

DEPARTMENT OF SPECIAL
POPULATIONS GENERAL
SUPERVISION AND MONITORING

DIFFERENTIATED
MONITORING AND
SUPPORT GUIDE

UPDATED FOR THE
2024-2025 SCHOOL YEAR



Acronym Glossary

Acronym	Term
SPED	Special Education
SPP	State Performance Plan
SSP	Strategic Support Plan
TAC	Texas Administrative Code
TEA	Texas Education Agency
TEC	Texas Education Code
TCIP	Texas Continuous Improvement Process
TSBVI	Texas School for the Blind and Visually Impaired
TSD	Texas School for the Deaf
TSDS	Texas Student Data System

Introduction

The Texas Education Agency (TEA) has a 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/Emergent Bilingual (BE/ESL/EB), and Other Special Populations (OSP).

Monitoring systems are designed to ensure compliance with federal, and state regulations, and improve services and results for:

- β Students with disabilities,
- β Emergent bilingual students,
- β Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a),
- β Youth who are in, or have aged out of, the foster care system, and
- β

101(d)(1) of such title).

Accountability (RDA) framework . RDA is a local education agency (LEA) level, data-driven monitoring framework developed and implemented annually by the Division of Monitoring, Review, and Support in coordination with supporting departments within the TEA .

Results Driven Accountability (RDA)

Consistent with the TEA commitment to continuous improvement, transparency, and accountability, the RDA framework relies on a thorough analysis of LEA data in comparison to indicators for.

RDA Framework Determination Levels

TEA analyzes data from the RDA indicators to address LEA performance on student outcomes and compliance indicators to guide supervision and support for each LEA . Each LEA is assigned an annual determination level (DL)

BE/ESL/EB and/or OSP:

LEAs who obtain a DL 4 related to the BE/ESL/EB and/or OSP programs will complete a self-application .

After identifying areas of strength and need, LEAs who obtain a DL 4 develop a SSP that application in TEAL .

The LEA will participate in monthly collaboration with the Special Populations Monitoring team to monitor progress toward SSP goals . The LEA receives assistance from the TEA Special Populations Monitoring team regarding targeted supports designed to address LEA-prioritized areas of need .

SPED:

All LEAs complete a self-assessment of their SPED program in the ASCEND application annually .

After identifying areas of strength and need, LEAs who obtain a DL 4 develop a SSP that application in TEAL .

LEAs who need substantial intervention participate in monthly collaboration with the TEA

prescribed targeted and intensive supports and activities designed to address LEA areas of need. The Education Service Center (ESC) must also collaborate with LEAs . LEAs will determine the level of support from the ESC based on the LEA's needs .

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Data used in the RDA framework for assigning DLs and making support decisions for LEAs come

TEA's testing contractor .



- ⌘ LEAs who obtain a DL 3 or DL 4 related to their BE/ESL/EB and/or OSP programs in the RDA framework, are required to submit a SSP to the TEA and engage in regular, scheduled support conferences with the Division of Special Populations Monitoring team .
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- β Evidence that the Overview of Special Education for Parents form was given to the parent upon referral
- β Special Education progress reports
- β Determination of statewide student assessment, participation requirements, and accommodations
- β Receipt of Procedural Safeguards
- β State assessment results
- β IEP documentation of intensive program of instruction or accelerated instruction program
- β Proof of attempted parent contact to schedule Annual Review and Dismissal (ARD) committee meetings
- β Restraint Documentation
- β Foster parent training documentation
- β
- β For LEAs with a Texas Virtual School Network (TXVSN) Campus, Virtual school monitoring will require a sample of students selected from the full-time TXVSN (see Appendix C: TXVSN Flow Chart). The LEA will provide a current roster of students receiving special education services and enrolled in the TXVSN campus. The Monitoring, Review, and Support Team will select no more than 8 students as a discretionary sample in addition to the DMS sample.

comprehensive desk review is designed to evaluate LEA performance on seven areas of compliance compliance .

These seven areas are:

1. Evaluation
2. IEP Implementation
3. Properly Constituted ARD Committees
4. IEP Contents
5. IEP Development
6. Transition
7. State Assessment

stakeholders to include a subset of parents/families, general educators, special educators, assessment programs and services . The TEA may request the selected participants' email/contact information from the LEA or provide the LEA with a digital survey that can be provided by the LEA to the selected LEA stakeholders for completion .

areas of need aligned with IDEA .

