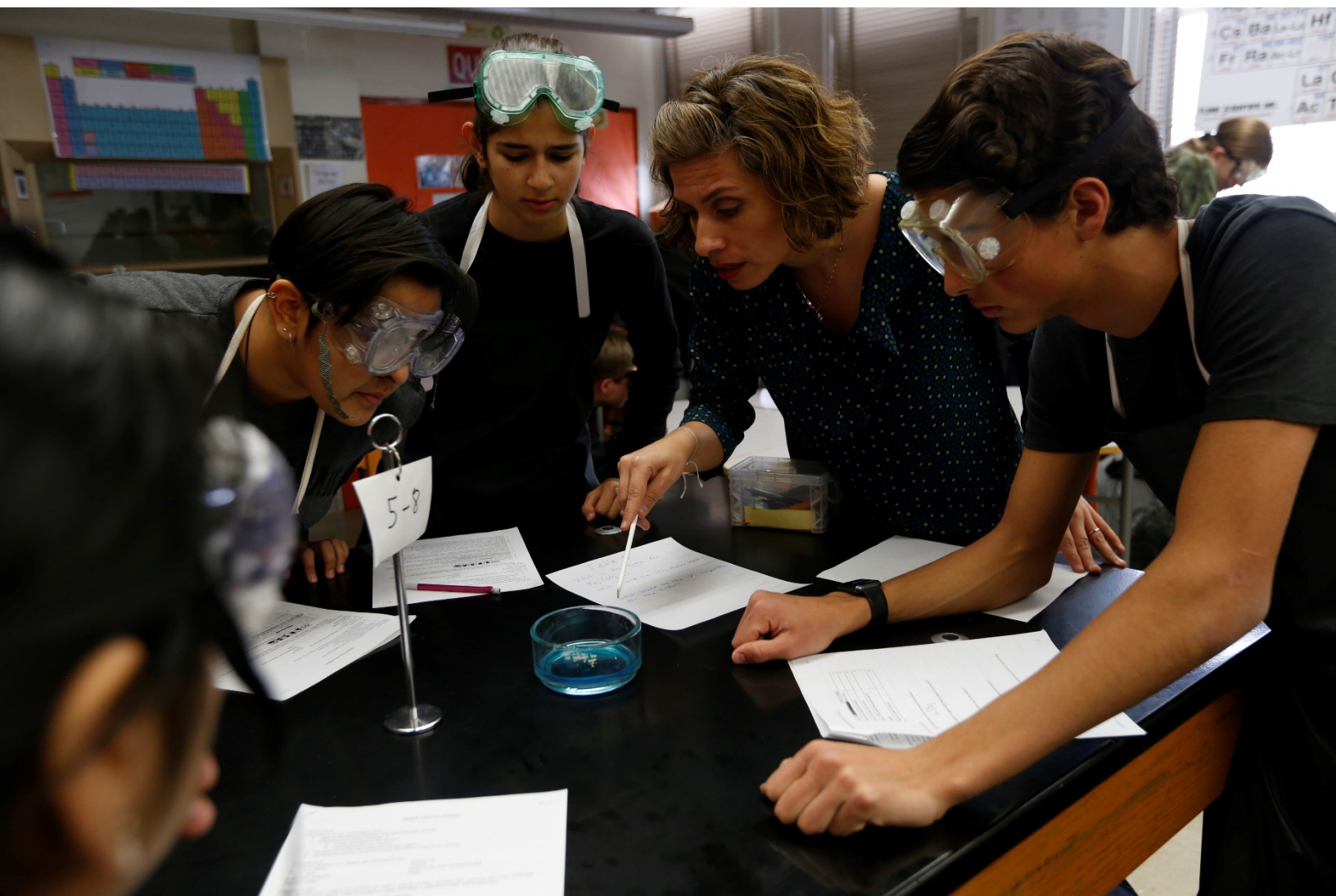


Texas Education Agency[®]



RDA Guidance Document 2019

(Formerly PBMAS)



Introduction

Results Driven Accountability (RDA) is a comprehensive evaluation system designed to support local education agencies (LEAs) in improving student performance and program effectiveness. 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 from each program area.

