

# Differentiated Monitoring and Support

Division of Review and Support  
September 24, 2019



# Presenter Contact Information



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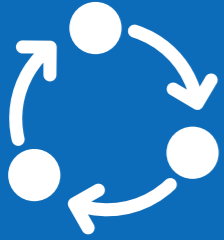
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[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/  
Review\\_and\\_Support/Review\\_and\\_Support](https://tea.texas.gov/Academics/Special_Student_Populations/Review_and_Support/Review_and_Support)



Participants will be able to explain the required and supplemental elements of the Differentiated Monitoring and Support (DMS) process for special education monitoring in the State of Texas.



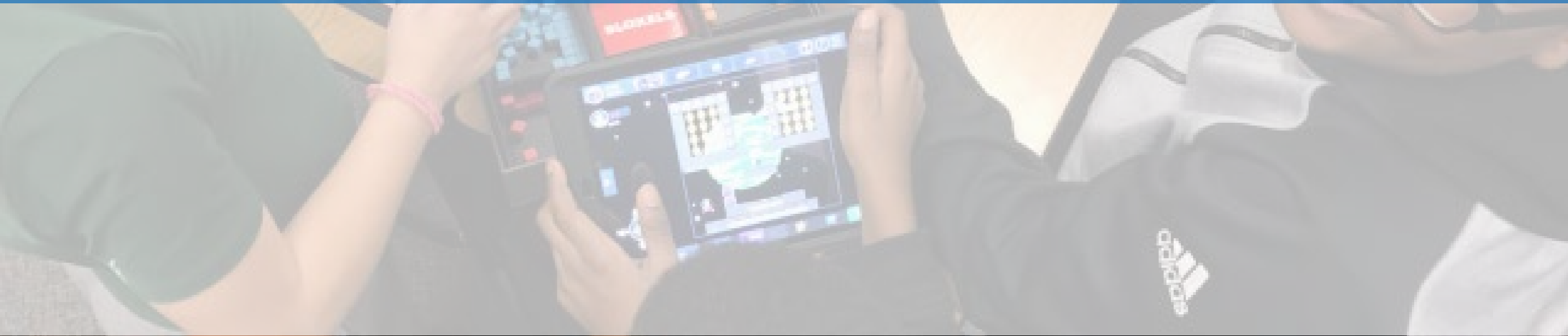
Participants will be able to describe the special education monitoring activities LEAs may experience during Targeted Support Reviews and Cyclical Reviews.



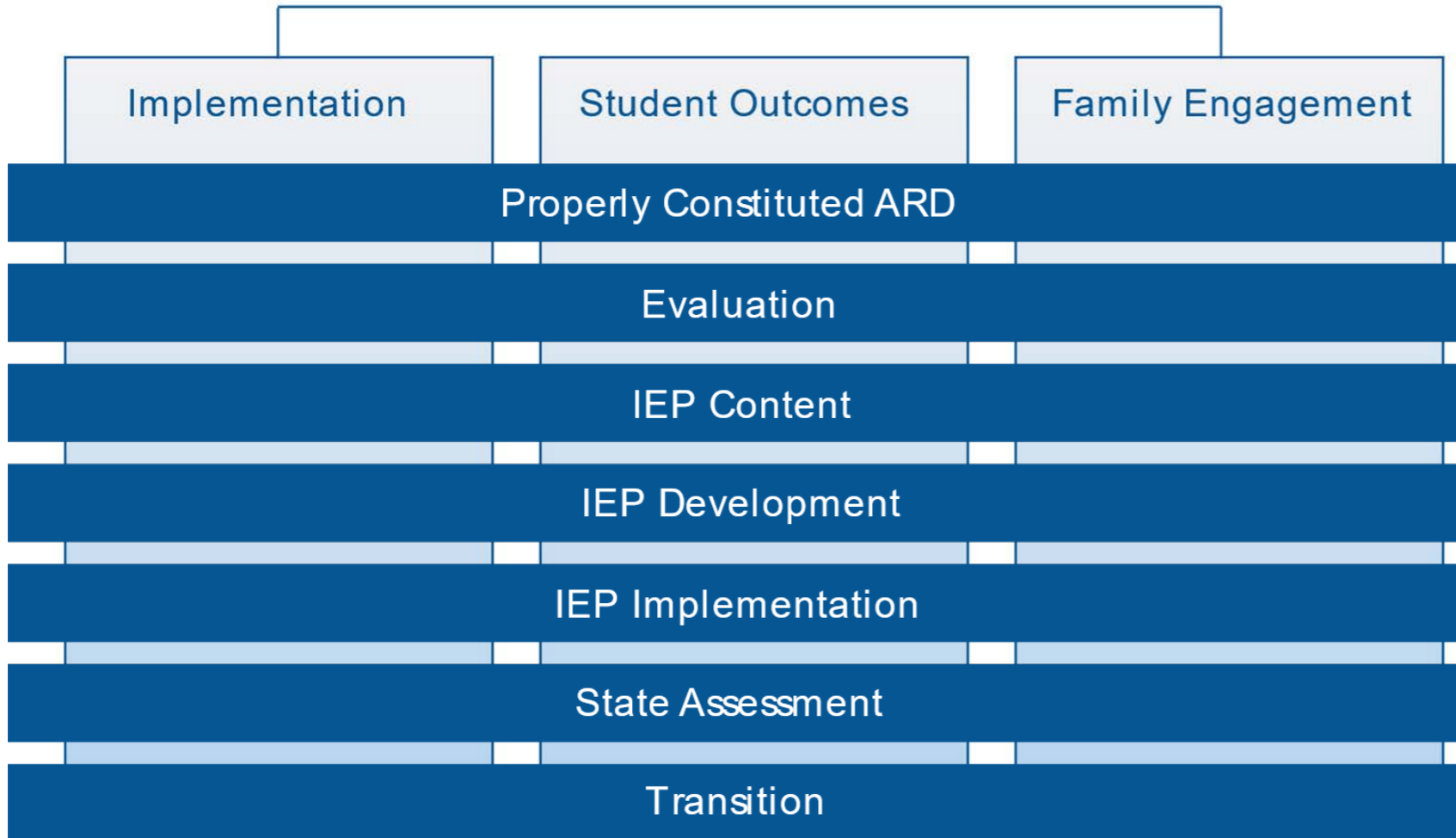
Participants will be able to articulate the purpose of the Ascend Texas application and complete the steps needed to access the Ascend Texas platform.



