TEA website at <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>
- Overview includes changes, COVID-19 impacts, and Program Indicator walk-throughs

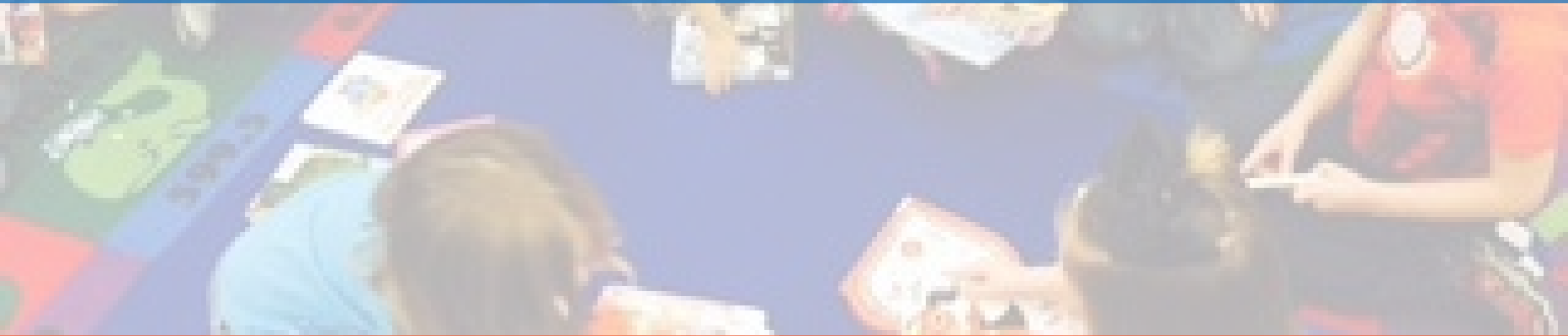
# Year to Year Comparisons



2019 RDA	2020 RDA
Four program areas for reporting – BE/ESL, CTE, ESSA, and SPED	Three program areas for reporting – BE/ESL/EL, OSP, and SPED
Included 51 indicators across the program areas – BE/ESL = 9; CTE = 6; ESSA = 20; SPED = 16	Includes 35 indicators aligned in three domains across three program areas - BE/ESL/EL = 11; OSP = 6; SPED = 18
STAAR results included	STAAR results not available for inclusion in certain indicators – “No Data” will be displayed in affected indicators
Results from 2019 RDA report used for targeted monitoring purposes	Some monitoring activities will carry over from the prior year due to COVID-19 disruptions and insufficient RDA reported data during the 2019-2020 school year



# RDA Data, Reports, Diagnostics





N

D

6. SPED Graduation Rate					
	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	78.5	344	438	1
2019		<div style="width: 70%; background-color: blue;"></div>	355	438	
2018			300	444	

7. SPED Annual Dropout Rate (Grades 7-12)					
	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	1.1	45	4,125	0
2019			37	3,932	
2018			44	3,889	

### Bilingual Education/English as a Second Language & English Learner (BE/ESL/EL)

- Domain I – Academic Achievement (Indicators 1-8)*
- Domain II – Post-Secondary Readiness (Indicators 9-10)*
- Domain III – Disproportionate Analysis (Indicator 11)*

### Other Special Populations (OSP)

- Domain I – Academic Achievement (Indicators 1-3)*
- Domain II – Post-Secondary Readiness (Indicators 4-5)*
- Domain III – Disproportionate Analysis (Indicator 6)*