On-Site Review

The purpose of the on-site review is to thoroughly examine multiple measures related to federal compliance and improving student outcomes . In preparation for an on-site review, the Division of Monitoring, Review, and Support team will conduct desk review activities described above in

The Review and Support team will conduct initial monitoring conferences with each LEA selected for review to assist in monitoring preparation .

Once on-site, the Monitoring, Review, and Support team will coordinate with LEA leadership to engage in a deeper review of the implementation of special education and dyslexia programs and services . Most on-site reviews can be completed within three days, although the timeline for completion may vary across LEAs (see [Appendix D: Special Education Sampling Methods](#) for more information) . The on-site review consists of an entrance meeting, observations at LEA campuses, interviews with key stakeholders including parents or families, general and special educators, providers of dyslexia instruction, administrators, and other LEA personnel .

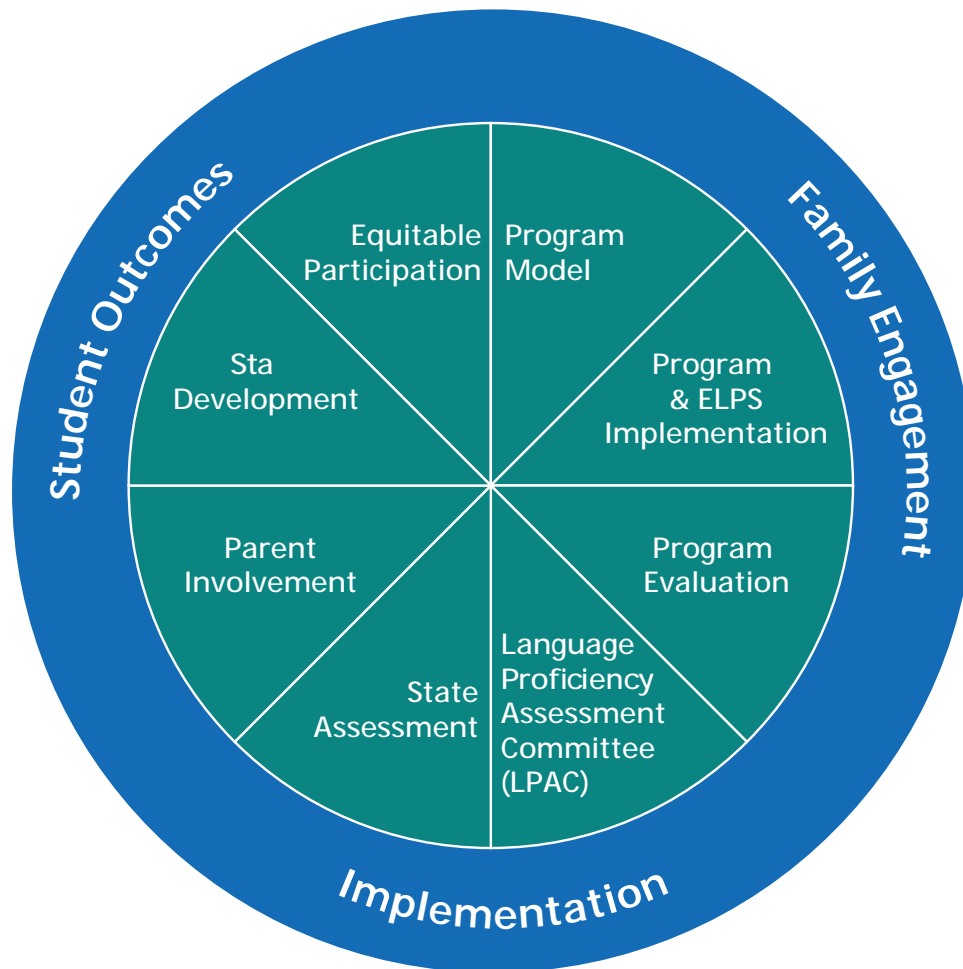
On-Site Selection

historic performance data, including prior year's RDA DL of 3 or 4 and indicators of performance . The comprehensive cyclical on-site review is designed to evaluate LEA performance on all seven critical dyslexia program aligned to federal and state requirements .

desk review, and historical LEA performance data . The targeted on-site review is designed to analyze requirements .