# Differentiated Monitoring and Support



## DIAGNOSTIC FRAMEWORK

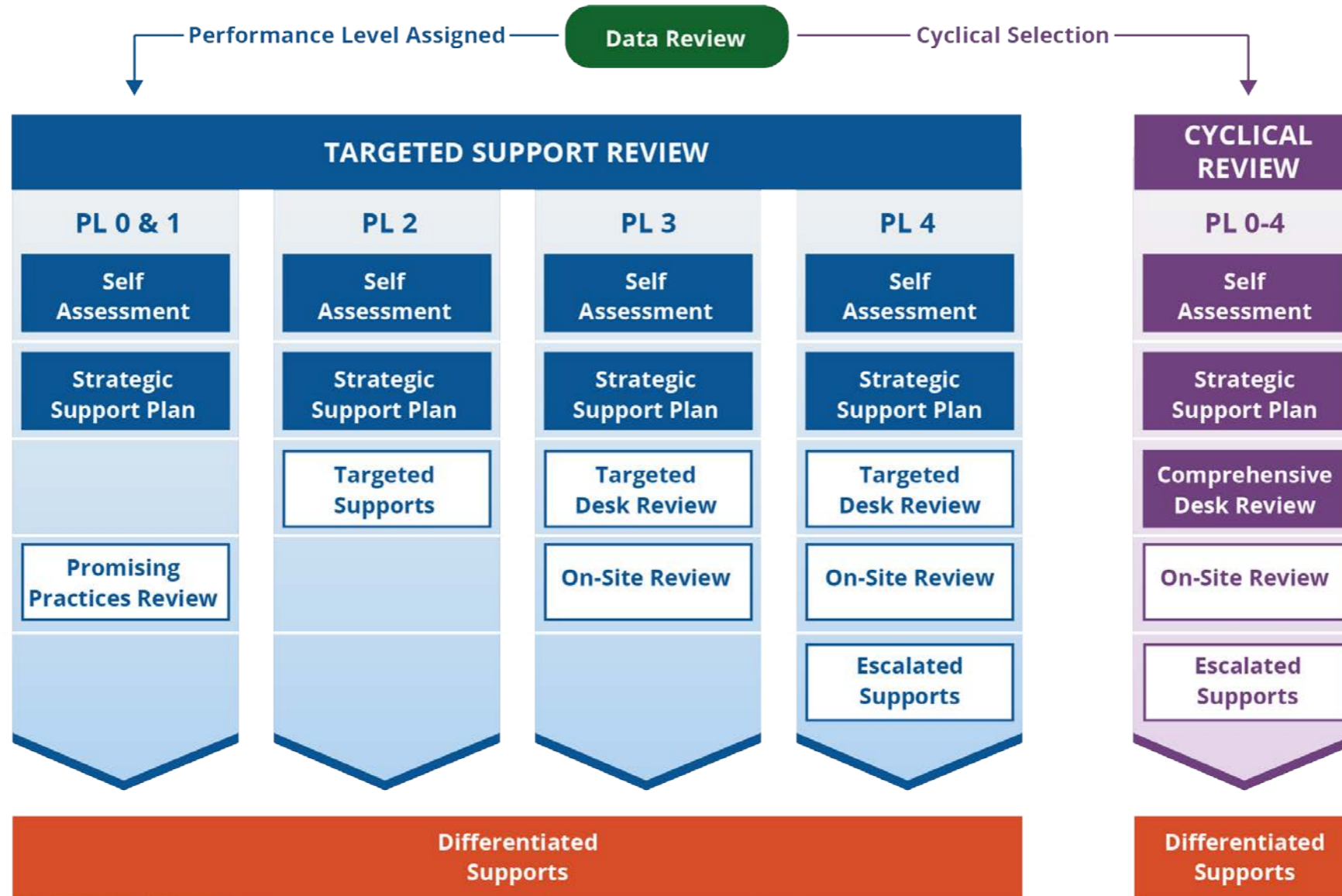


Three IDEA implementation domains

