Bilingual Education
English as a Second Language
Self-Assessment
&
Other Special Populations
Self-Assessment

Division of Special Populations Monitoring
Department of Review and Support
2021-2022

1

Learning Outcomes

Participants will be able to **explain** the required LEA activities in the **Bilingual Education/English as a Second Language** and **Other Special Populations (OSP) Self-Assessment** process.

Participants will be able to **determine Quality Levels** using the **Bilingual Education/English as a Second Language** and **OSP Self-Assessment Rubric.**

Participants will be able to **explain and complete** the steps of the **Bilingual Education/English as a Second Language** and **OSP Self-Assessment.**

Participants will be able to **analyze sources of evidence** to complete the **Bilingual Education/English as a Second Language** and **OSP Self-Assessment**.
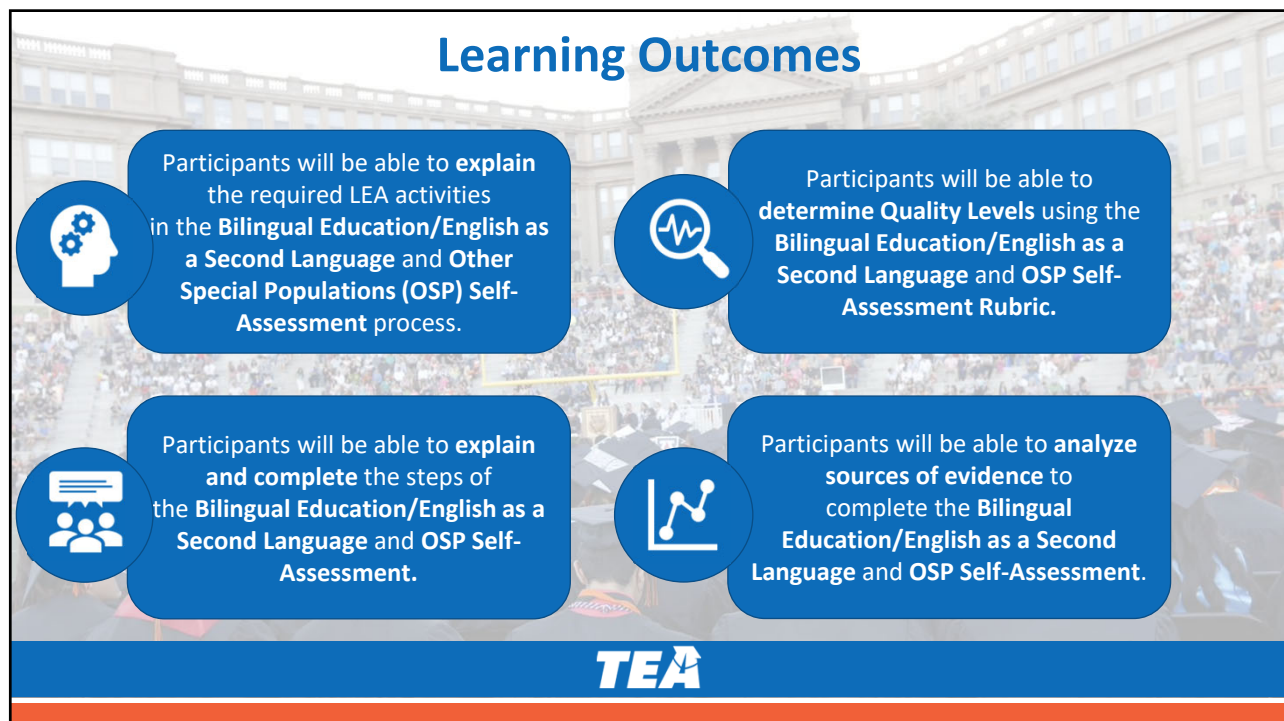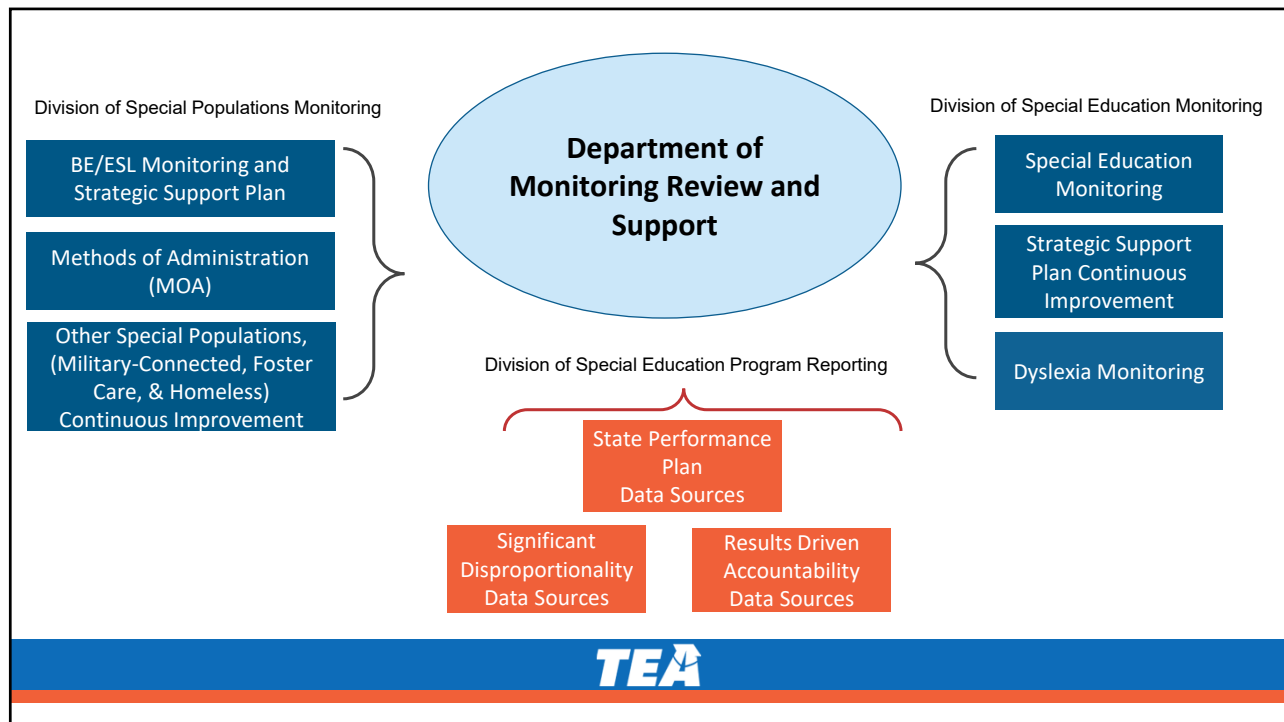
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AGENDA