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

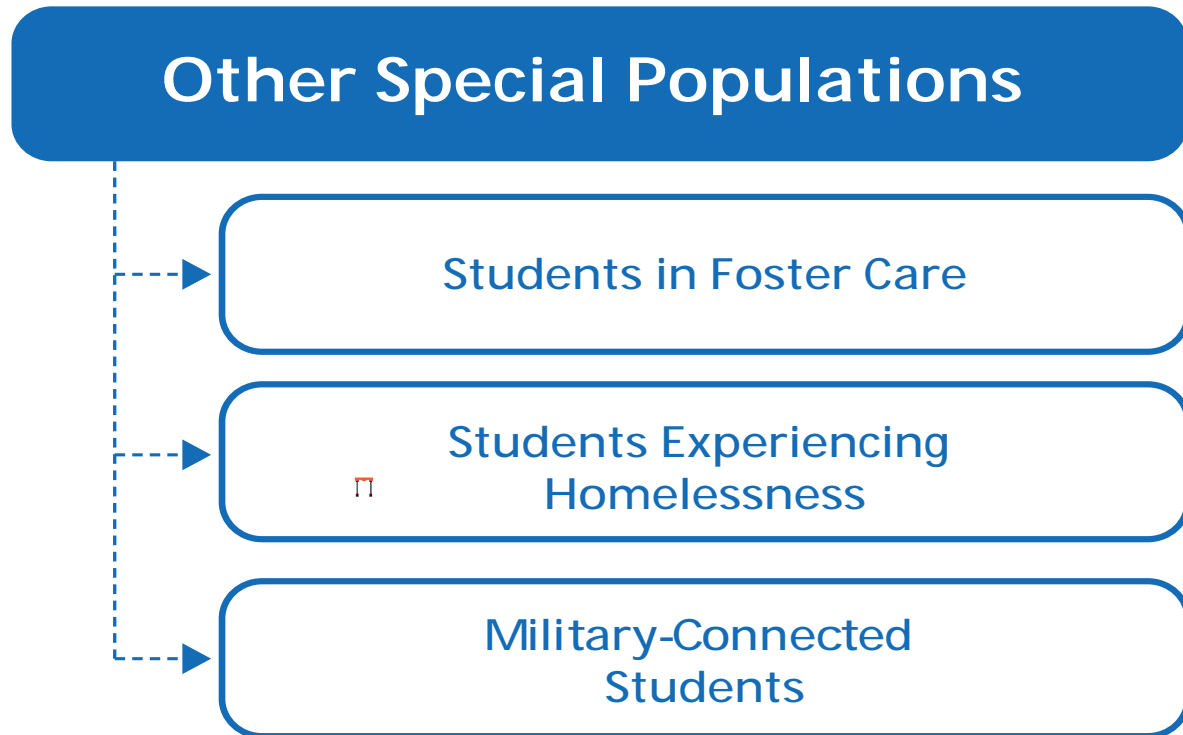
eight critical indicators of student achievement within the monitoring framework (Figure 4) . This diagnostic



This diagnostic framework supports the TEA and LEAs in analyzing and responding to a variety of complex information about program implementation, student outcomes, and family engagement . The framework supports continuous improvement of student outcomes by connecting instruction, student performance, professional development, and technical assistance . The system of general supervision incorporates the TEA commitment to continuous improvement, transparency, and accountability in a way that emphasizes the connection between general supervision activities and improved student services and outcomes . Activity requirements for BE/ESL/EB are further described within the RDA Framework Determination Levels section of this guide .

Other Special Populations (OSP)

In accordance with the RDA framework . OSP reporting includes indicators that are used to measure and ensure the academic success of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA in Texas.



The system of general supervision incorporates the TEA commitment to continuous improvement, transparency, and accountability in a way that emphasizes the connection between general supervision activities and improved student services and outcomes . Monitoring activities will

performance level indicators . Activity requirements for OSP are further described within the RDA Framework Determination Levels section of this guide .



