

Providing Systems Alignment in General Supervision: Results Driven Accountability Framework





Background

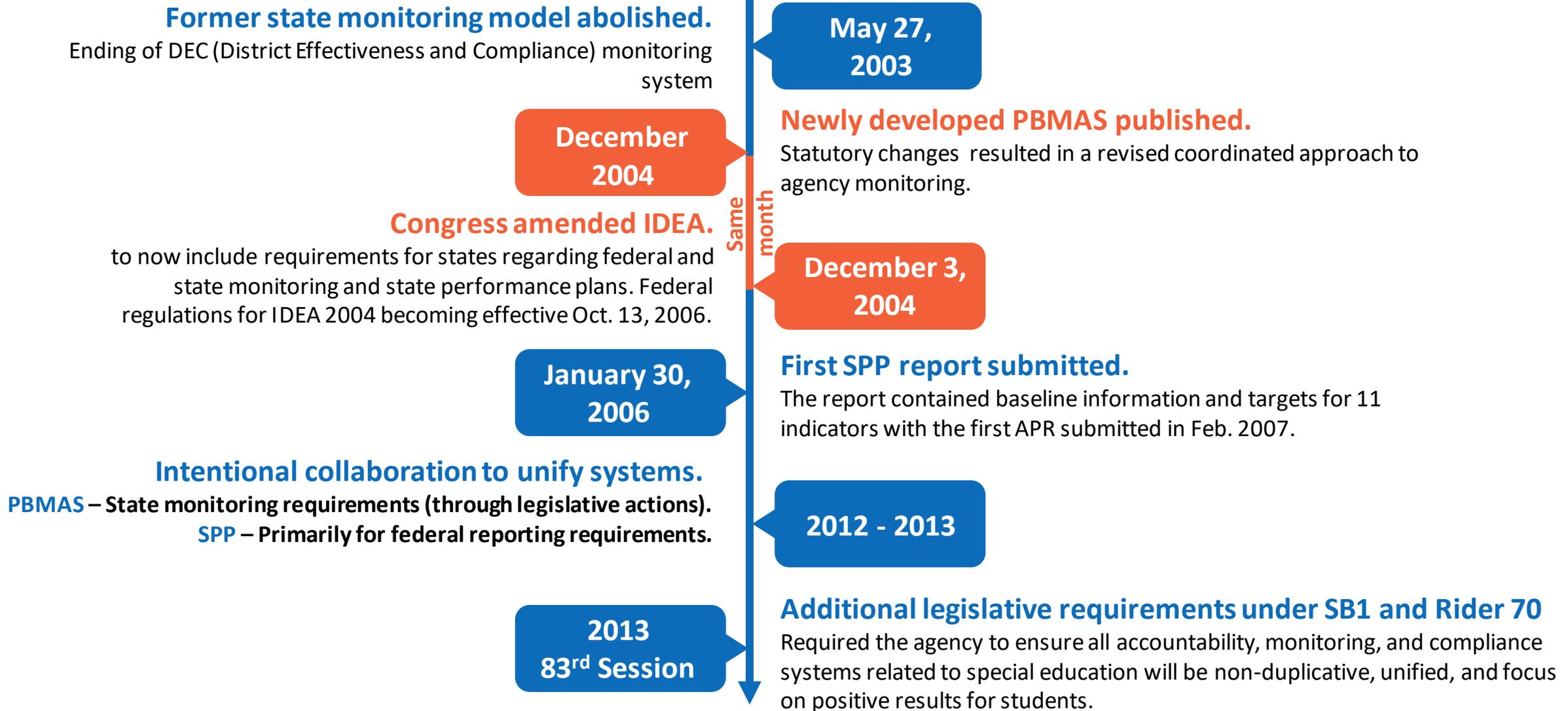


Results Driven Accountability (RDA) Framework

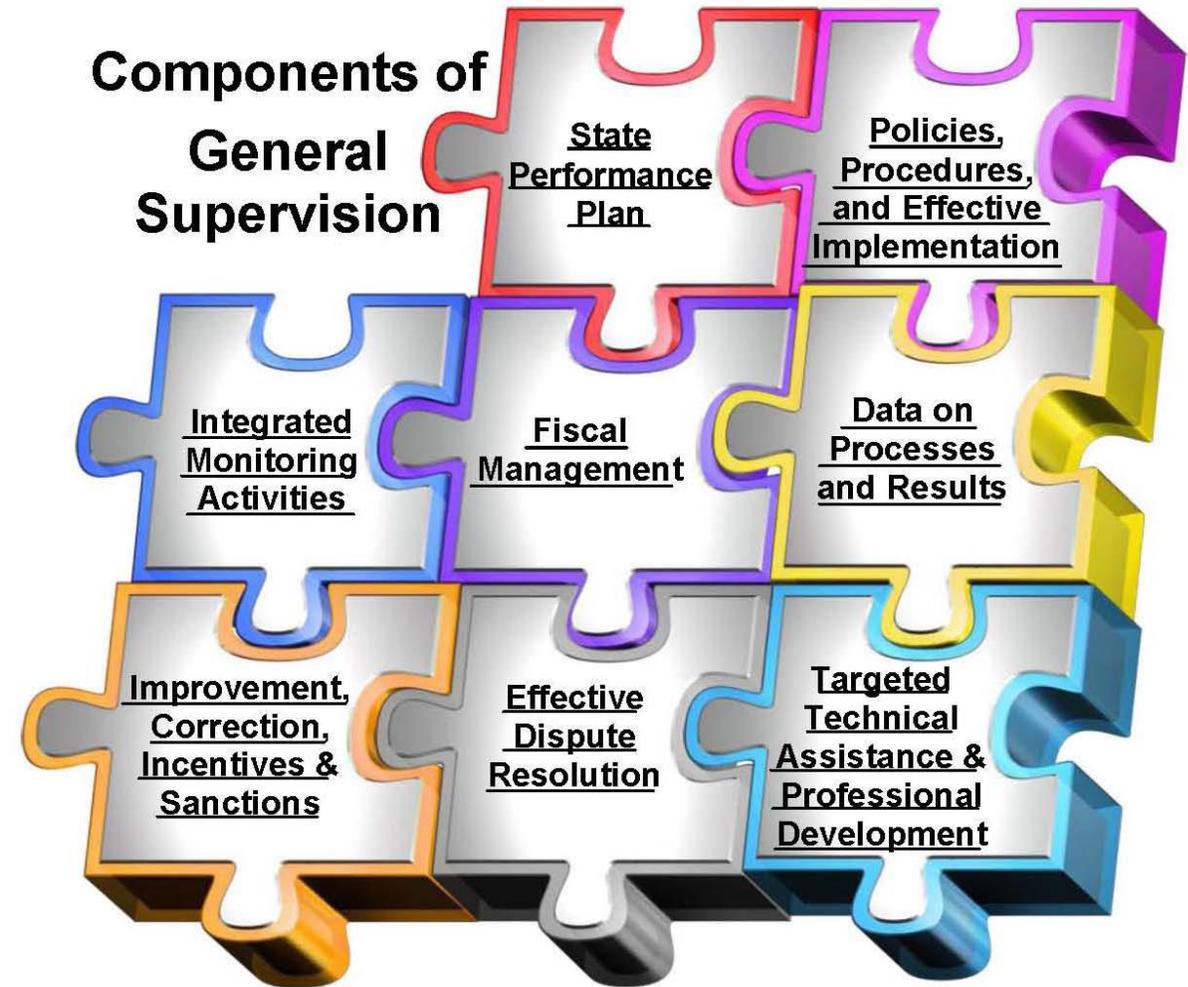


Alignment

History of the PBMAS/RDA and SPP



- What?
- Who?
- When?