① Program Monitoring and Support

② Bilingual Education/English as a Second Language (BE/ESL) Self-Assessment Process

③ Other Special Populations (OSP) Self-Assessment Process

④ BE/ESL Self-Assessment Components

⑤ OSP Self-Assessment Components
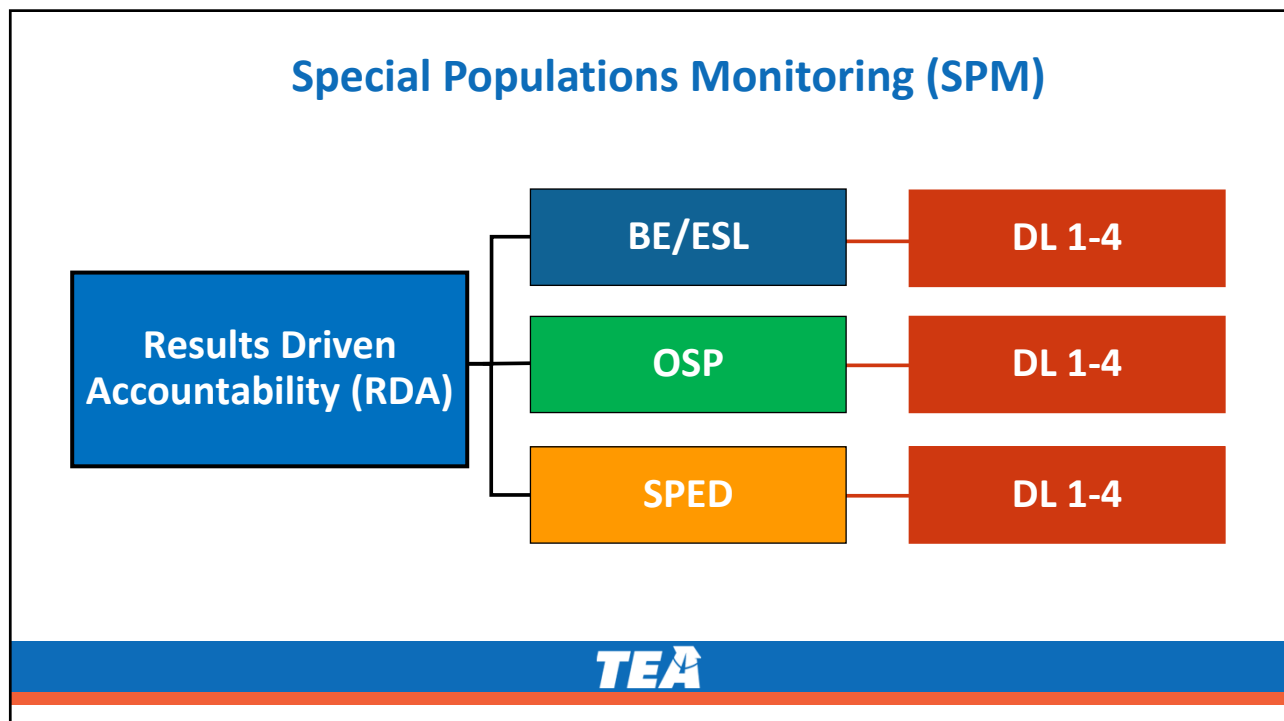
⑥ Ascend Platform

⑦ Next Steps

⑧ Questions

TEA

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Division of Special Populations Monitoring

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Division of Special Populations Monitoring

BE/ESL Monitoring and Strategic Support Plan

Methods of Administration (MOA)

Other Special Populations, (Military-Connected, Foster Care, & Homeless) Continuous Improvement

Department of Monitoring Review and Support

Division of Special Education Monitoring

Special Education Monitoring

Strategic Support Plan Continuous Improvement

Dyslexia Monitoring

Division of Special Education Program Reporting

State Performance Plan Data Sources

Significant Disproportionality Data Sources

Results Driven Accountability Data Sources

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Special Populations Monitoring (SPM)

Results Driven Accountability (RDA)

BE/ESL — **DL 1-4**

OSP — **DL 1-4**

SPED — **DL 1-4**

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Results Driven Accountability (RDA)

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

Optional to complete the BE/ESL and/or OSP Self-Assessment and the SSP

If LEAs complete these documents, they are retained at the local level.

LEAs are required to complete the BE/ESL and/or OSP Self-Assessment and the SSP.

The LEAs submit these documents to TEA through the Ascend Platform.

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Program Determination Levels (DL)

2021 BE/ESL Associated Determination Levels for LEAs

Determination Level	DL	# of LEAs	% by DL
Not Assigned	No DL (NA)	105	8.72%
Meets Requirements	1	869	72.18%
Needs Assistance	2	173	14.37%
Needs Intervention	3	46	3.82%
Needs Substantial Intervention	4	11	0.91%
	Total	1204	100%

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Program Determination Levels (DL)

2021 OSP Associated Determination Levels for LEAs

Determination Level	DL	# of LEAs	% by DL
Not Assigned	No DL (NA)	118	9.80%
Meets Requirements	1	856	71.10%
Needs Assistance	2	175	14.53%
Needs Intervention	3	38	3.16%
Needs Substantial Intervention	4	17	1.41%
	Total	1204	100%

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RDA and DL Information

Additional Information and Guidance relating to:

Differentiated Monitoring and Support can be found at the following website:

[then click on Monitoring Guide to open the DMS Guide for more information on LEA Determination Level(s)]

Differentiated Monitoring and Support (DMS)

Results Driven Accountability (RDA) Framework can be found at the following website:

Results Driven Accountability (RDA)

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Self-Assessment Components

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Self-Assessment Process

- The Self-Assessment process is intended to assist LEA leadership teams in evaluating and improving their BE/ESL/OSP program(s).