### Special Education (SPED)

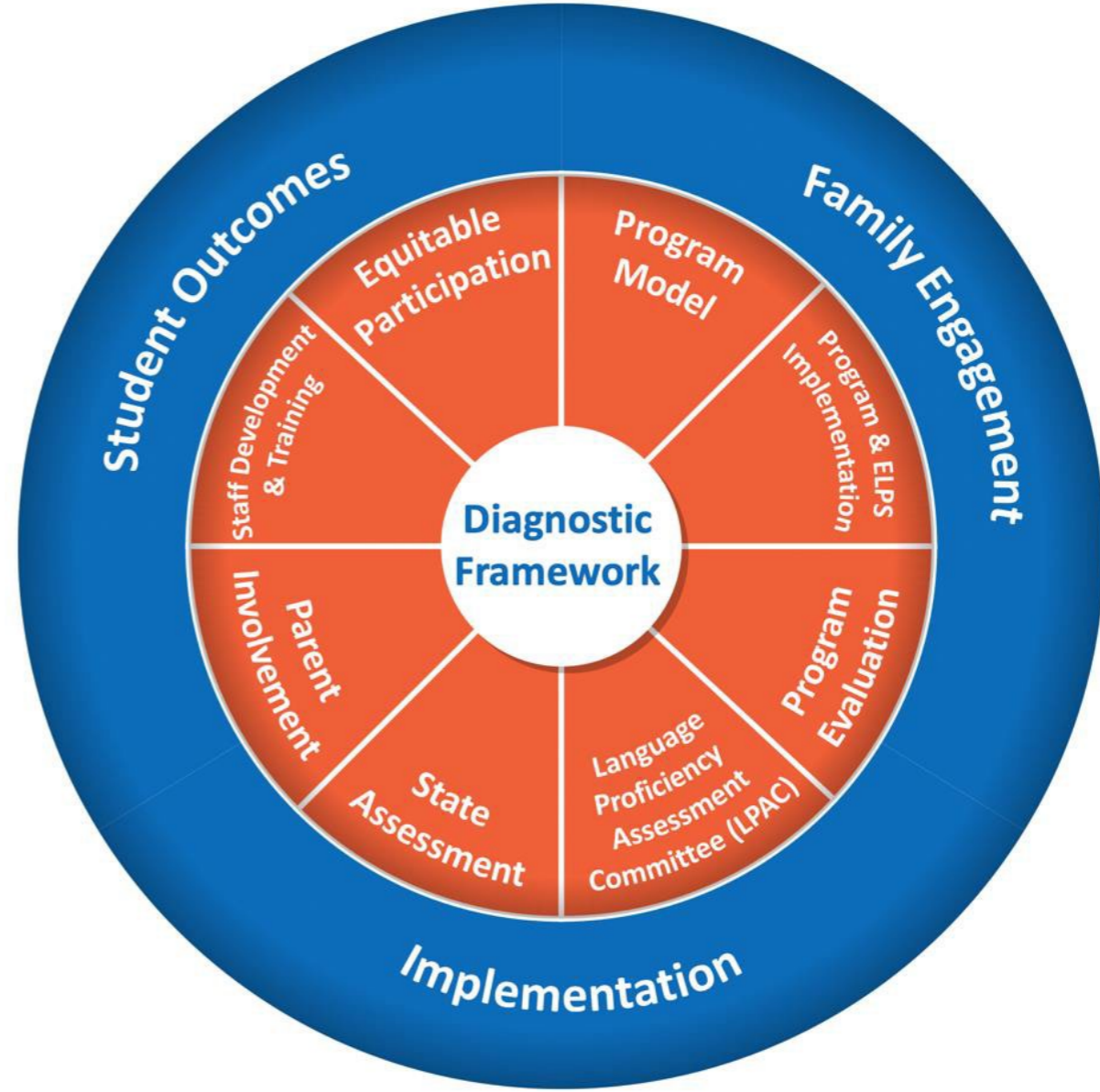
- Domain I – Academic Achievement (Indicators 1-5)*
- Domain II – Post-Secondary Readiness (Indicators 6-7)*
- Domain III – Disproportionate Analysis (Indicators 8-18)*