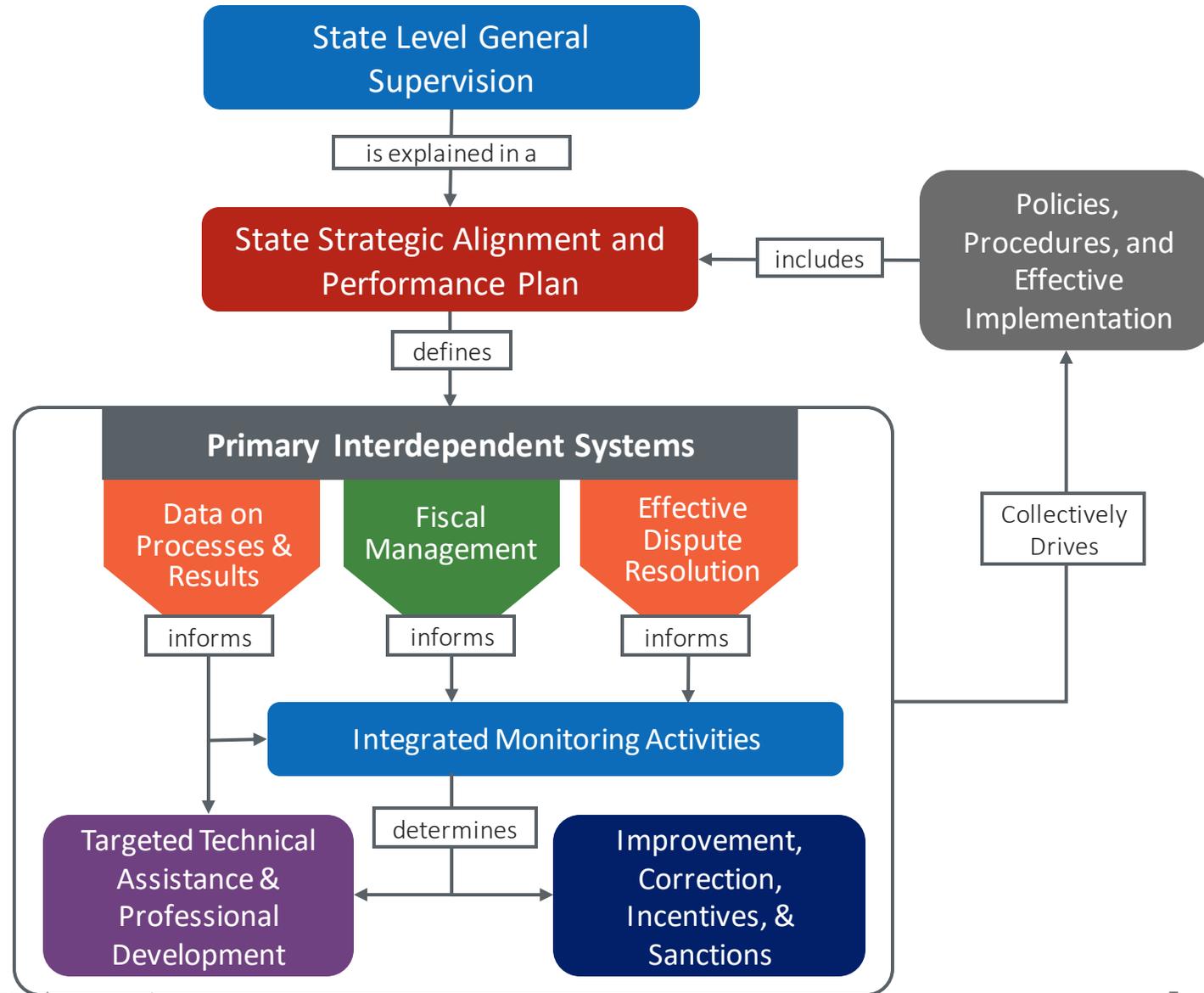
U.S. Department of Education, Office of Special Education Programs

<https://sites.ed.gov/idea/regs/b/f/300.600>

General Supervision Executed by TEA

OSEP Defined Components of General Supervision

1. State Performance Plan
2. Policies, Procedures, and Effective Implementation
3. Data on Processes and Results
4. Fiscal Management
5. Integrated Monitoring Activities
6. Improvement, Correction, Incentives & Sanctions
7. Effective Dispute Resolution
8. Targeted Technical Assistance & Professional Development