- While it is *recommended* that each LEA complete the self-assessment annually only LEAs with DL 3 and DL 4 status are **required** to complete the self-assessment(s) for TEA submission.

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Purpose of the Self-Assessment

- To assist Local Education Agency (LEA) leadership teams in evaluating and improving its programs supporting special populations.

- Intended to engage leadership teams through a proactive approach by addressing special populations and improving student performance.

- Completed annually as part of the Texas commitment to continuous improvement that focuses on improving outcomes for special populations.

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District Leadership Team (DLT) Membership

- Special populations program director(s)
- Central office staff
- Campus administrators
- Bilingual Education or English as a Second Language teachers
- Special Education teachers
- General education teachers
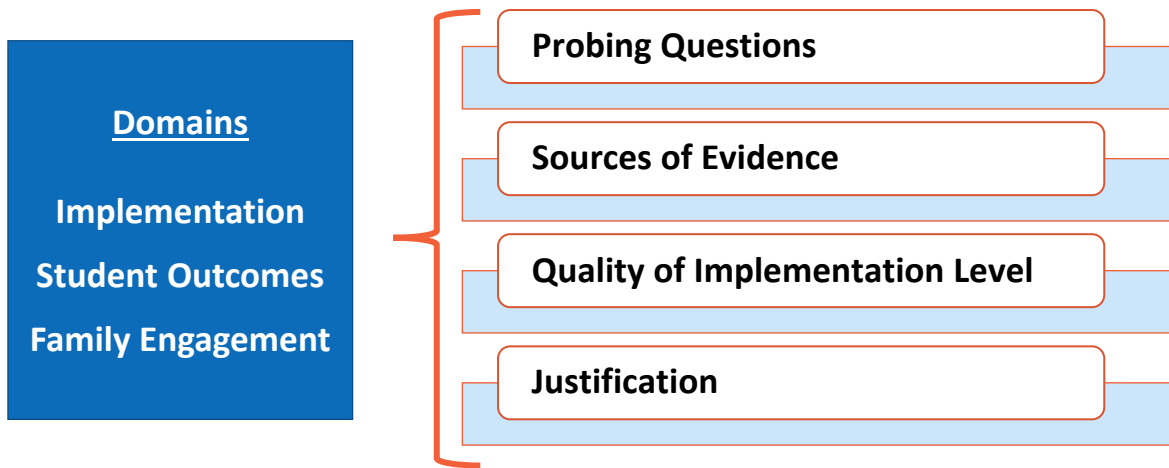- Related services personnel
- Assessment personnel
- Parents

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BE/ESL Diagnostic Framework

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OSP Diagnostic Framework
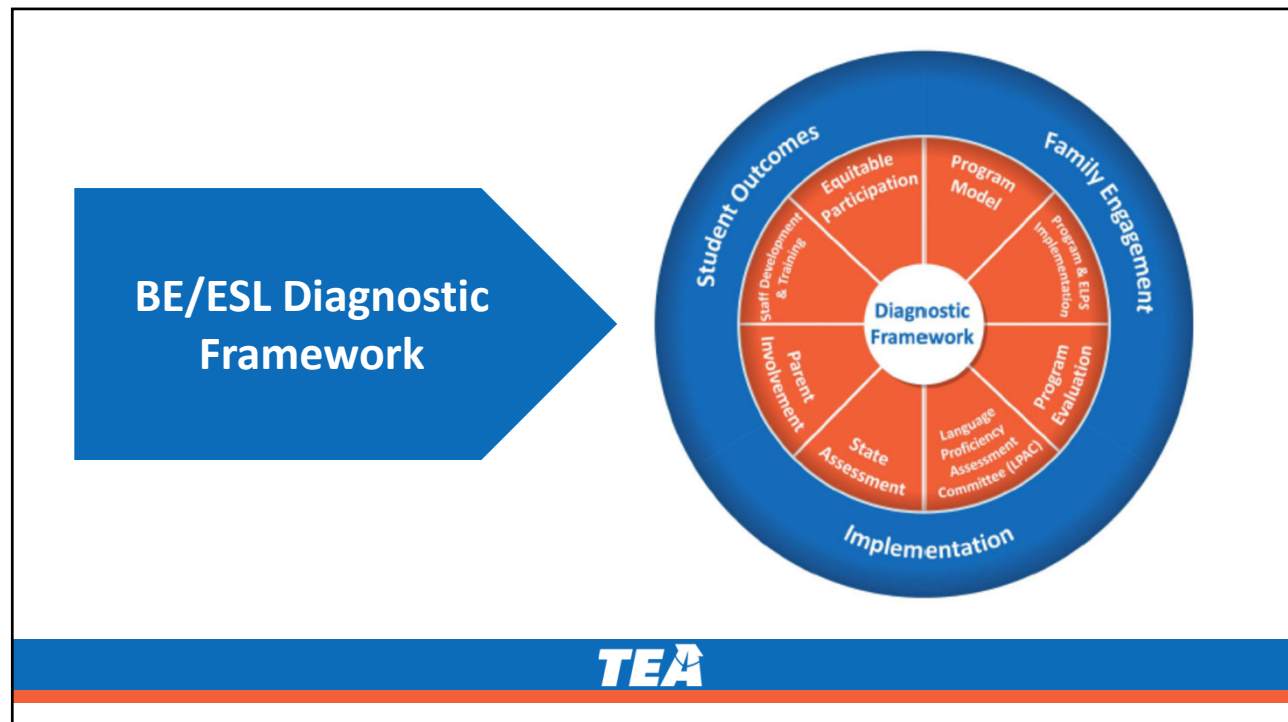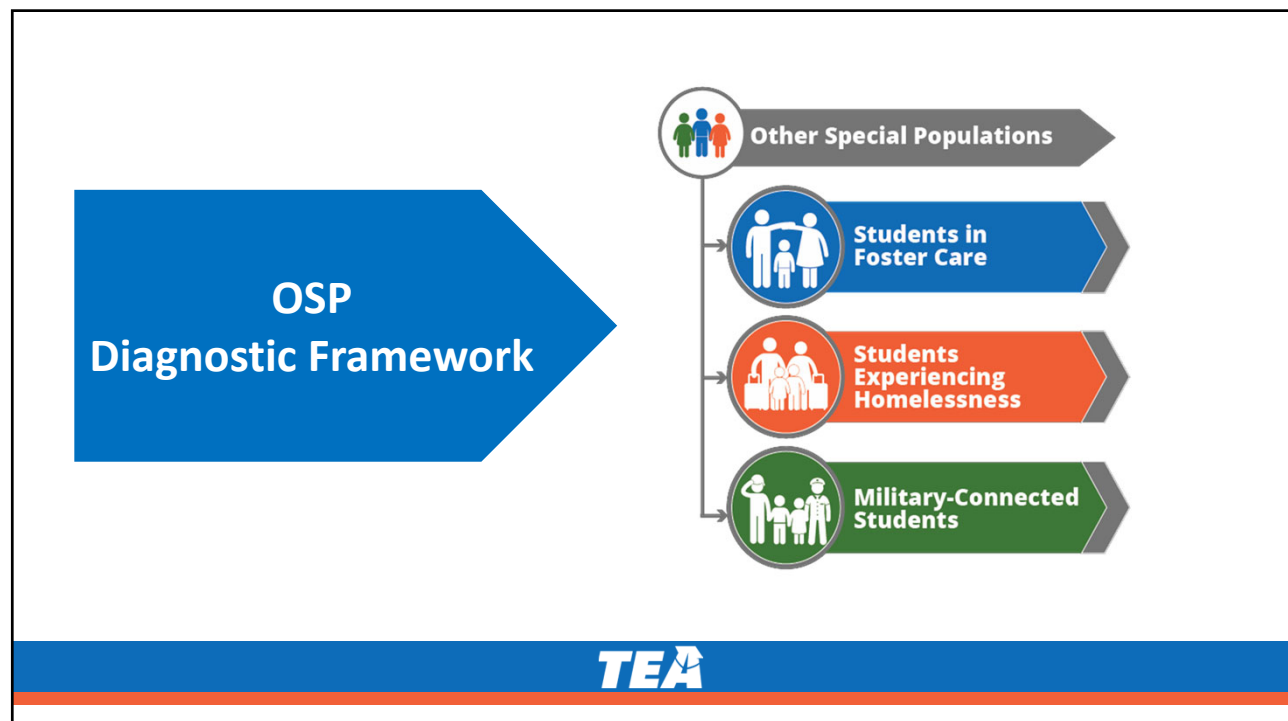
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Self-Assessment Organization