Continuous Improvement

The requirements of IDEA related to the development of the State Performance Plan (SPP) and the general supervision . This system achieves continuous improvement through data-driven, evidence-

State Determinations

and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Disproportionate

the SPP includes historical and current data, targets, improvement strategies, stakeholder involvement, and progress monitoring . The SPP/APR is presented publicly on the TEA website

Additionally, the TEA reports annually to the public on the performance of each LEA on indicators 1 through 14 .

OSEP uses information from the SPP/APR, information obtained through monitoring visits, and other public information to annually determine if the state:

- β Meets requirements and purposes of the IDEA,
- β Needs assistance in implementing the requirements of the IDEA,
- β Needs intervention in implementing the requirements of the IDEA, or
- β Needs substantial intervention in implementing the requirements of the IDEA .

These state determinations are based on a combination of compliance and outcome measures for children and youth with disabilities .

LEA Determinations

Texas regulations require the TEA to make annual determinations regarding the performance of all LEAs within the state . LEAs obtain a determination of Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention across multiple program areas with the RDA framework including:

- β Special education,
- β Bilingual Education, English as a Second Language, and emergent bilingual, and
- β Other Special Populations .

In addition to RDA, the TEA uses four federally required data elements to assign LEA special education determinations:

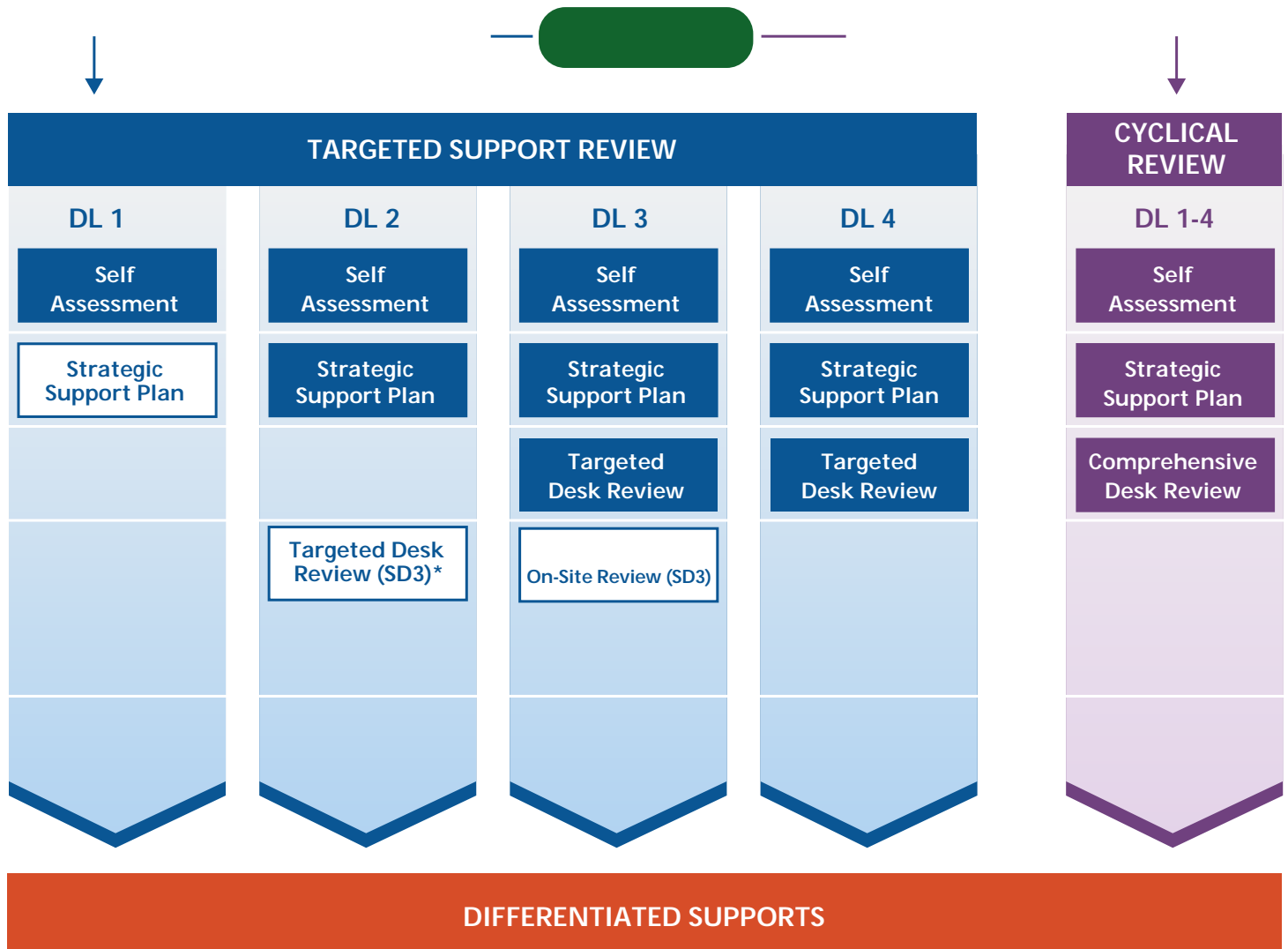
- β Performance on compliance indicators 4b, 9, 10, 11, 12, and 13 in the SPP,
- β
- β Uncorrected noncompliance from other sources (complaints resolution, due process, residential facility monitoring, and monitoring activities), and
- β

