



Department of Review and Support

Results Driven Accountability Framework Webinar

Frequently Asked Questions (FAQ)

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Texas Education Agency

Office of Special Populations and Monitoring

Department of Review and Support

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Results Driven Accountability Framework

1. Can I find my LEA's determination level (DL) in my RDA report?

No, determination levels (DLs) will not be displayed on the 2020 RDA reports. However, DLs will be posted in the Ascend Texas application as they were posted to ISAM in previous years. Also, the DLs will be available publicly on the Texas Academic Performance Reports (TAPR) later this year.

2. How do I determine what determination level (DL 1, DL 2, DL 3, or DL 4) my LEA will be from my RDA data?

In 2020, due to limitations in available data, program areas BE/ESL/EL and OSP use cross-tabulated performance based on two indicators (Graduation and Dropout) distributed for DL assignment. For the SPED program area, a calculated mean based on the number of RDA indicators on which a LEA is evaluated (denominator) and its performance level (PL) on each indicator (sum of PLs = numerator) is distributed for DL assignment. RDA indicators for SPED include the federally required elements (FREs) that will be displayed on the public (masked) RDA reports posted to the TEA website on October 16, 2020 and posted in the Ascend Texas application as they were posted to ISAM in previous years.

Additional framework information including DL assignment crosswalks are included in the 2020-2021 RDA Performance Framework, October 2020, located on the TEA RDA website <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

3. Can TEA provide the numerators and denominators for mean calculation (used only for SPED program in 2020 DL assignment) in the RDA report?

DL assignments occur outside of the RDA report production timelines. In an effort to timely report data and make DL assignment release concurrent with public RDA results, these data (numerators and denominators) could not be included in the RDA report.

4. How do I know what my LEA's denominator (number of RDA indicators on which a LEA is evaluated) includes for the SPED program DL assignment?

An LEA's denominator will depend on how many indicators were evaluated based on available data. For 2020, due to data limitations specific to STAAR testing waivers, the maximum denominator number an LEA would have is 10 PL rated indicators (SPED indicators #6,7,9,10,11,18, and FRE indicators #1,2,3, and 4). An LEA's denominator does not include indicators not assigned a PL rating.

Additional information on PL assignment is found in the 2020 RDA Manual located on the TEA RDA website <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

5. How is my LEA's mean calculation of 0.6 applied in the SPED DL cut point crosswalk provided in the RDA Framework Webinar and RDA Framework Resource document?

The cut points listed in the crosswalk imply the point at which a DL assignment "cuts" off. A mean calculation of 0.6 is above the cut point for DL1 – Meets Requirements (0.5) and would therefore be assigned as DL2 – Needs Assistance.

6. Can a student identified as military connected and foster care count twice in the overall OSP numerator and/or denominator for PL calculation in the RDA reports?

No. Unique (non-duplicative) student counts are used in both the numerator and denominator for calculation of the overall OSP PL assignments. However, OSP RDA reports also display subcategory data sets for each student population (students experiencing homelessness, students in foster care, and students who are military connected) that includes all students identified in each of those student populations.

For additional information regarding Results Driven Accountability (RDA) interventions and submissions, please click on the following links:

- [2020-21 RDA Intervention Requirements](#)
- [2020-21 SPED RDA Intervention and Submission Calendar](#)
- [2020-21 BE/ESL/EL and OSP RDA Intervention and Submission Calendar](#)

Technical Assistance

1. Can we please get a list of all the universal supports?

Universal supports are proactive technical assistance resources available for all local education agencies (LEAs). Universal supports are designed to assist the local education agency in continuously improving educational outcomes for students. LEAs accessing universal supports benefit by actively addressing identified areas of need, increasing capacity for quality program implementation, and maintaining a culture of continuous improvement.

Examples of universal supports:

- Free online modules
- Access to statewide technical assistance networks
- Program guidance
- Family resources
- Frequently asked questions
- TEA Review and Support team communications

For additional information regarding technical assistance, please visit the [Technical Assistance and Guidance](#) webpage.