Domains

Implementation

Student Outcomes

Family Engagement

- Probing Questions
- Sources of Evidence
- Quality of Implementation Level
- Justification

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Probing Questions

- Are meant to help the leadership consider their practices related to each strategy item.
- Are designed to assist the team in having robust conversations, not lead to specific answers.
- Will help the leadership team determine the quality level for the performance category, and eventually the overall score of the strategy item.

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Probing Questions: Implementation

Bilingual Education / English as a Second Language

The LEA has a clearly articulated mission for bilingual education (BE) and/or English as a second language (ESL) education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC), and a consolidated set of policies and procedures exist for translating the vision into action.

Other Special Populations

How does the LEA ensure that homeless families, children, and unaccompanied youth receive referrals to health care services, dental services, mental health, and substance abuse services, housing services, and other appropriate services?
[McKinney-Vento Act]

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Probing Questions: Student Performance

Bilingual Education / English as a Second Language

The LEA ensures that it reviews identified emergent bilingual students' performance in comparison to general education peers and uses that data to modify or adjust curriculum, instruction, and assessment.

Other Special Populations

Does the LEA utilize student data to identify and implement academic interventions and support services to ensure military-connected students achieve grade-level standards on state mandated assessments, promote on grade-level, and graduate on time?
[Military-Connected]

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Probing Question: Family Engagement

Bilingual Education / English as a Second Language

The LEA ensures open communication and involvement with parents/guardians and families of emergent bilingual students.

Other Special Populations

Does the LEA collaborate and include the child's education-decision maker, caregiver, and/or caseworker, or other relevant parties concerning education matters, where 'parents' are normally consulted with on behalf of the student?
[Foster Care]

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Sources of Evidence

- Accurately completing the program self-assessment tools requires the collection of evidence for the team's use during the process.
- For each strategy area, the leadership team will select sources reviewed in order to select the quality level.
- Some examples include policy, written procedures, forms, checklists, training artifacts, etc.

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Quality of Implementation Level

- Each section of the self-assessment includes several performance categories that guide the leadership team through considering the LEA quality of implementation before selecting a final quality level.

- For each performance category, the leadership team will select the quality of implementation level that best describes the current practices within the LEA.

- Three quality levels:
  - Developing
  - Proficient
  - Exemplary

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Justification for Quality Level Selected

- The leadership team will write a brief justification statement that explains the strengths and needs considered by the team.

- This justification should include enough detail to support the leadership team in the future development of a Strategic Support Plan that will address the continuous improvement efforts of the LEA.