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 DLT 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 program administrators/directors
- Campus administrators
- Guidance counselors
- General education teachers
- Representation across primary and secondary

- Teachers serving students in BE/ESL, 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 Texas Education Agency (TEA). The LEA is required to submit the name of the DCSI through the Intervention Stage and Activity Manager (ISAM) application.

Engaging in Continuous Improvement

LEAs in need of targeted or intensive supports for one or more RDA program area 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.

Identify Needs

LEAs identified as having an overall performance level of PL3 or PL4 may be required to participate in a Targeted Support Review, which focuses on areas of need identified through RDA indicators.

Plan

Planning for continuous engagement is an essential part of improving student outcomes. Beginning in 2019-2020, LEAs may begin utilizing the newly developed Strategic Support Plan (SSP). The purpose of the Strategic Support Plan (formerly the Targeted Improvement Plan) is to guide LEAs through the process of prioritizing both the RDA performance levels as well as the State Performance Plan (SPP) items demonstrating a need for improvement. The SSP is not a substitute for fulfilling requirements of the Effective Schools Framework (ESF) determined by accountability nor any targeted improvement plan required through the ESF process. LEAs may continue to use the Targeted Improvement Plan (TIP) template or a pre-existing planning document used within the LEA that has improvement planning language added to it for the program areas within the RDA.

Implement and Monitor

Each program area will support LEAs through targeted monitoring based on program performance. The Review and Support regional teams will coordinate the SSP-related meetings with special populations staff for issues related to Bilingual Education/English as a Second Language, Career and Technical Education, populations supported by Every Student Succeeds Act (ESSA), and Special Education as necessary based on the SSP. The cross-functional meetings will allow for more collaboration in making technical assistance recommendations.

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

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

The TEA English Learner Support Division is continuously developing program implementation resources for LEAs to utilize in providing effective bilingual education and English as a second language 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/>

Bilingual Education/English as a Second Language 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 Year 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 (CTE)

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

The Career and Technical Education program is continuously developing program implementation resources for 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 provide 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. For more information about CTE programs, please visit the CTE webpage at <https://tea.texas.gov/cte/>.

Career and Technical Education 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)

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

Every Student Succeeds Act program is continuously developing program implementation resources for 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. For more information about the ESSA program, please visit the Special Student Populations webpage at https://tea.texas.gov/Academics/Special_Student_Populations/.

Every Student Succeeds Act 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

The TEA is required to make annual determinations about the performance of each LEA in the state 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. The Division of Review and Support conducts general supervision and monitoring of each LEA's special education program. Special Education Determinations are based on two components:

- Federally Required Elements (FRE),
- State Defined Elements (RDA Indicators).

Federally Required Elements (FRE)

The TEA must consider the following four federally required elements in assigning an annual determination level for LEAs:

- Performance on State Performance Plan compliance indicators;
- 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, the TEA collects data related to the below listed 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 $\geq 80\%$ 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, the Division of Review and Support will differentiate supports for LEAs by providing supports that increase in frequency and intensity based on the determination. For more information about differentiated supports or the monitoring of noncompliance for special education, please visit the [Review and Support](#) website.

Submissions to TEA

Although most LEAs (PL1 – PL4) will engage in continuous improvement activities, submissions of the SSP, TIP, or locally developed plan will vary by program. Any LEA required to submit evidence of continuous improvement must also submit evidence of how the individual in the role of the DCSI is in a position of leadership that allows for coordination in special programs, school improvement, curriculum and instruction or another position with responsibility for student performance. The chart below is limited only to submission requirements. Please refer to the [RDA Intervention Requirements](#) chart for continuous improvement activity requirements.

Overall Performance Level (formerly staging)	BE/ESL	CTE	ESSA	SPED
PL 0	N/A	N/A	N/A	N/A
PL 1	No	No	No	No
PL 2	No	No	No	Yes
PL 3	Yes	Yes	Yes	Yes
PL 4	Yes	Yes	Yes	Yes

LEAs in any program area required to submit evidence of the name and role of the DCSI and SSP, TIP, or locally developed plan to the TEA will use the Intervention Stage and Activity Manager (ISAM) application in the Texas Education Agency Login ([TEAL](#)). For more information about the submission requirements, please see Appendix A for program 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

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Other Helpful Contact Information:

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