### Summary

- Performance Level Summary*
- Federally Required Elements*



## Special Populations EL Diagnostic Framework

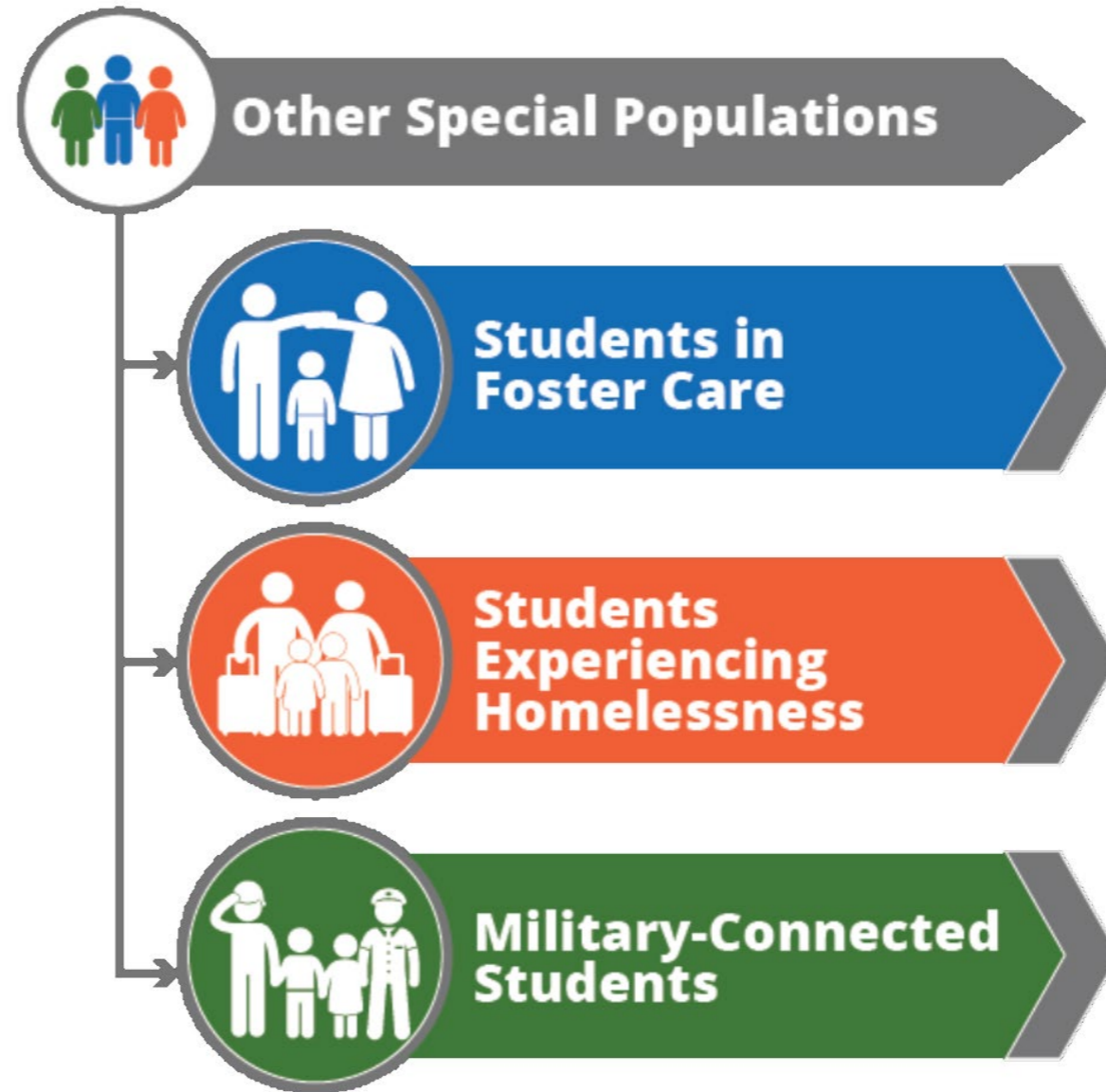




# Other Special Populations (OSP)

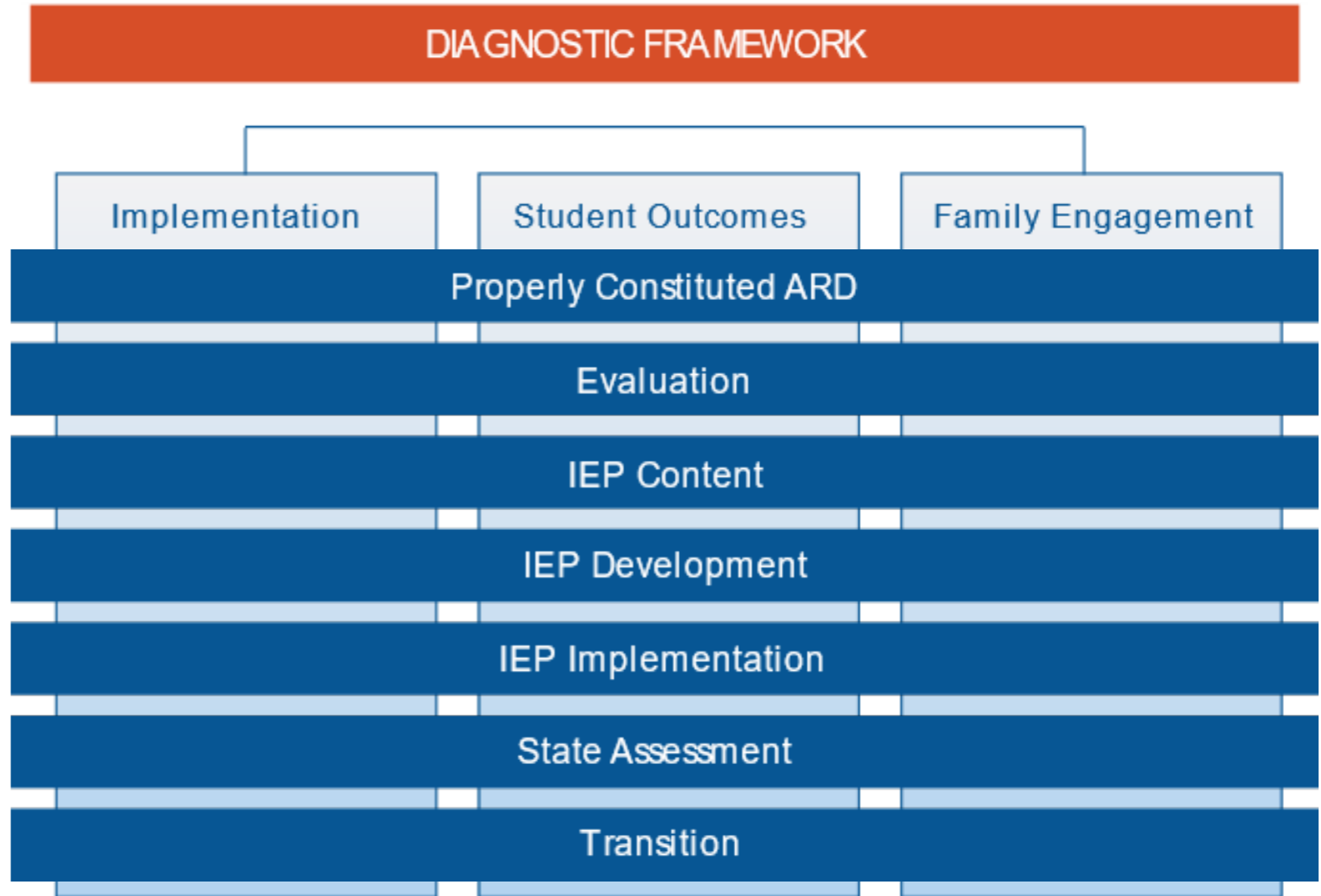


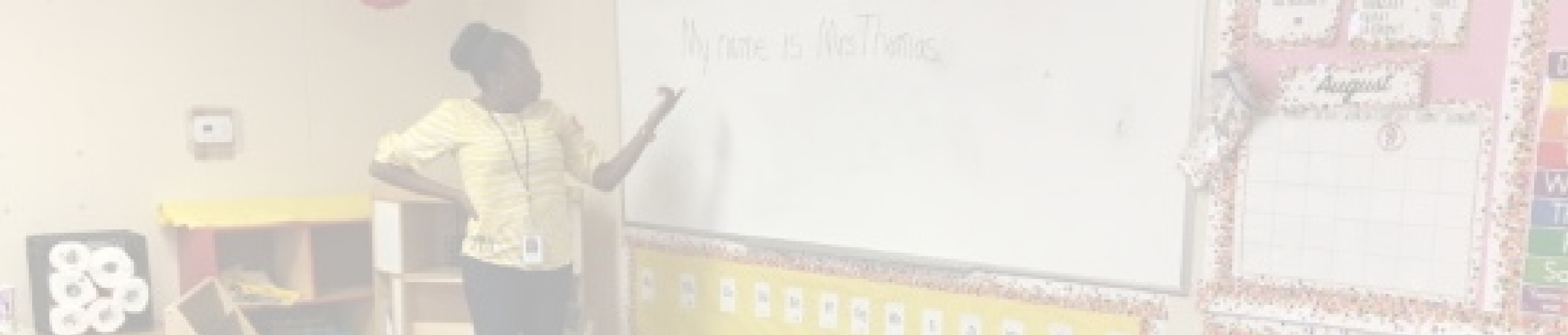
**Special Populations  
OSP Included  
Student Populations**