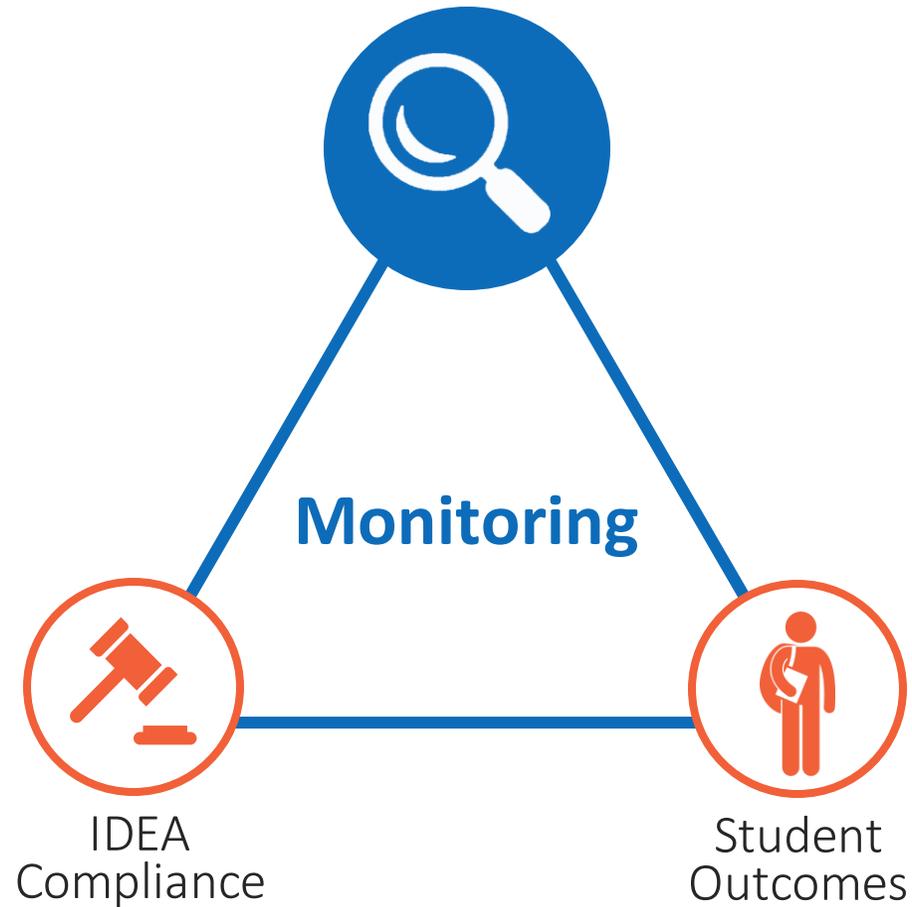


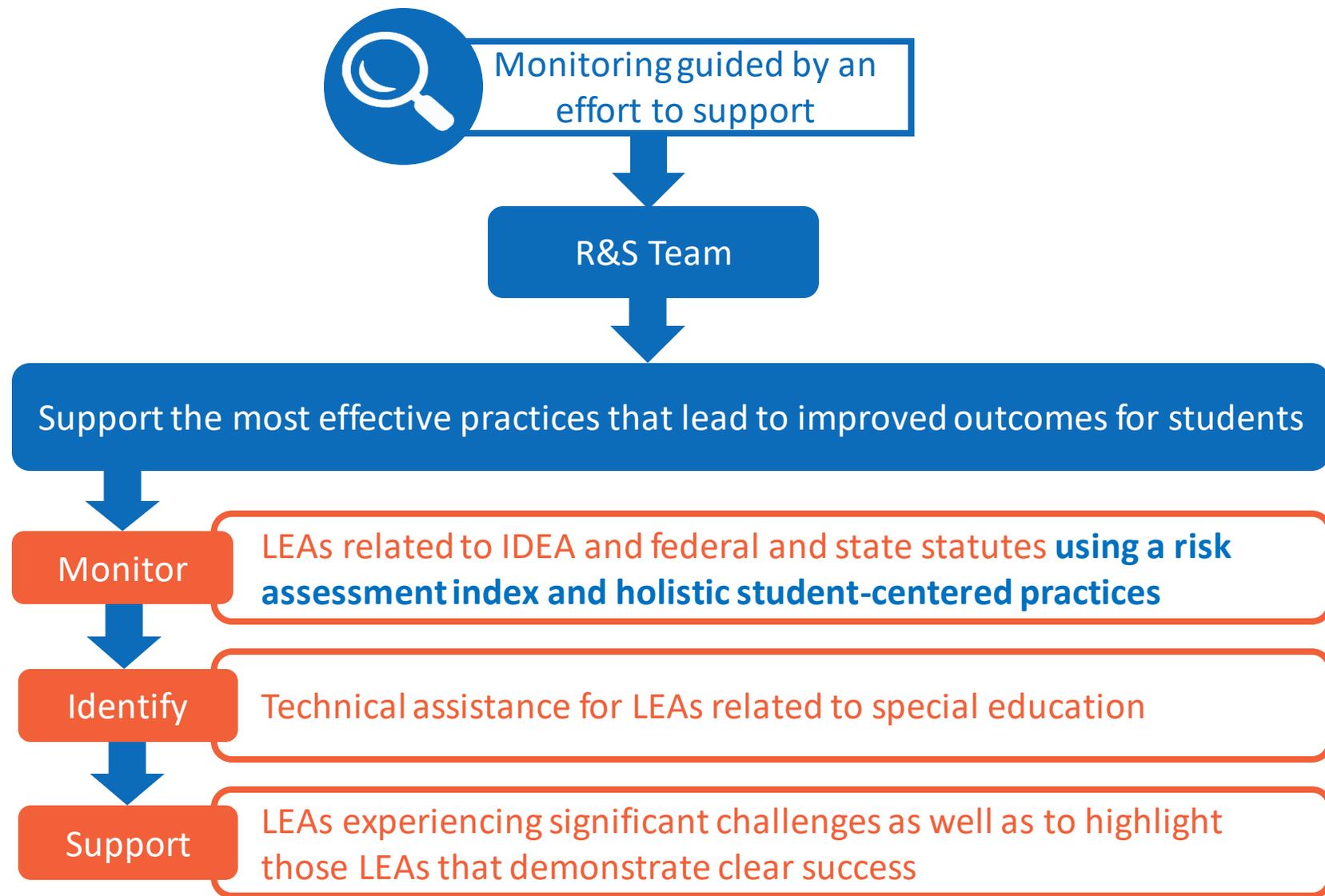


Providing General Supervision

Special Education Monitoring

A balanced approach to compliance and student outcomes.





RDA
Report



Performance Domains

- Academic Achievement
- Post-secondary Readiness
- Disproportionate Populations

FRE



Compliance Domains

- IDEA & SPP Identified
- Longstanding Noncompliance
- Financial Audits and MOE
- Valid, reliable, and timely data