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Completing the Self-Assessment
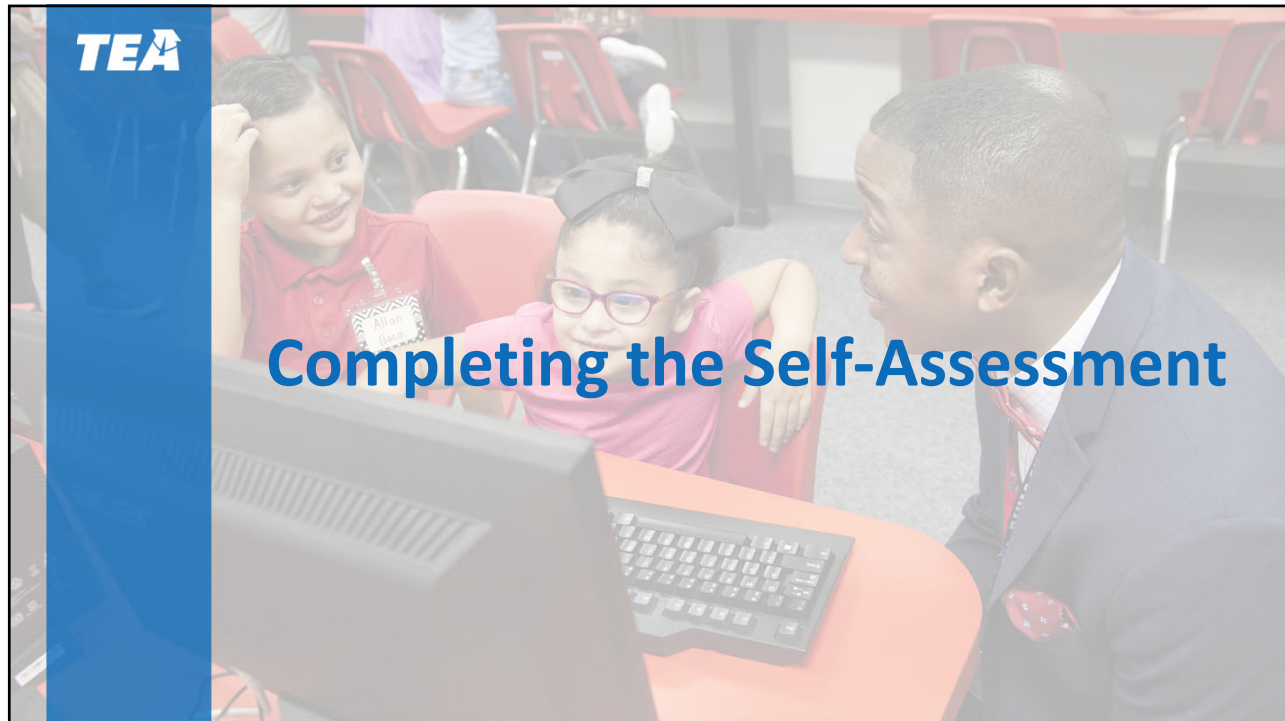
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Completing the Self-Assessment

FIRST

Review the Probing Question for the strategy being reviewed.

LEA/CDN: EL ISD 999222

Strategy	Deve
1. Alignment of Mission, Policies, and Procedures	The LEA has statement fo consistent wi
Does the LEA have a clearly articulated mission for BE/ESL education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC) and does a consolidated set of policies and procedures exist for translating the vision into action?	The LEA has procedures BE/ESL.
19 TAC §89.1201. Policy	
Justification for Quality Level	

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Completing the Self-Assessment

I. Implementation			
LEA/CDN: EL ISD 999222	**Quality Levels**		
Strategy	Developing	Proficient	Exemplary
1. Alignment of Mission, Policies, and Procedures Does the LEA have a clearly articulated missi... with ...istrative Code ...y and Texas Education Code (TEC) and does a consolidated set of policies and procedures exist for translating the vision into action? 19 TAC §89.1201. Policy	The LEA has a mission statement for BE/ESL... consistent... state plan. The LEA has policies and procedures related to BE/ESL.	The LEA has a mission statement and aligned policies and procedures specific to BE/ESL. Staff members have received professional development and are aware of the mission, policies, and procedures. The LEA implements their mission statement by consistently following established policies and procedures.	Staff receive regular professional development related to the LEA's mission, policies, and procedures for BE/ESL The LEA has a process and plan for monitoring effectiveness of established policies and procedures in implementing the mission, and routinely uses data to inform decision-making for continuous improvement of the LEA's BE/ESL programs.
Justification for Quality Level			

FOURTH

Select the appropriate quality level based on the review of the probing question/strategy and the scoring rubric.

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Completing the Self-Assessment

I. Implementation			
LEA/CDN: EL ISD 999222	**Quality Levels**		
Strategy	Developing	Proficient	Exemplary
1. Alignment of Mission, Policies, and Procedures Does the LEA have a clearly articulated mission for BE/ESL education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC) and does a consolidated set of policies and procedures exist for translating the vision into action? 19 TAC §...	The LEA has a mission statement for BE/ESL that is consistent with the state plan. The LEA has policies and procedures related to BE/ESL.	The LEA has a mission statement and aligned policies and procedures specific to BE/ESL. Staff members have received professional development and are aware of the mission, policies, and procedures. The LEA implements their mission statement by consistently following established policies and procedures.	Staff receive regular professional development related to the LEA's mission, policies, and procedures for BE/ESL The LEA has a process and plan for monitoring effectiveness of established policies and procedures in implementing the mission, and routinely uses data to inform decision-making for continuous improvement of the LEA's BE/ESL programs.
Justification for Quality Level			

FIFTH

Write a brief justification statement that explains the strengths and needs considered by the DLT in selecting the final quality indicator.

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Bilingual Education / English as a Second Language Self-Assessment

SIXTH

Complete the Bilingual Education / English as a Second Language Self-Assessment summary page by totaling each quality column and adding the totals for implementation, student performance, and family engagement/parental involvement together to determine the overall program quality.

Implementation	Developing	Proficient	Exemplary
1. Alignment of Mission, Policies, and Procedures		X	
2. Program Models	X		
3. Equitable Participation		X	
4. Supports for At-Risk Students		X	
5. Implementation of ELPS	X		
6. Instructional Placement			X
7. Instructional Materials	X		
8. Planning, Monitoring, and Support		X	
9. Acquisition and Retention of Staff		X	
10. Staff Development Needs Assessments		X	
11. LPAC		X	
12. Home Language Study		X	
13. DLI Program Evaluation		X	
14. ESL Program Evaluation	X		
15. Transitional Bilingual Education		X	
TOTAL	**4**	**10**	**1**
Student Performance	Developing	Proficient	Exemplary
...ment Data Analysis		X	
...nowledge and Skills		x	
TOTAL	**0**	**2**	**0**
Family Engagement/Pare... ...ment	Developing	Proficient	Exemplary
1. Parental Involvement		X	
TOTAL		**1**	**0**
	Developing	Proficient	Exemplary
GRAND TOTAL	**4**	**13**	**1**

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Other Special Populations (OSP) Self-Assessment