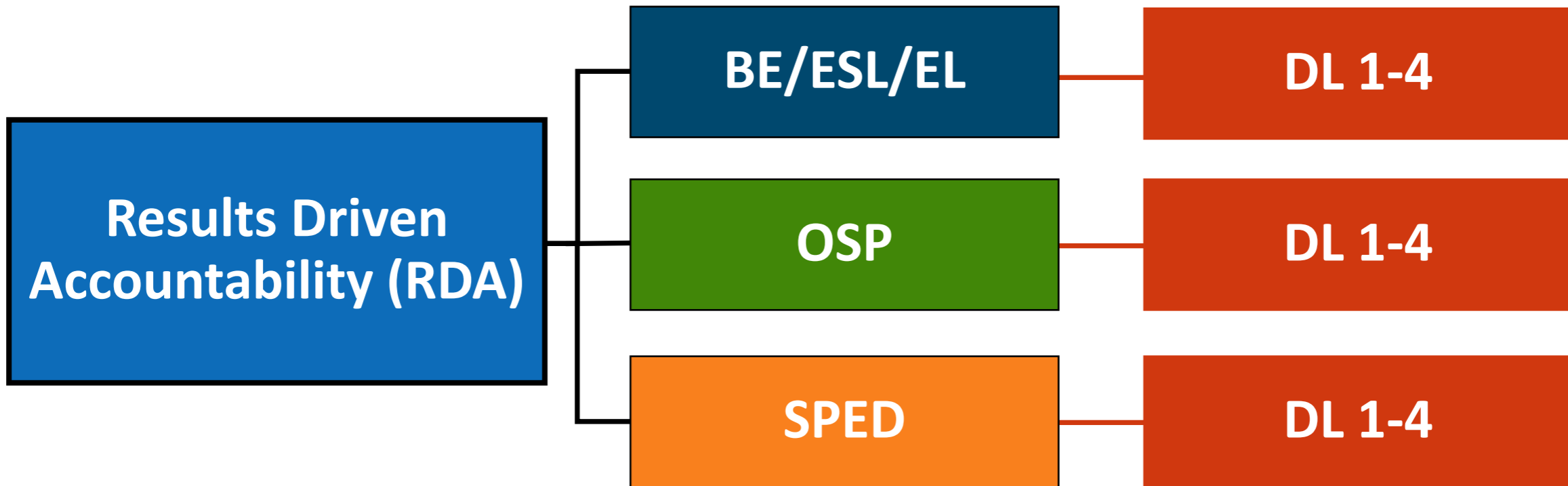
## Special Populations SPED Diagnostic Framework





# Performance and Determinations





# RDA Determination Levels and Categories



Determination Level	DL1	DL2	DL3	DL4
Determination Category	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention



## 2020 BE/ESL/EL Indicator Criteria and Associated Determination Levels for LEAs

Determination Level	DL Criteria	# of LEAs	% by DL
<b>Not Assigned (NA)</b>	No data	188	15%
<b>Meets Requirements (DL1)</b>	No PL 1, 2, or 3	895	75%
<b>Needs Assistance (DL2)</b>	No PL 2, or 3	60	5%
<b>Needs Intervention (DL3)</b>	No PL 3	39	3%
<b>Needs Substantial Intervention (DL4)</b>	At least one PL 3	20	2%
<b>Total</b>		1202	100%