Current Determination Process

Data on
Processes
and Results

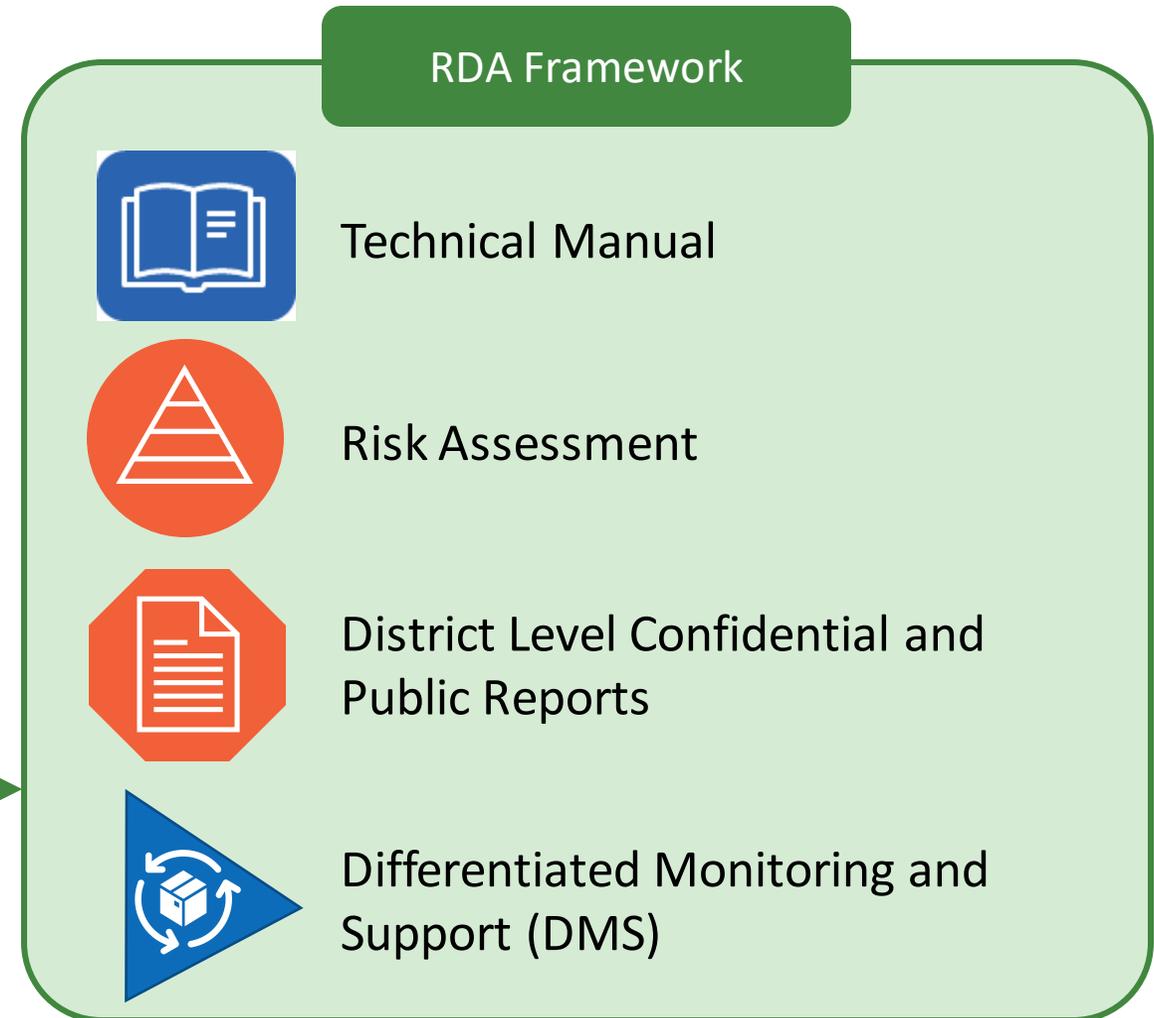
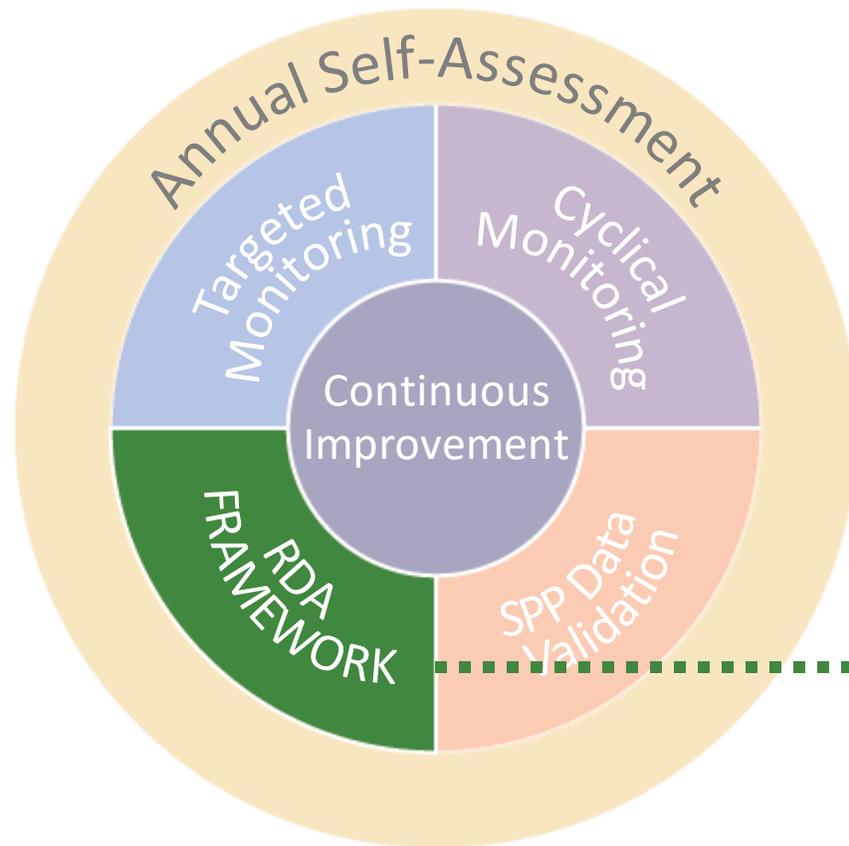
RDA State reporting creating continuous improvement action to be monitored



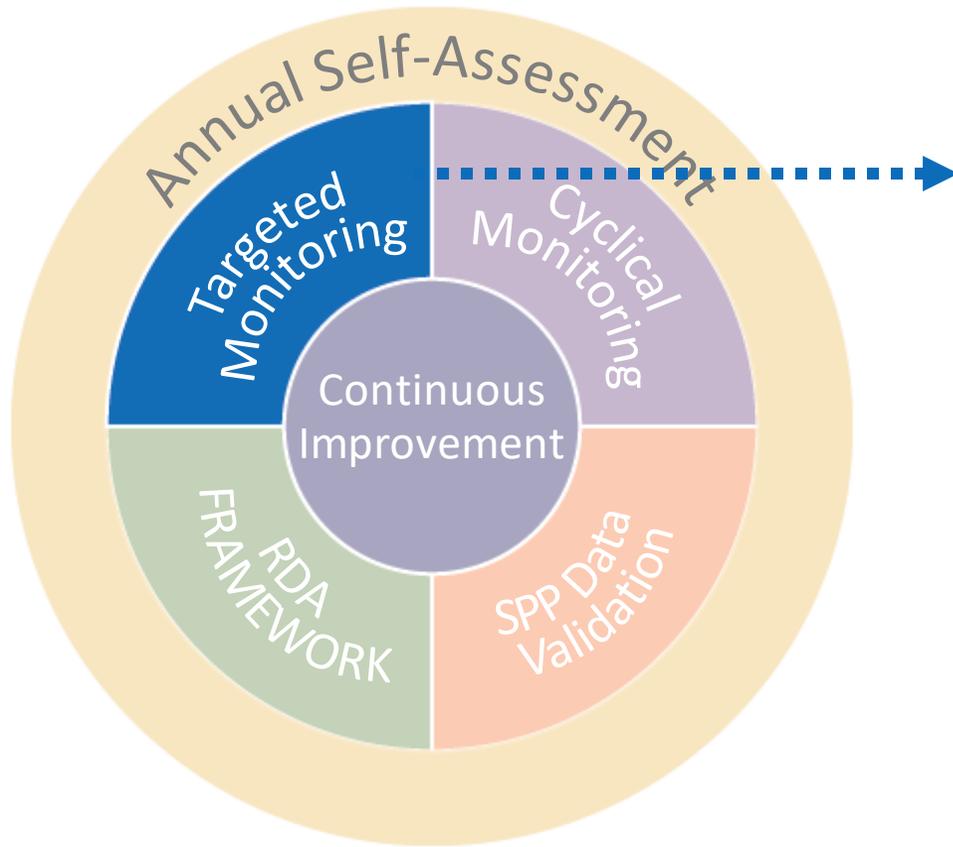
**SPP/
APR** Federal reporting creating corrective action plans to be monitored