Implementation – McKinney-Vento Act	Developing	Proficient	Exemplary
1. LEA Policy and Procedures			
1. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.			
1. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.			
1. Public Notice of Educational Rights			
1. Immediate enrollment of students experiencing homelessness.			
1. Identification and Referral Process			
1. Dispute Resolution Process			
1. Comparable Services			
1. Coordination of Referrals, Resources, and Services			
1. Transportation and School of Origin			
1. Postsecondary Transition			
1. Postsecondary Transition			
1. Transition Assistance			

Student Performance – McKinney-Vento Act	Developing	Proficient	Exemplary
1. Academic Interventions and Progress Monitoring			
2. Utilization of State Assessment and Promotion Data			

Family Engagement/Parental Involvement – McKinney-Vento Act	Developing	Proficient	Exemplary
1. Parent Involvement			
McKinney-Vento Act TOTAL			

Implementation – Military-Connected	Developing	Proficient	Exemplary
14. Identification/PEIMS			

Complete the OSP Self-Assessment summary page by totaling each quality column and adding the totals for implementation, student performance, and family engagement/parental involvement together to determine the overall program quality.

Military-Connected	Developing	Proficient	Exemplary
3. Progress Monitoring			

Family Engagement/Parental Involvement – Military-Connected	Developing	Proficient	Exemplary
2. Military Family Engagement			
Military-Connected TOTAL			

Implementation – Foster Care	Developing	Proficient	Exemplary
22. Designation of FC Liaison			
...ification			
...diate Enrollment			
...Transitions			
...econdary ...on			
...uity-Placement in ...tional Programs,			
...ervices			
...ool Stability – ESSA ...uirements			
...ard of Credit for ...ly Mobile Foster ...e Students			
28. Collaboration with Stakeholders			

Student Performance – Foster Care	Developing	Proficient	Exemplary
4. Progress Monitoring			

Family Engagement/Parental Involvement – Foster Care	Developing	Proficient	Exemplary
3. Parent Involvement			
Foster Care TOTAL			

OSP Overall Totals	Developing	Proficient	Exemplary
McKinney-Vento Act Totals			
Military-Connected Totals			
Foster Care Totals			
OSP Overall TOTAL			

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Slide 33

Summary Rating

Bilingual Education/English as a Second Language Summary Table

Implementation	Developing	Proficient	Exemplary
1. Alignment of Mission, Policies, and Procedures			
2. Program Models			
3. Equitable Participation			
4. Supports for At-Risk Students			
5. Implementation of ELPS			
6. Instructional Placement			
7. Instructional Materials			
8. Planning, Monitoring, and Support			
9. Acquisition and Retention of Staff			
10. Staff Development Needs Assessments			
11. LPAC			
12. Home Language Study			
13. DLI Program Evaluation			
14. ESL Program Evaluation			
15. Transitional Bilingual Education			
TOTAL			

Student Performance	Developing	Proficient	Exemplary
1. State Assessment Data Analysis			
2. Texas Essential Knowledge and Skills (TEKS) Mastery			
TOTAL			

Family Engagement/Parental Involvement	Developing	Proficient	Exemplary
1. Parental Involvement			
TOTAL			

	Developing	Proficient	Exemplary
GRAND TOTAL			

- The LEA is then to select its own overall rating for the Self-Assessment.
- Again, the three levels are:
  - Developing
  - Proficient
  - Exemplary

Other Special Populations (OSP)

Implementation - McKinney Vento Act	Developing	Proficient	Exemplary
1. LEA Policy and Procedures			
2. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.			
3. Awareness of LEA McKinney-Vento Liaison designation and liaison duties.			
4. Public Notice of Educational Rights			
5. Immediate enrollment of students experiencing homelessness.			
6. Identification and Referral Process			
7. Dispute Resolution Process			
8. Comparable Services			
9. Coordination of Referrals, Resources, and Services			
10. Transportation and School of Origin			
11. Postsecondary Transition			
12. Postsecondary Transition			
13. Transition Assistance			

OSP Overall Totals	Developing	Proficient	Exemplary
McKinney Vento Act Totals			
Military Connected Totals			
Foster Care Totals			
OSP Overall TOTAL			

1. Parent Involvement			
McKinney Vento Act TOTAL			
Military Connected TOTAL			
Foster Care TOTAL			

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Slide 34

Completing the Self-Assessment

SEVENTH

When completing the Self-Assessment Summary and identifying area(s) for improvement, if the LEA has more then 4 identified areas for improvement, please add an additional sheet to include those area(s).

Self-Assessment Summary

Use the results to complete the self-assessment summary. The summary provides you with an actionable plan for setting emergent bilingual student priorities aimed at improving both emergent bilingual student compliance and student progress.

The list below provides a description what information should be put in each column of the below summary table:

- In column ___ areas that were identified as *Developing* in the self-assessment rubric
- In column ___ the (treatable) causes for each area needing improvement
- ___ st the goals for addressing each area needing improvement.
- ___ 4: List the strategies that will be used to achieve the goals.
- ___ olumn 5: Explain how the goal(s) and strategies connect to the district improvement plan.
- ___ n column 6: Enter both the timeframe and the person responsible for achieving the goal(s).

Area(s) for Improvement	Cause(s)	Goal(s)	Strategies	Connection to District Improvement Plan	Timeframe/ Individual Responsible

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BE/ESL Self-Assessment RDA Indicator Crosswalk

BE/ESL Self-Assessment Strategy	RDA Indicators										
Implementation	1	2	3	4	5	6	7	8	9	10	11
1. Alignment of Mission, Policies, and Procedures											
2. Program Models	X	X		X		X	X	X	X	X	
3. Equitable Participation	X	X		X	X	X	X	X	X		
4. Supports for At-Risk Students	X	X		X	X	X	X	X	X	X	
5. Implementation of ELPS	X	X	X			X	X	X			
6. Instructional Placement	X	X				X	X	X			
7. Instructional Materials											
8. Planning, Monitoring, and Support	X	X	X	X		X	X	X	X	X	X
9. Acquisition and Retention of Staff											
10. Staff Development Needs Assessments	X	X		X		X	X	X			
11. Language Proficiency Assessment Committee (LPAC)	X	X	X	X	X	X	X	X	X	X	X
12. Home Language Survey (HLS)											
13. DLI Program Evaluation	X	X		X		X	X	X	X	X	
14. ESL Program Evaluation	X	X		X		X	X	X	X	X	
15. Transitional Bilingual Education	X	X		X		X	X	X	X	X	
Student Performance	1	2	3	4	5	6	7	8	9	10	11
1. State Assessment Data Analysis	X	X	X	X	X	X			X	X	
2. TEKS Mastery	X	X	X	X	X	X			X	X	
Family Engagement / Parental Involvement	1	2	3	4	5	6	7	8	9	10	11
1. Parental Involvement									X	X	