2. What is the difference between the DMS Guide and the RDA Manual?

The purpose of the [Differentiated Monitoring and Support Guide to General Supervision and Monitoring](#) is to provide local education agencies with a comprehensive overview of the components of the Differentiated Monitoring and Support (DMS) system aligned with the Texas Education Agency's responsibility to monitor the implementation of the Individuals with Disabilities Education Act (IDEA) of 2004 as well as programs that receive federal and state funds, including Bilingual/English as a Second Language/English Learner (BE/ESL/EL), and Other Special Populations (OSP).

The [Results Driven Accountability \(RDA\) Manual](#) serves as a comprehensive technical resource to the annual RDA Report and used by the Texas Education Agency (TEA) as one part of its annual evaluation of local education agencies' performance and program effectiveness.

Self-Assessment

1. What are the differences between the special education self-assessment and the English learner self-assessment?

The purpose of special education self-assessment is to assist LEA leadership teams in evaluating and improving their educational program serving students with disabilities. The special education self-assessment is completed annually by all LEAs, regardless of RDA framework determination level (DL), and is intended to engage leadership teams in proactively addressing special education compliance and improving student performance.

The purpose of the English learner self-assessment is to assist LEA leadership teams in evaluating and improving their bilingual education (BE) and/or English as a second language (ESL) program. The self-assessment is intended to help the leadership team take a proactive approach by addressing areas of concern in the bilingual education or English as a second language program and improving student outcomes.

2. Will the Special Education Self-Assessment be submitted into Ascend Texas or retained locally?

The special education self-assessment is completed annually by all local education agencies (LEAs), regardless of RDA framework Determination Level (DL), and is intended to engage leadership teams in proactively addressing special education compliance and improving student performance. For the 2020-21 academic year, LEAs will complete the self-assessment within the Ascend Texas application located in the [Texas Education Agency Login \(TEAL\)](#).

3. Will the BE/ESL/EL Self-Assessment be submitted into Ascend Texas or retained locally?

The English learner self-assessment may be used as a continuous improvement tool by all LEAs, LEAs with a determination level (DL) of 3 or 4 will be required to review their program through the self-assessment. LEAs with a DL of 1 or 2 may review their program through the self-assessment but are not required to complete a self-assessment. LEAs with a DL 3 or 4 will be required to submit their completed self-assessment to TEA for review. When the self-assessment window opens, it will be available as a resource within the Ascend Texas application located in the [Texas Education Login \(TEAL\)](#) as a downloadable, fillable PDF to complete. LEAs with a DL 3 or 4 will submit the completed self-assessment on or before the required due date within the Ascend Texas application by selecting the drop down titled supporting documentation on the LEA landing page and attaching the self-assessment.

Strategic Support Plan and Corrective Action Plan

1. How is the strategic support plan developed?

The 2020 Results Driven Accountability (RDA) Webinar conducted on October 13, 2020 did not provide information pertaining to the development of the strategic support plan (SSP), however; an overview will be posted on the Department of Review and Support webpage on October 19, 2020. The session will provide an overview of the SSP and walkthrough the steps of the development process.

2. May large LEAs appoint two individuals to serve as the LEA's District Coordinator of School Improvement?

The local education agency (LEA) may elect to have more than one District Coordinator of School Improvement (DCSI) based upon various internal factors. The Texas Education Agency (TEA) does not provide guidance pertaining to how many individuals should be selected to serve in the DCSI role.

3. What is the difference between the SPP CAP submission on December 1, 2020 and the SSP submission on December 18, 2020?

Local education agencies (LEAs) who receive a Notification of State Performance Plan (SSP) Noncompliance will be required to develop a corrective action plan (CAP) to address all identified areas of noncompliance to be corrected as soon as possible but no later than one year after receipt of notification. The LEA should upload the CAP into the Ascend Texas application located in the [Texas Education Login](#) (TEAL) on December 18, 2020.

Based upon annual determinations within the Results Driven Accountability (RDA) Framework, local education agencies (LEAs) may be required to submit a strategic support plan (SSP). LEAs who obtain a determination level (DL) 3 or DL 4 related to their BE/ESL/EL or OSP program in the RDA framework and/or LEAs who obtain a DL 2, DL 3, or DL 4 related to their special education program, are required to submit a strategic support plan to the Texas Education Agency (TEA) via the Ascend Texas application located in the [Texas Education Login](#) (TEAL) on December 18, 2020.