**Federal and State
Monitoring and
Reporting for Special
Education**





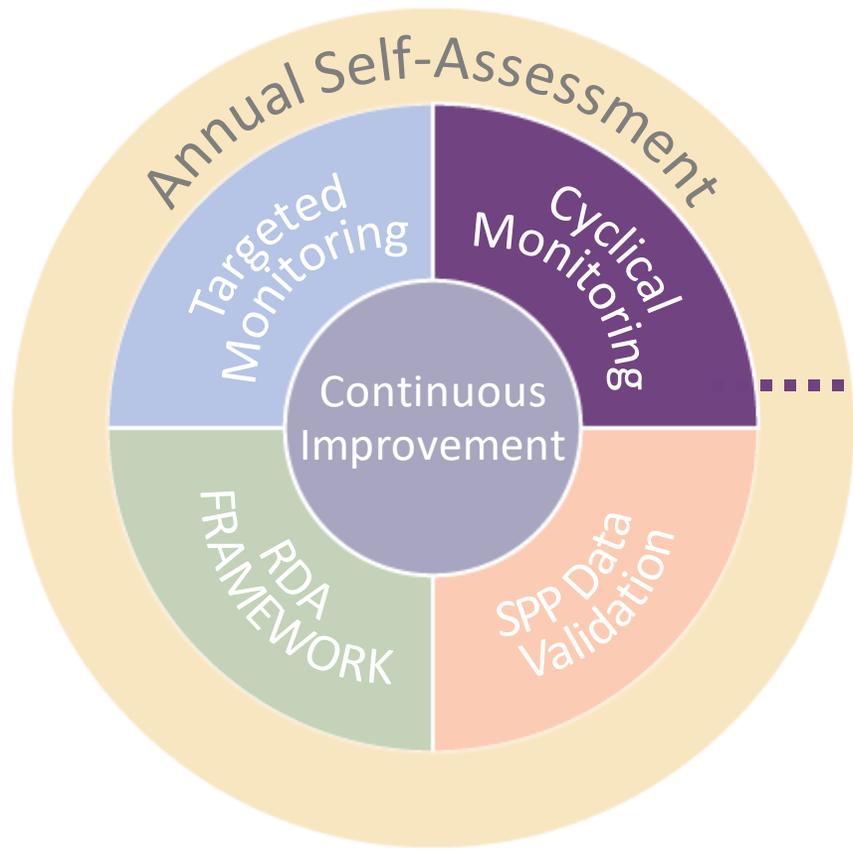
Targeted Monitoring



TARGETED SUPPORT REVIEW			
DL 1	DL 2	DL 3	DL 4
Self Assessment	Self Assessment	Self Assessment	Self Assessment
Strategic Support Plan	Strategic Support Plan	Strategic Support Plan	Strategic Support Plan
Intensive Support Engagement (SD3)	Intensive Support Engagement (SD3)	Targeted Desk Review	Targeted Desk Review
	Targeted Desk Review	Intensive Support On-Site Review (SD3)	Intensive Support On-Site Review (SD3)
	Targeted On-Site (SD3)		

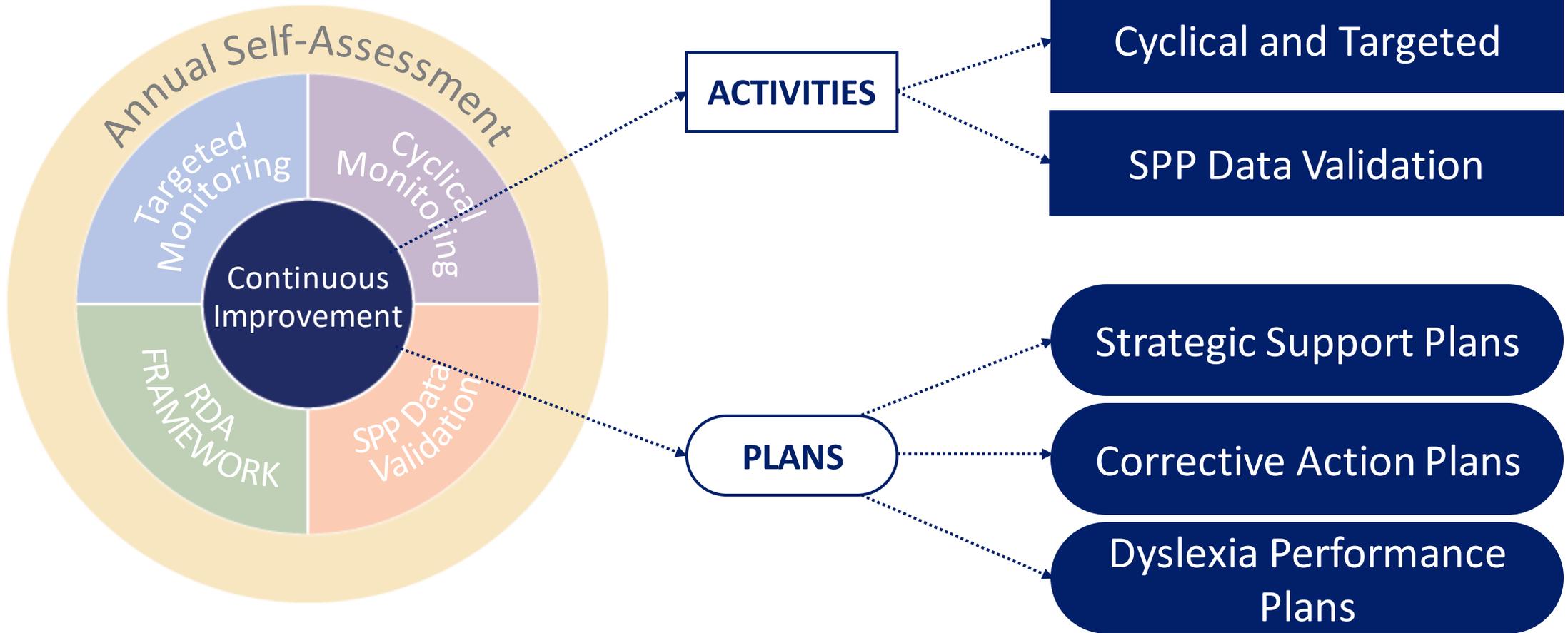
Required
 Determined by Data

Cyclical Monitoring



■ Required □ Determined by Data

Continuous Improvement





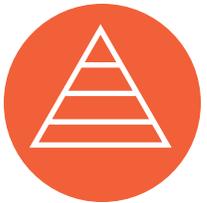
Results Driven Accountability Framework



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



- RDA confidential local education agency (LEA) reports and subsequent public reports that data informs 3 program area diagnostic frameworks

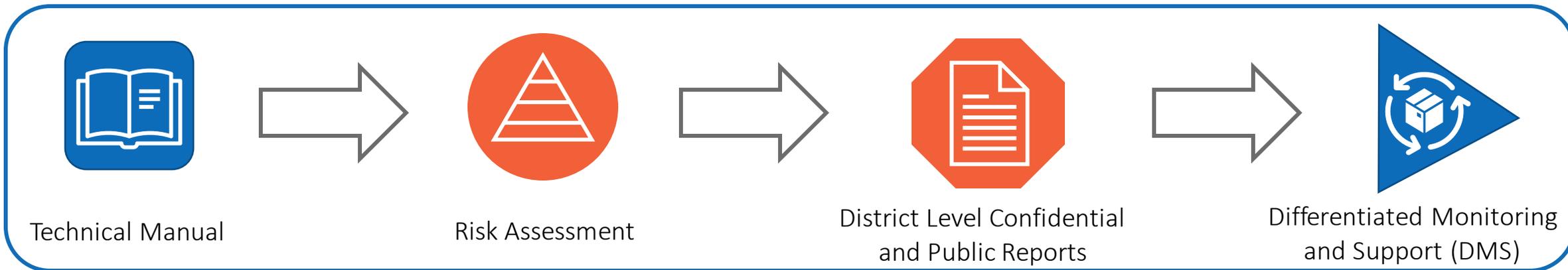


- RDA performance levels (PLs) in 3 program areas calculated for LEA determination level (DL) assignment (additional federally required elements included for SPED)