X = RDA Indicator that applies to the identified BE/ESL Self-Assessment Strategy

X= Required for 2021-2022; X= Optional for 2021-2022; Required for 2022-2023

Other Special Populations Probing Questions

- **All probing questions for each OSP area must be addressed:**
  - **McKinney-Vento Act**
    - Domain I – Program Implementation: All Probing Questions (1-13)
    - Domain II – Student Performance: All Probing Questions (1-2)
    - Domain III – Family Engagement/Parental Involvement: All Probing Questions (1)
  - **Military-Connected**
    - Domain I – Program Implementation: All Probing Questions (14-21)
    - Domain II – Student Performance: All Probing Questions (3)
    - Domain III – Family Engagement/Parental Involvement: All Probing Questions (2)
  - **Foster Care**
    - Domain I – Program Implementation: All Probing Questions (22-30)
    - Domain II – Student Performance: All Probing Questions (4)
    - Domain III – Family Engagement/Parental Involvement: All Probing Questions (3)

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Self-Assessment Resources

Review each of the Documents needed to complete the Self-Assessment:

- Self-Assessment Fillable PDF
- Self-Assessment Completion Guide
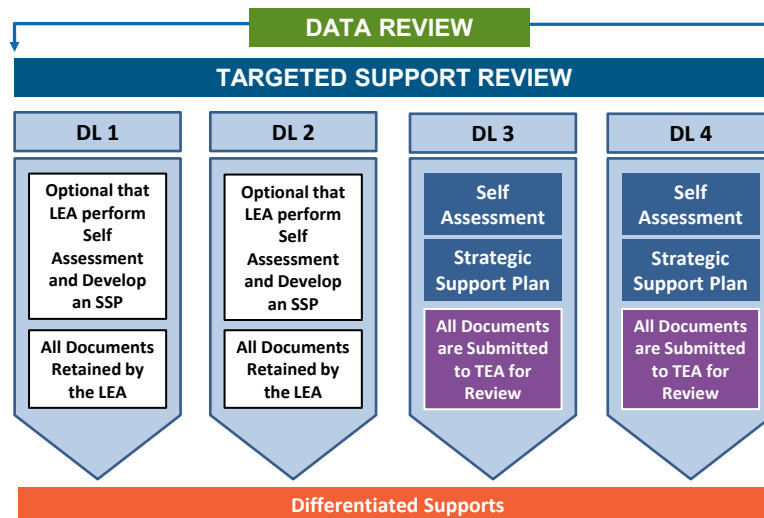- Self-Assessment Rubric
- BE/ESL RDA Crosswalk

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Summary of the Self-Assessment Process

Step 1 • Consider probing questions

Step 2 • Identify sources of evidence

Step 3 • Select quality levels for each performance category

Step 4 • Select summary quality levels for each compliance/strategy item

Step 5 • Provide a written justification that describes the team's decision

Step 6 • Submit the self-assessment (retain at LEA and submit when required)

Step 7 • Revise or develop the Strategic Support Plan and submit to TEA for review

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Special Populations Monitoring Diagnostic Framework

DATA REVIEW

TARGETED SUPPORT REVIEW

DL 1	DL 2	DL 3	DL 4
Optional that LEA perform Self Assessment and Develop an SSP	Optional that LEA perform Self Assessment and Develop an SSP	Self Assessment	Self Assessment
		Strategic Support Plan	Strategic Support Plan
All Documents Retained by the LEA	All Documents Retained by the LEA	All Documents are Submitted to TEA for Review	All Documents are Submitted to TEA for Review

Differentiated Supports

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Ascend Platform

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Ascend Platform

- The Ascend Platform is primarily for SPED
- BE/ESL and OSP has access to the Resource Requirements
    - LEAs download BE/ESL and OSP documents in this area
- BE/ESL and OSP has access to the File Transfer
    - where LEAs will upload documents for BE/ESL and OSP [SSP or RDA Supporting Documents]
- All other areas are specifically for SPED and SPED related documents

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Ascend Platform – Resource Requirement

BE/ESL Document Download

RESOURCE REQUIREMENTS

Act (IDEA) to make annual determinations about the performance of LEAs.
fre21-performance-level-matrix.pdf

Bilingual (BE)/English as a Second Language (ESL) Self-Assessment Resources   DL
These resources are intended to support local educational agencies complete the required monitoring activities associated with their Bilingual/English as a Second Language Program Results Driven Accountability Determination Level.
BE ESL Self-Assessment.pdf   BE ESL Self Assessment Rubric.pdf
BE ESL Self Assessment RDA Crosswalk.pdf
BE ESL Self Assessment Completion Guide.pdf
BE ESL RDA Indicators Technical Assistance Crosswalk.pdf

Corrective Action Plan (CAP) Template

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Ascend Platform – Resource Requirement

OSP Document Download

RESOURCE REQUIREMENTS

OSP Self-Assessment Resources   DL
These resources are intended to support local educational agencies
complete the required monitoring activities associated with their Other
Special Populations (OSP) Results Driven Accountability Determination
Level.
OSP Self Assessment.pdf   OSP Self Assessment Rubric.pdf
OSP Self Assessment Completion Guide.pdf

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Ascend Platform – File Transfer

File Uploading

FILE TRANSFER

|				
	SSP ___ ISD 20-21 update.pdf SSP	___ ISD	JUN 4, 2021	DELETE
	___ ISD EL Program Self.Assessment.pdf SUPPORTING DOCUMENTATION	___ ISD	MAY 13, 2021	DELETE
	RDA ___ ISD EL_OSP Artifacts II.pdf SUPPORTING DOCUMENTATION	___ ISD	APR 30, 2021	DELETE