The slides presented during the 2020 RDA Webinar conducted on October 13, 2020 will reflect the submission date of December 18, 2020 for the SPP Corrective Action Plan and the Strategic Support Plan.

4. Should the special education self-assessment be completed prior to the development of the strategic support plan?

During the development of a strategic support plan (SSP), the local education agency should consider multiple sources of data to identify potential areas for continuous improvement to be addressed. The Special Education and/or English Learner Self-Assessment may be used to identify additional priority areas to be addressed with significant impact to student outcomes. The SSP is a "living" continuous improvement planning tool that may be revised throughout the year as the LEA engages with the Department of Review and Support.

5. Is it necessary for a LEA who obtained a determination level (DL) 1 to identify a District Coordinator of School Improvement (DCSI)?

The strategic support plan (SSP) is a continuous improvement tool and addresses gaps in outcomes for all programs evaluated within the RDA framework. Local education agencies (LEAs) are encouraged to engage in continuous program improvement regardless of RDA determinations to improve outcomes for students with disabilities, students who are English Learners, students who are homeless, students in foster care, and/or students who are military connected. LEAs who obtain a determination level (DL) 1, have the option to develop a strategic support plan (SSP) to address Results Driven Accountability (RDA) indicators contributing to low performance and retain the plan locally.

6. In which application should LEAs upload the DCSI qualifications?

For the 2020-21 academic year, local education agencies (LEAs) engaging in continuous improvement activities as determined through the RDA Framework are required to upload the District Coordinator of School Improvement (DCSI) qualifications in the Ascend Texas application located in the [Texas Education Login](#) (TEAL). LEAs who may also be engaging in continuous improvement related to Accountability with School Improvement Division may also be asked to upload DCSI information in ISAM.

Ascend Texas Application

1. May LEAs request access to Ascend Texas now?

Beginning in the 2020-2021 academic year, local education agency staff may request various roles within Ascend Texas through TEAL to complete Differentiated Monitoring and Support (DMS) monitoring components, associated with RDA, Cyclical and Targeted Reviews, SPED and EL self-assessment, and SPP noncompliance. At this time, LEAs may request access to the Ascend Texas application located in the [Texas Education Login \(TEAL\)](#). For additional information regarding Ascend Texas, please refer to the [DMS Ascend Texas Application Access Guide](#).

2. Is the LEA Data Entry role based upon program designation (i.e. SPED, BE/ESL/EL, etc.)

The local education agency (LEA) should determine the appropriate roles of LEA staff who will be required to enter data into the Ascend Texas application. For additional information regarding Ascend Texas, please refer to the [DMS Ascend Texas Application Access Guide](#).

3. May a LEA select more than one data entry role in Ascend Texas?

The local education agency (LEA) should determine the appropriate number of data entry roles within the LEA to address the district's need. For additional information regarding Ascend Texas, please refer to the [DMS Ascend Texas Application Access Guide](#).

4. Is Ascend Texas replacing ISAM?

Beginning in the 2020-21 academic year, the Department of Review and Support will begin transitioning DMS monitoring components, including required submissions related to Results Driven Accountability (RDA) determinations and corrective action into the Ascend Texas application.

5. Where can LEAs find information on roles in Ascend Texas?

For additional information regarding Ascend Texas, please refer to the [DMS Ascend Texas Application Access Guide](#).

6. If a LEA has current access to Ascend Texas, are additional access credentials required?

Local education agencies (LEAs), who obtained access to the Ascend Texas application located in the Texas Education Agency Login (TEAL), to engage in Differentiated Monitoring and Support (DMS) monitoring activities do not need to request additional access.

7. If a LEA experiences technical issues with the Ascend Texas application, is there a contact for technical assistance?

For additional questions or assistance regarding access to the Ascend Texas application in TEAL, contact the Department of Review and Support at reviewandsupport@tea.texas.gov.

8. May LEAs participating in a Shared Service Agreement access multiple districts?

Local education agencies (LEAs) participating in a Shared Service Agreement, may request appropriate Ascend Texas roles to fulfill data entry requirements for various Differentiated Monitoring and Support (DMS) monitoring components, including required submissions related to Results Driven Accountability (RDA) determinations and corrective action.

If you have any questions regarding FAQ, please feel free to contact the Department of Review and Support at (512) 463-9414 or by email ReviewandSupport@tea.texas.gov.