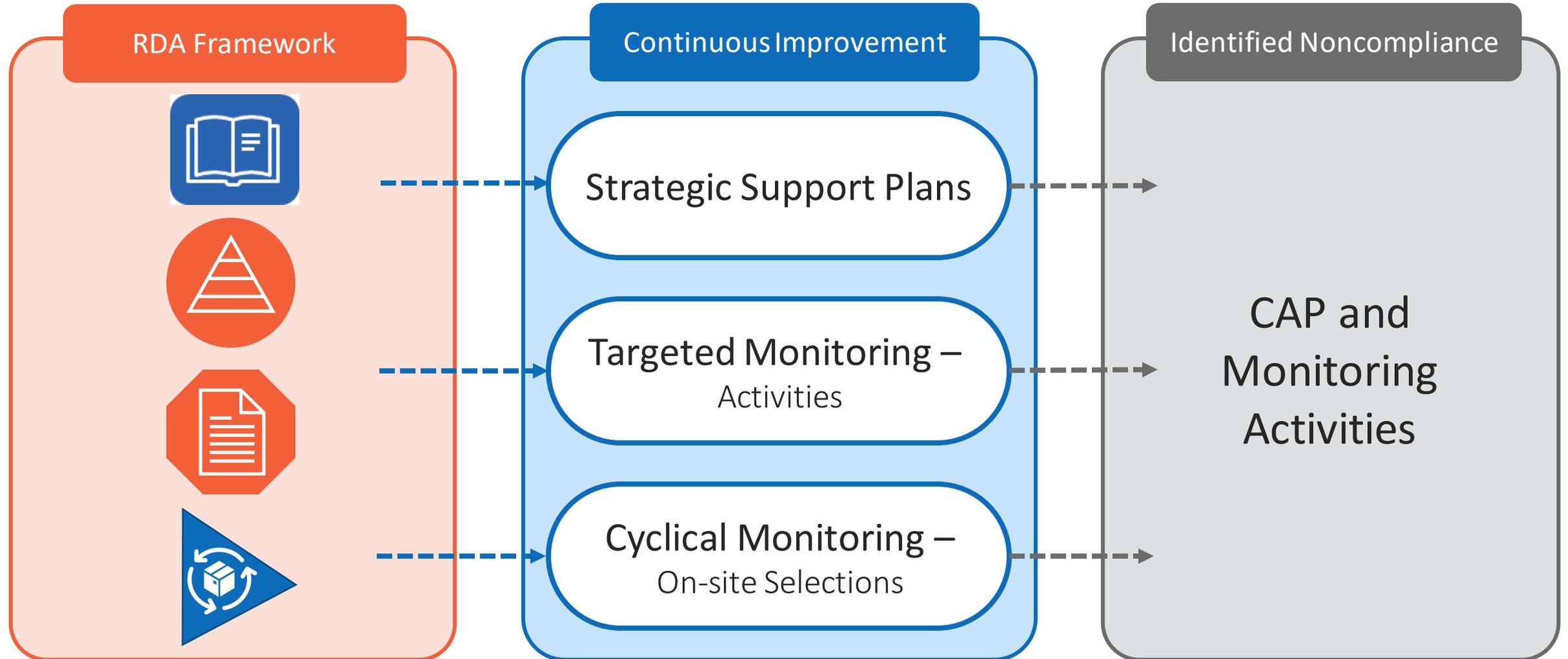
- Continuous improvement engagement and activities occur based on targeted DL and cyclical monitoring assignments

The RDA framework is used to drive SpEd continuous improvement.



- Improved Outcomes for Students, Families, Schools
- Continuous Improvement to Strategic Support Plan
- Monitoring Activities that identify IDEA Noncompliance and Support Needs for Corrective Actions

RDA outcomes drive Continuous Improvement activities and Monitoring activities within the Differentiated Monitoring and Support (DMS) System.





- Adopted into Commissioner's Rules - Texas Administrative Code (TAC) at 19 TAC §97.1005 amended to be effective August 29, 2022
- The 2022 RDA Manual is located on the Texas Education Agency (TEA) website on the RDA page: <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>
- The 2022 overview presentation will be located on the TEA website at the Review and Support Resources webpage: <https://tea.texas.gov/academics/special-student-populations/review-and-support/review-and-support-resources>

- Special Education Determinations are based on two components:
 - Federally Required Elements (FRE) - *SPP Compliance Indicators, Longstanding Noncompliance, Valid/Reliable/Timely Data, Fiscal Audit*
 - State Defined Elements (RDA Indicators)
- These are assigned PLs based on established performance level ranges.
- The mean calculation is applied to achieve an overall PL rate that equates to the four federal categories for determination.

$$\text{PROGRAM AREA MEAN} = \frac{\text{SUM(VALUE of PL 0 [RI, SA] to 4 [SA])}^2}{\# \text{ RATED}}$$

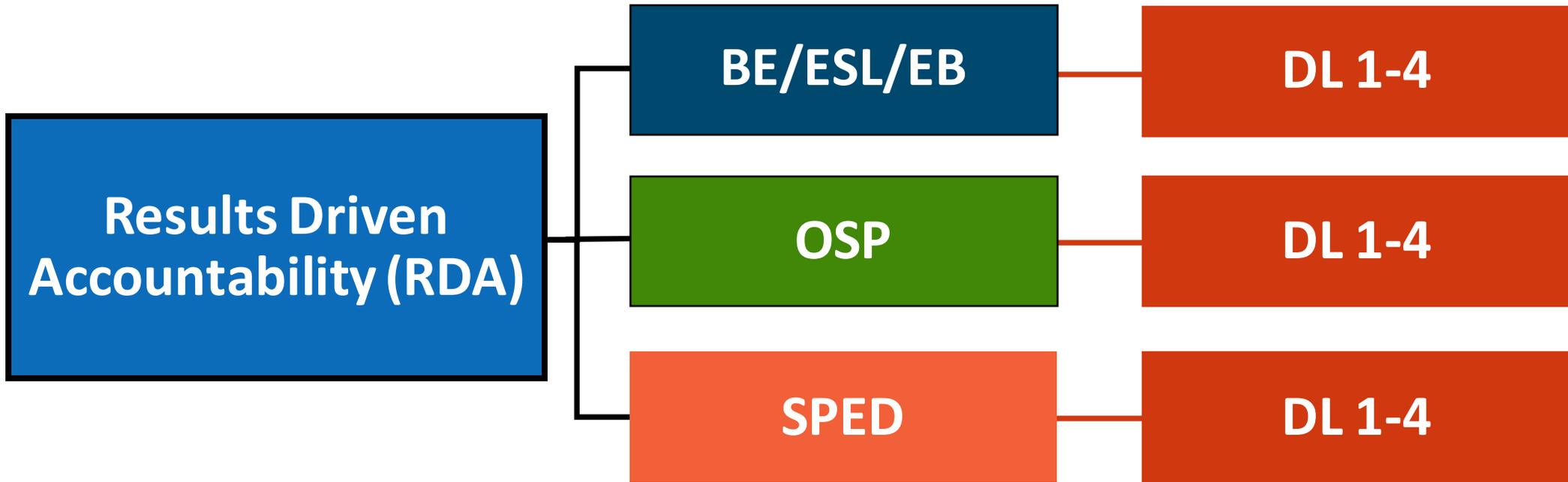


Performance and Determinations

RDA Determination Levels and Categories



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





2022 BE/ESL/EB Program Area Cut Scores and Determination Levels for LEAs

Determination Level	Cut Score (99/95/80)	# of LEAs	% by DL
Not Assigned (NA)	No data	86	7.13%
Meets Requirements (DL1)	< 0.5	863	71.50%
Needs Assistance (DL2)	≥ 0.5 but < 1.08	198	16.40%
Needs Intervention (DL3)	≥ 1.08 but < 1.63	47	3.89%
Needs Substantial Intervention (DL4)	≥ 1.63	13	1.08%
Total		1207	100%