To facilitate a seamless system of general supervision and monitoring, LEA determinations across these three program areas are aligned with the RDA DLs assigned to each LEA annually . Each LEA

the implementation of the requirements of IDEA with respect to the LEA's special education program .

Special Education: Differentiated Monitoring and Support

Support (DMS) system aligned with the monitoring system of the OSEP. The TEA DMS system provides a balanced approach of compliance and performance-based accountability that describes how monitoring and support activities are customized for LEAs based on need (Figure 7).



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The DMS system uses a result driven approach to identify the types of support and monitoring required for each LEA, cyclical reviews to ensure the TEA conducts desk and/or on-site monitoring activities with all LEAs statewide, targeted support reviews based on performance indicators, and

outcomes data .

All LEAs complete an annual self-assessment of their special education program . LEAs who obtain a DL 2, DL 3, or DL 4 in the RDA framework engage in additional monitoring activities beyond the required annual self-assessment and continuous improvement activities guided by RDA DLs . LEAs who obtain a DL 2 in the RDA framework receive targeted supports to assist in meeting their continuous improvement goals . LEAs who obtain a DL 3 or DL 4 are required to engage in a targeted desk review



Other Monitoring Activities

In addition to the monitoring activities implemented for all LEAs, the TEA conducts other monitoring activities within the system of general supervision .

Nonpublic and Non-District Operated Day Placement and Nonpublic Residential Program Monitoring

The TEA monitors nonpublic and non-district operated day and nonpublic residential programs or placements with which LEAs may contract for special education instructional and related services . Information on the process of approving and monitoring nonpublic or non-district operated day or nonpublic residential programs can be found on the TEA website and in the [Nonpublic Program Guidance](#) .

Residential Facility (RF) Monitoring

Under the authority of 19 Texas Administrative Code (TAC) §97 .1072, the TEA monitors LEAs serving students with disabilities who reside in residential facilities to ensure the provision of a free and appropriate public education (FAPE) .

Significant Disproportionality Support Framework

comprehensive solution to ensure a free and appropriate public education in the least restrictive environment to every eligible child under the Individuals with Disabilities Education Act (IDEA). SD in special education occurs when LEAs identify, place in more restrictive settings, or discipline children from any racial or ethnic group at markedly higher rates than their peers. Determinations for whether

be monitored:

β

particular impairments:

- Intellectual disabilities
- Emotional disability
- Other health impairment
-
- Speech or Language impairments
- Autism

β Placement of school age students into particular educational settings:

- A regular class less than 40% of the time
- Inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities or private schools

β Placement of children ages 3-21 into particular disciplinary settings:

- Out of School Suspensions (OSS) and expulsions of 10 days or fewer
-



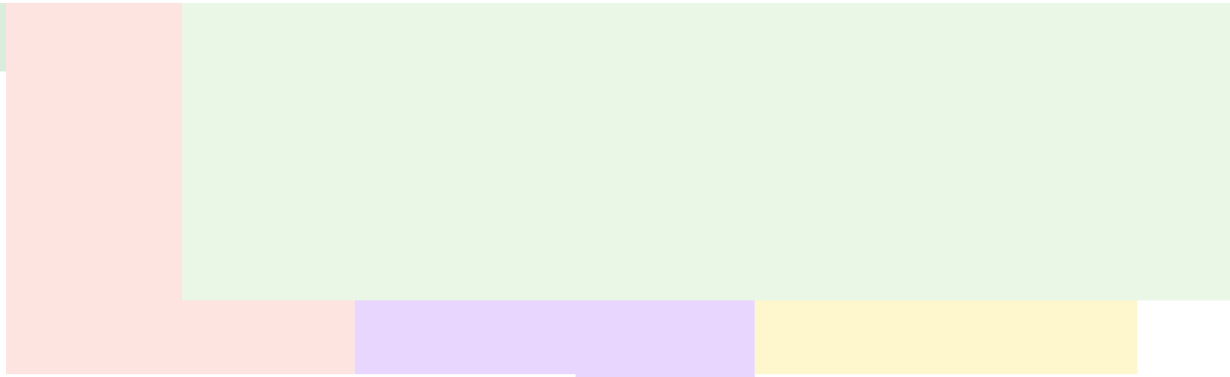
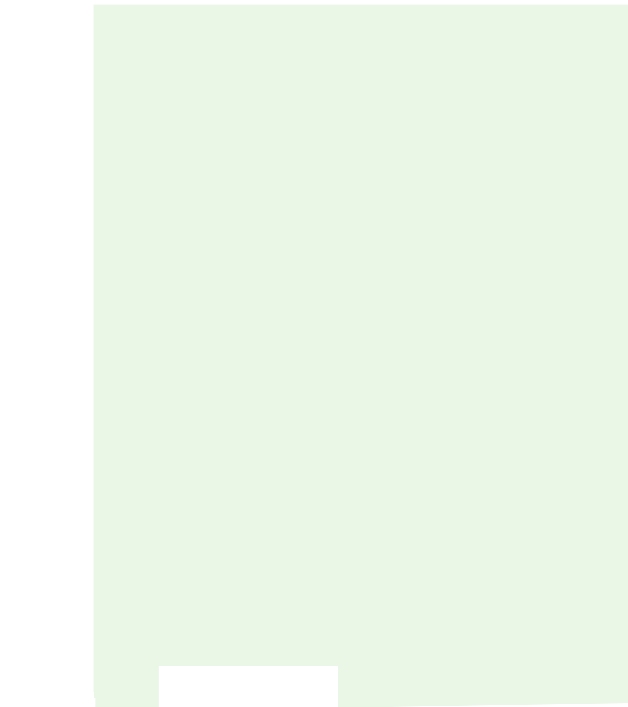


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products, practices, and policies in education . Its goal is to provide educators with the information

interventions for education to assist them in the selection of evidence-based practices .

Leaders and Educators Addressing Disproportionality in Special Education







Systemic Correction:

Appendix A: Definition of Terms

Comprehensive Desk Review: A comprehensive desk review focuses on areas of Evaluation, IEP Development, Content, Implementation, Transition, Properly Constituted ARDs, State Assessment, stakeholder input, and self-assessment, as well as documentation of local policies and procedures regarding special education. This type of desk review is a proactive measure to ensure LEAs meet compliance under IDEA 2004 and TEC.

Comprehensive Review of Findings:

Noncompliance:

requirement) that is violated, not by the number of times the standard is violated . Therefore, multiple

Nonpublic School:

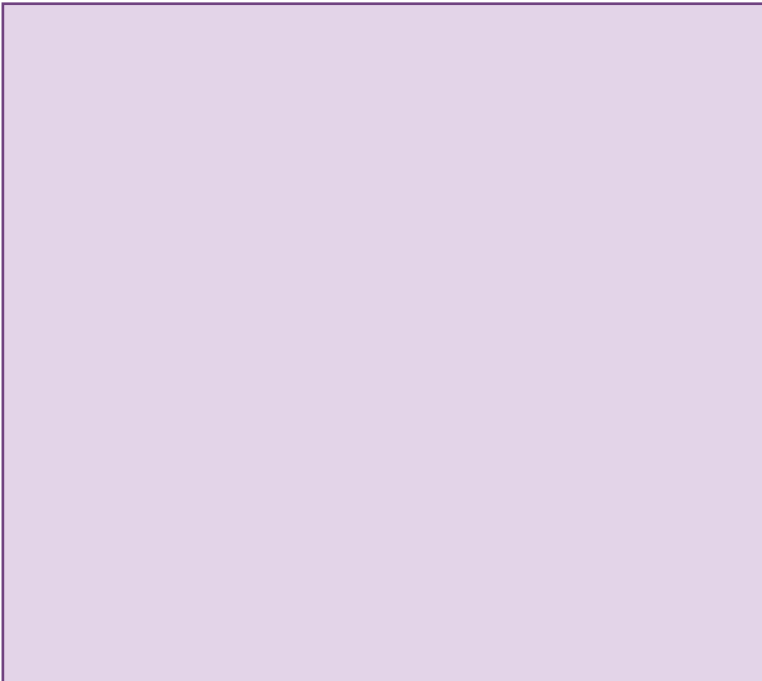
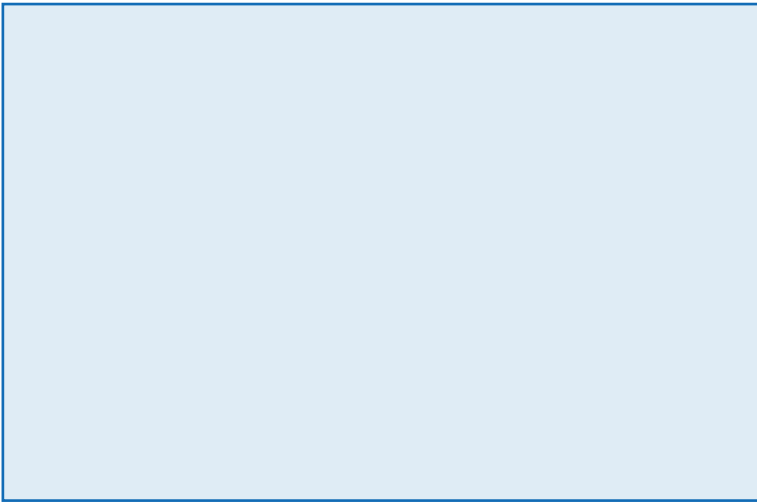
that student can be educated in a private school or facility, referred to as a nonpublic school, at public expense. A student's admission, review, and dismissal (ARD) committee must determine that the school district or charter school cannot provide the student with the special education instruction and related services necessary to meet the student's unique needs in order for that student to be educated in a

appropriate educational program .

On-site Review: This visit to the LEA will provide an opportunity for a thorough review of multiple measures related to federal compliance and improving student outcomes . In preparation for an on-site review, the TEA's Review and Support team will carefully examine and analyze data from the LEA's performance level, the self-assessment summary, and the targeted or comprehensive desk review,

Appendix D: Special Education Sampling Methods

Cyclical Folder Sampling Method



Targeted and Intensive Folder Sampling Method

Guiding Principles

Unbiased

All children in special education have an equal likelihood of being selected for the cyclical folder review sample .

Representative

All children selected for the sample resemble the grade level characteristics of the whole special education population .

Workf ow

Targeted/Intensive Review Sampling Workf ow

TEA generates random sample for LEA in targeted monitoring or intensive support

LEA sample stored in TEA secure ShareFile location for distribution to LEA

sample and uploads student folders to Ascend

Stratified Random Sampling

Special Education Population



Stratification



Random Sampling



Sample*

Sample Size

Timeframe

Dyslexia On-Site Sampling

Guiding Principles

Workflow

Stratified Random Sampling

Sample Size: Campus On-Site

LEA On-Site Selection

Texas Virtual School Network (TXVSN) Cyclical Folder Sampling

Guiding Principles

Unbiased

Students in folder review sample have an equal chance of being selected .

Representative

Students selected for folder review sample represent the grade level characteristics of the special education population .

Workf ow

TEA generates random sample of TXVSN campus for LEA in cyclical monitoring

TXVSN sample stored in secure TEA ShareFile location for distribution to LEA

Stratified Random Sampling

Sample Size

Timeframe

**Additional Special Education
Resources:**

Department of Special Education:

Special
Website

Department of Emergent Bilingual Support:

Emergent
Support
Website

Department of Special Populations
General Supervision and Monitoring:

Website