## 2020 OSP Indicator Criteria and Associated Determination Levels for LEAS

Determination Level	DL Criteria	# of LEAs	% by DL
<b>Not Assigned (NA)</b>	No data	244	20%
<b>Meets Requirements (DL1)</b>	No PL 1, 2, or 3	850	71%
<b>Needs Assistance (DL2)</b>	No PL 2, or 3	33	3%
<b>Needs Intervention (DL3)</b>	No PL 3	31	2%
<b>Needs Substantial Intervention (DL4)</b>	At least one PL 3	44	4%
<b>Total</b>		1202	100%



## 2020 SPED Program Area Cut Points and Associated Determination Levels for LEAs

Determination Level	Cut Point	# of LEA	% by DL
<b>Meets Requirements (DL1)</b>	0.5	985	82%
<b>Needs Assistance (DL2)</b>	0.7	141	12%
<b>Needs Intervention (DL3)</b>	0.9	53	4%
<b>Needs Substantial Intervention (DL4)</b>	≥1	23	2%
<b>Total</b>		1202	100%

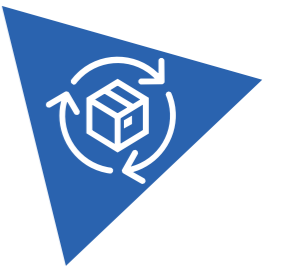




# Continuous Improvement

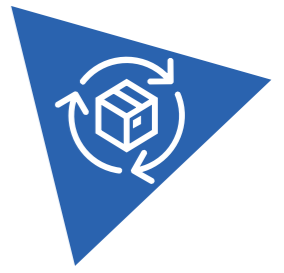


# RDA Interventions and Differentiated Supports For Continuous Improvement



Determination Level	DL1	DL2	DL3	DL4
Determination Category	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
<b>Differentiated Supports</b>				
Universal	•	•	•	•
Targeted		•	•	•
Intensive				•

# Targeted Monitoring Activities by Program Area



Program		BE/ESL/EL				OSP				SPED			
		DL1	DL2	DL3	DL4	DL1	DL2	DL3	DL4	DL1	DL2	DL3	DL4
Monitoring Activities	Self-Assessment	Opt	Opt	●	●					●	●	●	●
	Strategic Support Plan	Opt	Opt	●	●	Opt	Opt	●	●	Opt	●	●	●
	Targeted Desk Review											●	●
	Targeted On-Site Review*											●	●

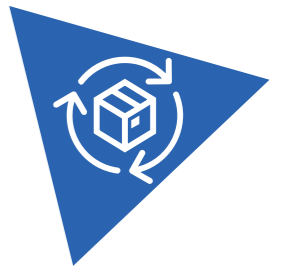
Key: Opt = Optional participation but recommended

● = Required monitoring activity

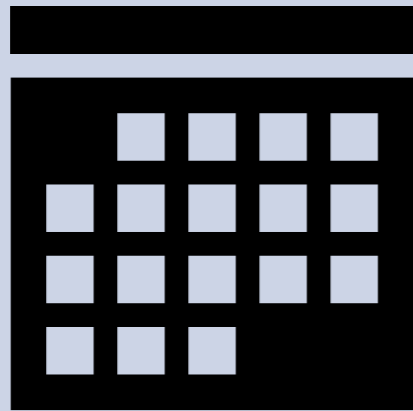
■ = Not required or not yet available

\* = SD Year 3 Status required

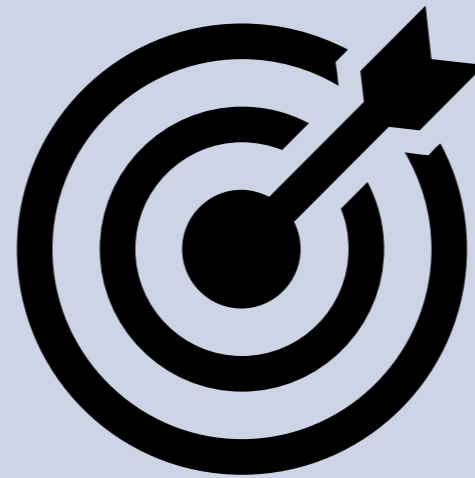
# Continuous Improvement Strategic Support Plan (SSP)