2022 SPED Program Area Cut Scores and Determination Levels for LEAs

Determination Level	Cut Score (99/95/80)	# of LEA	% by DL
Meets Requirements (DL1)	< 1.0	936	77.55%
Needs Assistance (DL2)	>= 1.0 but < 1.45	209	17.32%
Needs Intervention (DL3)	>= 1.45 but < 1.71	49	4.06%
Needs Substantial Intervention (DL4)	>= 1.71	13	1.08%
Total		1207	100%



RDA Data, Reports, Diagnostics



N D

6. SPED Graduation Rate					
	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2022	80.0 - 100	87.0	181	208	0
2021			160	180	
2020			153	183	

7. SPED Annual Dropout Rate (Grades 7-12)					
	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2022	0 - 1.8	0.3	6	1,809	0
2021			9	1,729	
2020			11	1,620	

Bilingual Education/English as a Second Language & Emergent Bilingual Students (BE/ESL/EB)

- Domain I - Academic Achievement (Indicators 1-9)
- Domain II - Post-Secondary Readiness (Indicators 10-11)
- Domain III - Disproportionate Analysis (Indicator 12)

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)

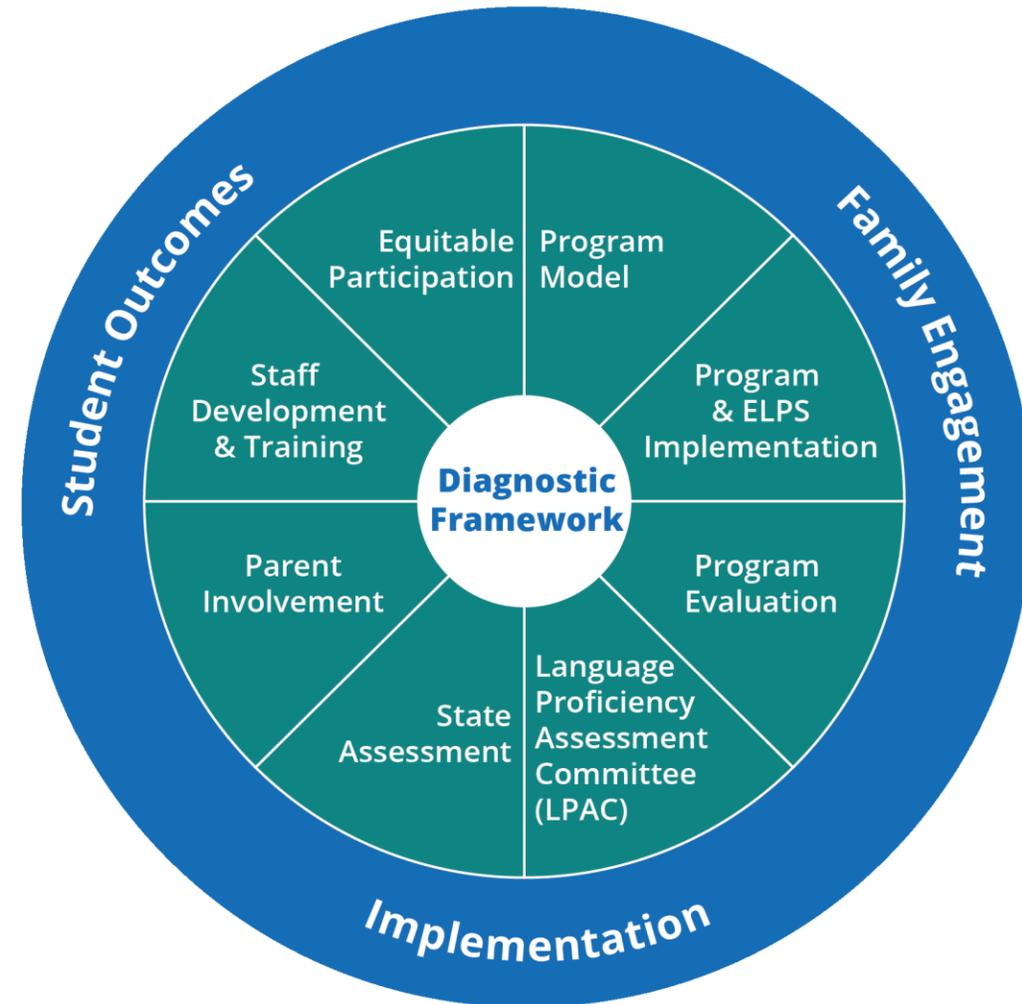
Special Education (SPED)