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File Transfer: File Naming Conventions

- BE/ESL Self-Assessment= ABC ISD BE/ESL Self-Assessment 10.20.2022

- OSP Self-Assessment= ABC ISD OSP Self-Assessment 10.20.2022

- Supporting Documentation:
  - ABC ISD BE/ESL RDA Documentation 10.20.2022
  - ABC ISD OSP RDA Documentation 10.20.2022
  - ABC ISD BE/ESL/OSP RDA Documentation 10.20.2022

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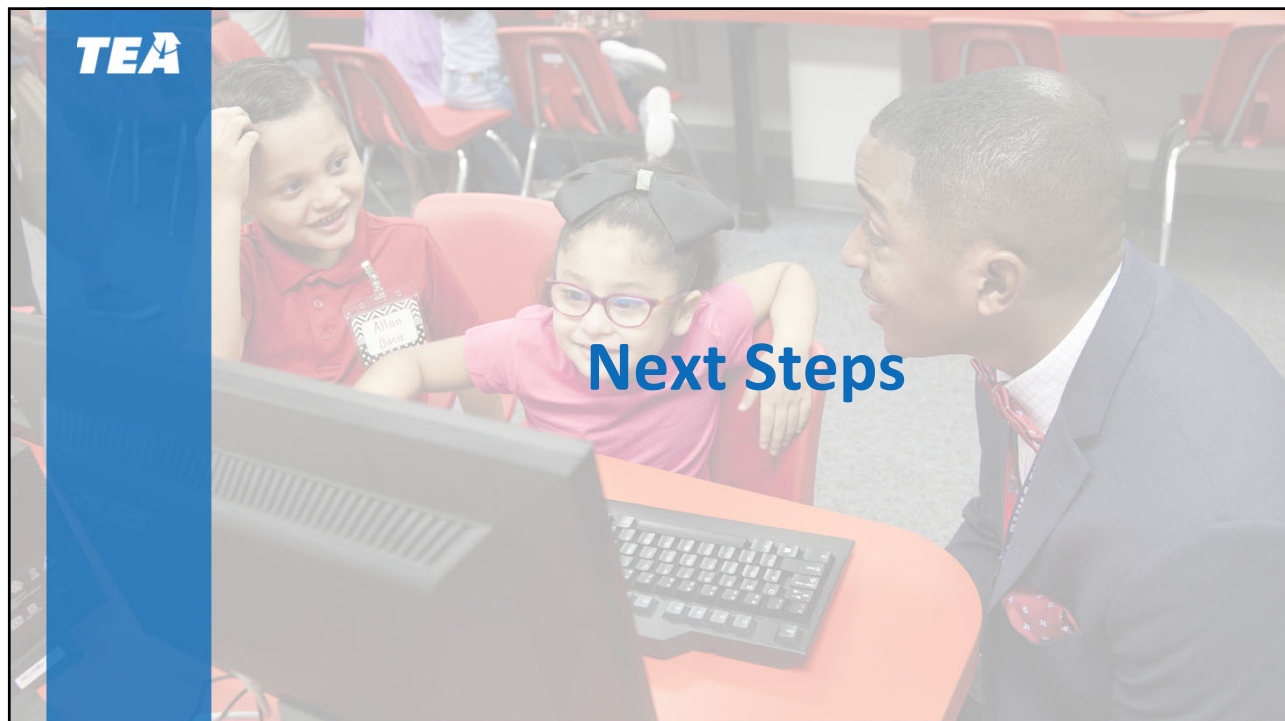
Next Steps

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Next Steps

Complete the Self-Assessment and submit to TEA through the Ascend platform for review as required based on the LEA determination level (DL).

Complete the Strategic Support Plan (SSP) and submit to TEA as required based on the LEA determination level (DL).

LEAs will complete and submit the Local Education Contact Information fillable pdf and submit 3 dates/times for the initial teleconference.

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LEA Contact Information

Local Education Agency Name (LEA):

LEA Superintendent:
Name:
Email address:
Telephone Number:

District Coordinator of School Improvement (DCSI):
Name:
Email address:
Telephone Number:

Bilingual Education / English as a Second Language (BE/ESL) Contact:
Name:
Email Address:
Telephone Number:

Other Special Populations (OSP) McKinney-Vento Act Contact:
Name:
Email Address:
Telephone Number:

Other Special Populations (OSP) Military-Connected Contact:
Name:
Email Address:
Telephone Number:

Other Special Populations (OSP) Foster Care Contact:
Name:
Email Address:
Telephone Number:

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Next Steps

Where to find:
1. Blank copy of the Self-Assessment
2. Blank copy of the Strategic Support Plan (SSP)

How do I Submit:
1. Completed Self-Assessment
2. SSP Supporting Documentation

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Upcoming Submissions Timelines

Activity	Audience	Date
Local Education Contact Information Submission	LEAs	November 17, 2021
LEA BE/ESL and OSP Self-Assessment Overview	LEAs	December 1, 2021 (at 10:00 a.m.)
Strategic Support Plan (SSP) Submission	LEAs	December 17, 2021
BE/ESL and OSP Self-Assessment Window	LEAs	January 2022 – April 2022

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Special Populations Monitoring (SPM)
Resources and Links

Resource Document	Link to Resource	
Results Driven Accountability (RDA) Manual	RDA 2021 Manual	
Monitoring Guide	Differentiate Monitoring and Support (DMS)	
Ascend Texas Quick Reference Guide	Ascend Guide	
Strategic Support Plan (SSP) Overview	Strategic Support Plan	
SSP Quick Reference	SSP Quick Reference	
BE/ESL Self-Assessment Fillable PDF	TEA TEAL Login for Ascend	Special Populations Monitoring
OSP Self-Assessment Fillable PDF	TEA TEAL Login for Ascend	Special Populations Monitoring
BE/ESL/OSP Self-Assessment Overview PPT	TEA TEAL Login for Ascend	Special Populations Monitoring
RDA Accountability Overview	Results Driven Accountability (RDA)	
Performance Based Monitoring Email	PBM@tea.texas.gov	

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Questions?

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