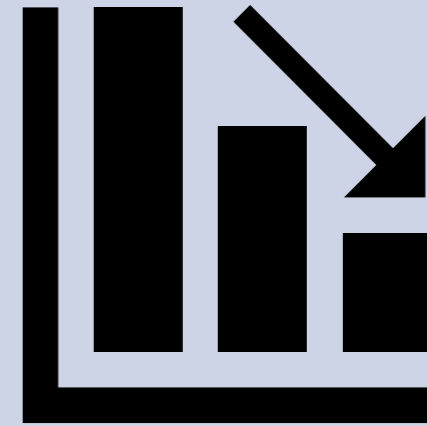
Annual Continuous  
Improvement Plan



Aligned to the Effective Schools  
Framework



Addresses Root Cause of Low  
Performance





# Monitoring - Timelines and Events



# Upcoming Submissions and Training Opportunities

Activity	Audience	Date
Strategic Support Plan (SSP) Overview	Local Education Agencies (LEAs)	October 19, 2020
Dyslexia Monitoring Overview	LEAs	October 27, 2020
<b>District Coordinator of School Improvement (DCSI) Qualification Submission</b>	<b>LEAs</b>	<b>December 1, 2020</b>
BE/ESL/EL Self-Assessment Overview	LEAs	December 9, 2020
SPED Self-Assessment Overview	LEAs	December 16, 2020
<b>State Performance Plan (SPP) Corrective Action Plan (CAP) Submission</b>	<b>LEAs</b>	<b>December 18, 2020</b>
<b>SSP Submission</b>	<b>LEAs</b>	<b>December 18, 2020</b>



**ASCEND**  
T E X A S

- Local Education Agencies will be able to:
  - Upload documents via the File Transfer feature in Ascend Texas
  - Label the document type
    - SSP
    - CAP
    - Supporting Documentation
- [Ascend Texas Guidance](#)



# Ascend Texas Roles in TEAL



Ascend Role in TEAL	Who Should Request
LEA Approver*	Superintendent or designee
LEA Data Entry	LEA determined
TEA Full Edit	TEA only
TEA Viewer	TEA only
Viewer	ESC staff, LEA staff

**\*LEA Approver role also allows for data entry**





# Ascend Texas User Dashboard



2020 to 2021

lea.data.entry

Ascend Dashboard

Good Evening, Lea Data Entry

Training & Documentation Resources Contacts AVERY ISD (194902)

☆ DETERMINATION LEVEL SCORES

*There are no Determination Level Scores for this LEA.*

MESSAGES

4/1/20, 11:12 PM  
[TEA user has submitted Corrective Action Review for Prong 2.](#)

3/2/20, 11:57 AM  
[TEA user has submitted Desk Review Data Collection for LAREDO ISD](#)

2/21/20, 4:55 PM  
[Corrective Action Review Rationale: Does the](#)

RESOURCE REQUIREMENTS

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[Sample documents](#)

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2020 to 2021






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## STRATEGIC SUPPORT PLANS

*There are currently no Strategic Support Plans in progress.*

## FILE TRANSFER

Upload Documents

	<a href="#">cites-webinar-handout-06-29-20.pdf</a> SSP	AVERY ISD	OCT 8, 2020
	<a href="#">TEA-SelfAssessmentFacilitatorGuide FINAL.pdf</a> SUPPORTING DOCUMENTATION	AVERY ISD	SEP 29, 2020
	<a href="#">Documents Accessibility Checklist (PDF).pdf</a> CAP	AVERY ISD	SEP 29, 2020



2020 to 2021



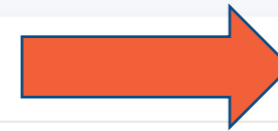
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SSP