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

Summary



Special Populations BE/ESL Diagnostic Framework





Other Special Populations (OSP) Diagnostic Framework

Other Special Populations



Students in Foster Care



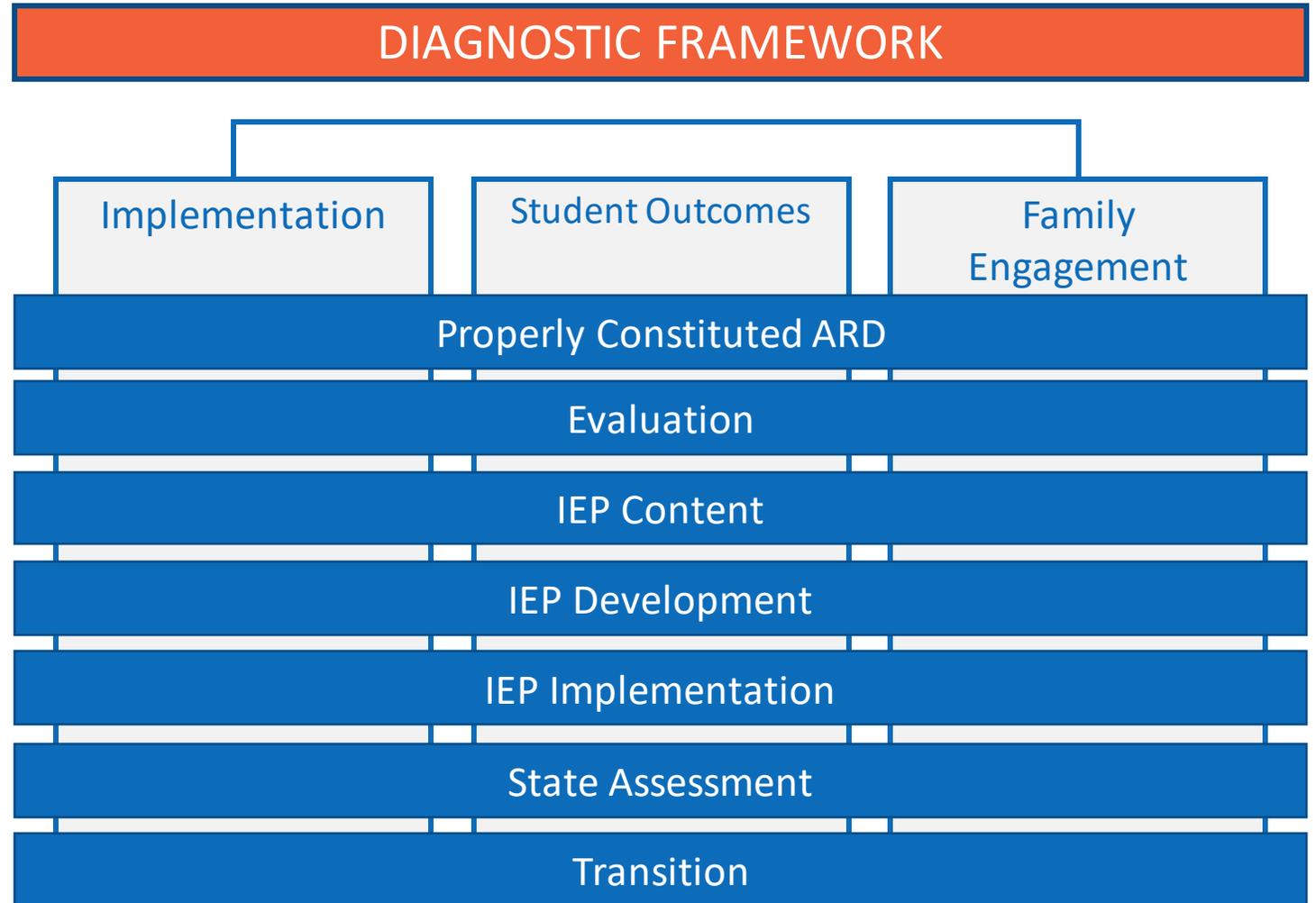
Students Experiencing
Homelessness



Military-Connected
Students



Special Populations SPED Diagnostic Framework





Continuous Improvement



Determination Level	DL1	DL2	DL3	DL4
Determination Category	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
Differentiated Supports				
Universal	●	●	●	●
Targeted		●	●	●
Intensive				●

Targeted Monitoring Activities by Program Area



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

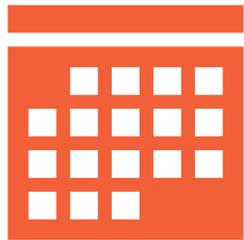
Key: Opt = Optional participation but recommended

● = Required monitoring activity

* = SD Year 2 Status Required



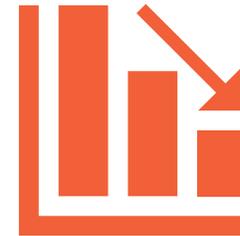
Annual Continuous Improvement Plan



Aligned to the Effective Schools Framework



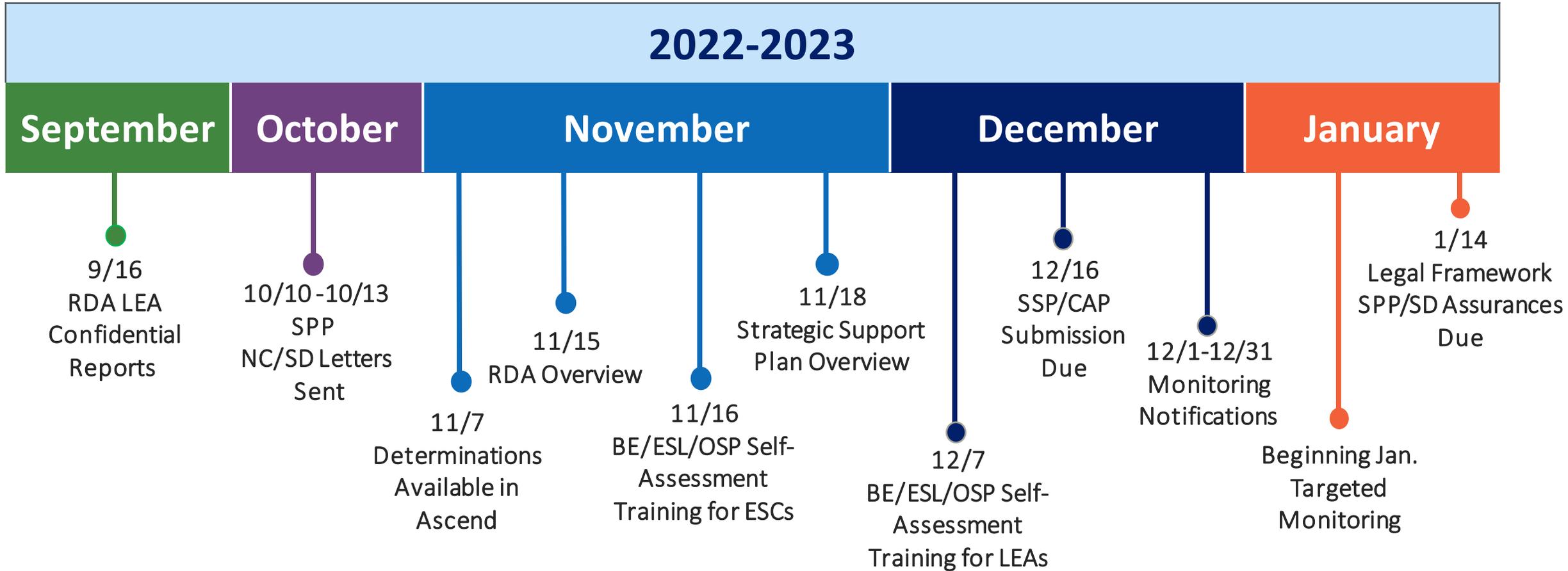
Addresses Root Cause of Low Performance





Monitoring - Timelines and Events

2022-2023 Key Events





Will there be a plan to align the State Performance Plan, RDA Framework, and RDA indicators that are also in A-F without duplication?



Will there be a plan to realign general supervision responsibility and accountability?

How can we streamline the experience of multiple accountability practices in the field?

How do we determine which outcomes create which monitoring action?

Steps toward integration

RDA Framework and Guiding Principles

The Results Driven Accountability (RDA) chapter of the *2023 Accountability Manual* is a technical resource to the annually issued RDA Report that is used by the Texas Education Agency (TEA) as one part of its annual evaluation of LEA performance and program effectiveness. Prior to the 2022–23 school year, this RDA chapter was a standalone RDA Manual (see [RDA and PBMAS Manuals](#)). However, its inclusion in the *2023 Accountability Manual* is one of the first steps to integrating the RDA system into the A–F accountability rating system. The RDA system is structured according to a general framework that consists of indicators selected based on the RDA guiding principles.

Preliminary [Chapter 12—Results Driven Accountability \(RDA\)](#), posted 5/19/23

Aligning RDA /A-F Integration

	TYPE OF DETERMINATION (RDA and FRE from Prior SY)	MANUAL (amended and adopted into rule)	PROGRAM AREAS	OTHER
2018	PBMAS	2018 PBMAS Manual	Bilingual Education/English as a Second Language (BE/ESL); Career and Technical Education (CTE), Every Student Succeeds Act (ESSA), and Special Education (SPED)	
2019	RDA	2019 RDA Manual	Same 4 as above	Handoff from Research and Analysis to Review and Support and LEAs with at least one PL 3 or 4 were staged and cut points used to assigned LEAs a DL 1-4.
2020	RDA	2019 RDA Manual	Bilingual Education, English as a Second Language, and English Learner (BE/ESL/EL); Other Special Populations (OSP); and Special Education (SPED).	Cut points were adjusted to keep LEAs at each determination level (DL). DL 0 was removed and cut points were used to assign all LEAs a DL from 1-4.
2021	RDA	2019 RDA Manual	Same 3 as above	First year to apply the 99/95/80 percentile rule
2022	RDA	2019 RDA Manual	Same 3 as above	99/95/80 percentile rule
2023	RDA	2023 Accountability Manual (preliminary)	Same 3 as above	99/95/80 percentile rule

- <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2023-accountability-manual>
- <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>
- <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan>



Thank you