AVERY ISD

OCT 8, 2020



[TEA-SelfAssessmentFacilitatorGuide\\_FINAL.pdf](#)  
SUPPORTING DOCUMENTATION

AVERY ISD

SEP 29, 2020



[Documents Accessibility Checklist \(PDF\).pdf](#)  
CAP

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## FILE TRANSFER

Close Upload Form

Select an LEA

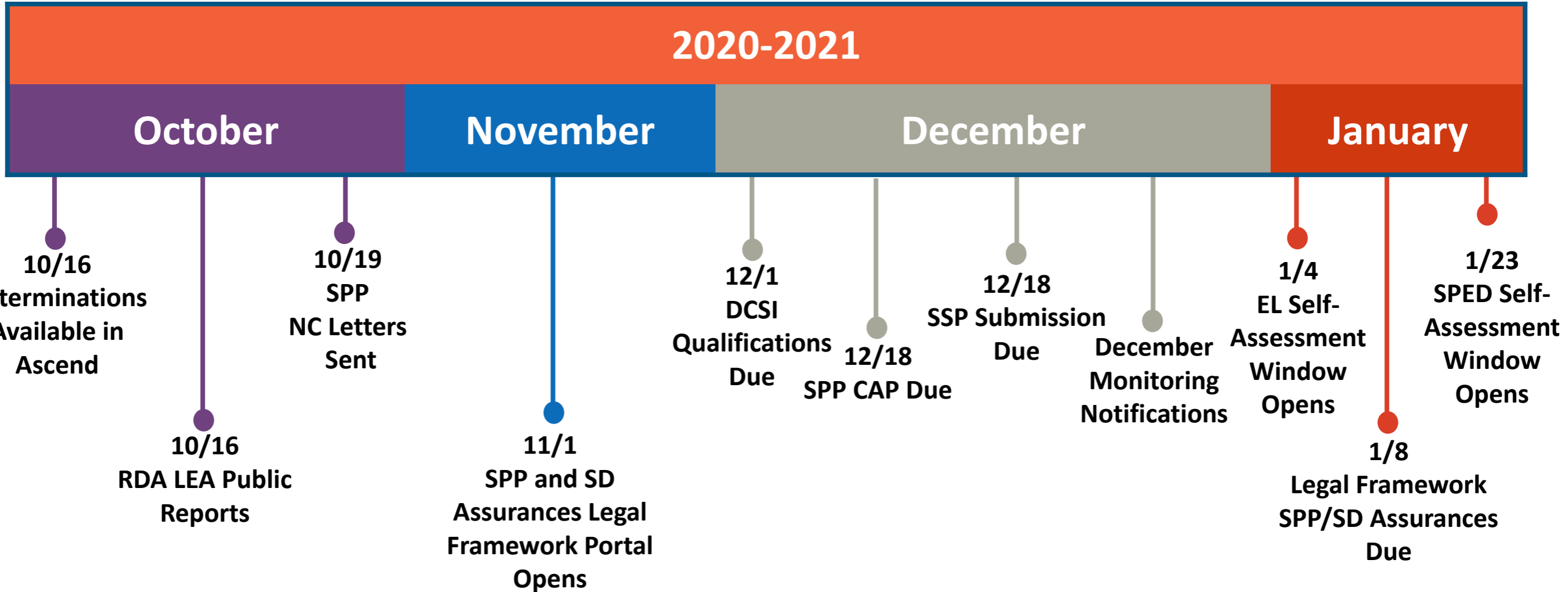
Add Documents

Select Document Type

SSP  
CAP  
Supporting Documentation




# 2020-2021 Key Events



## Post Webinar Contact Information

- Questions regarding the 2020 RDA manual, applicable policies, or monitoring functions and events should be directed to the Office of Special Populations and Monitoring at (512) 463-9414 or by email at [Reviewandsupport@tea.texas.gov](mailto:Reviewandsupport@tea.texas.gov)
- Questions regarding the technical processing, calculations, or report should be directed to Performance-Based Monitoring at (512) 463-9704 or by email at [PBM@tea.texas.gov](mailto:PBM@tea.texas.gov)



**Thank You!  
Questions?**