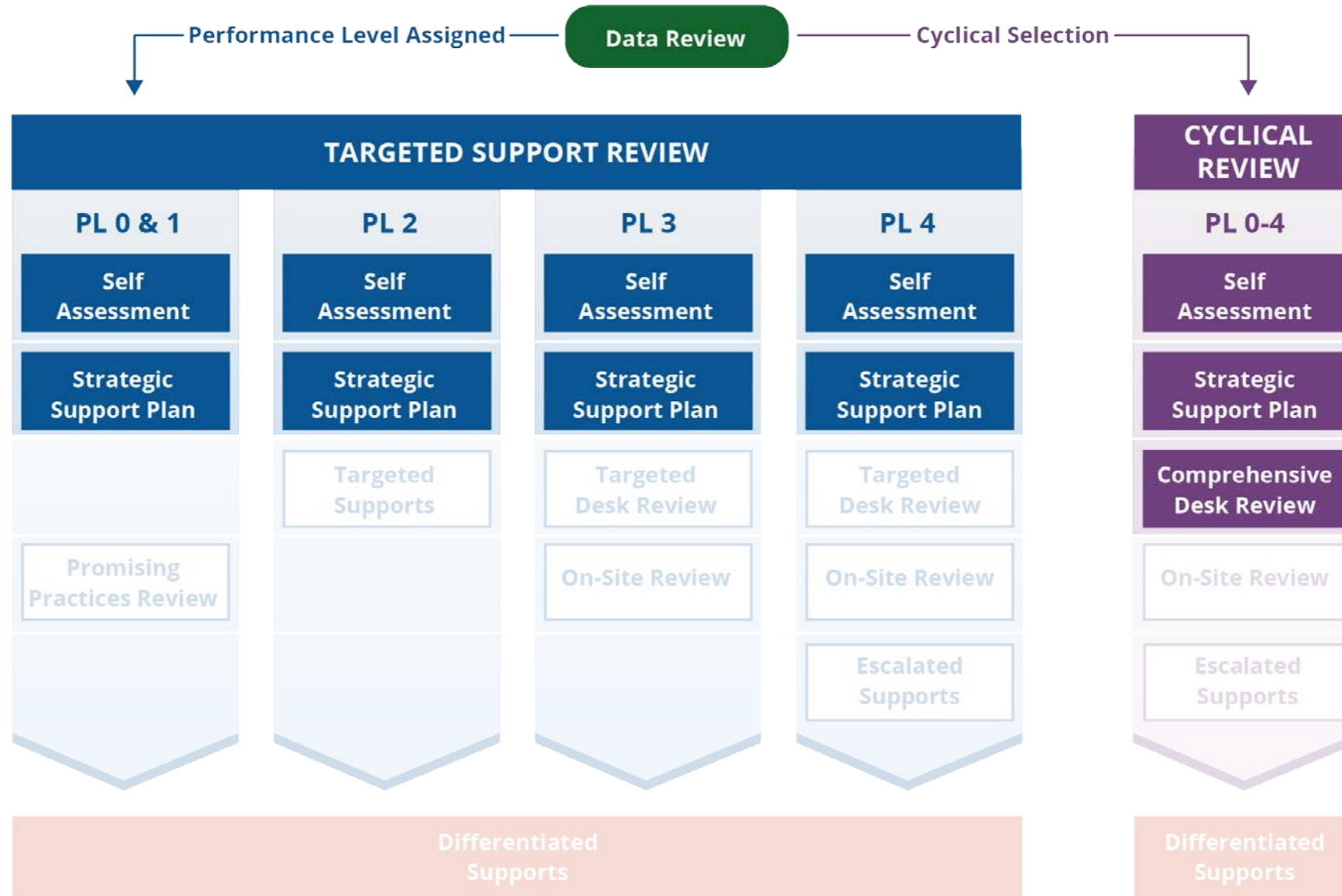
Seven focus areas of compliance



# Differentiated Monitoring and Support (DMS)

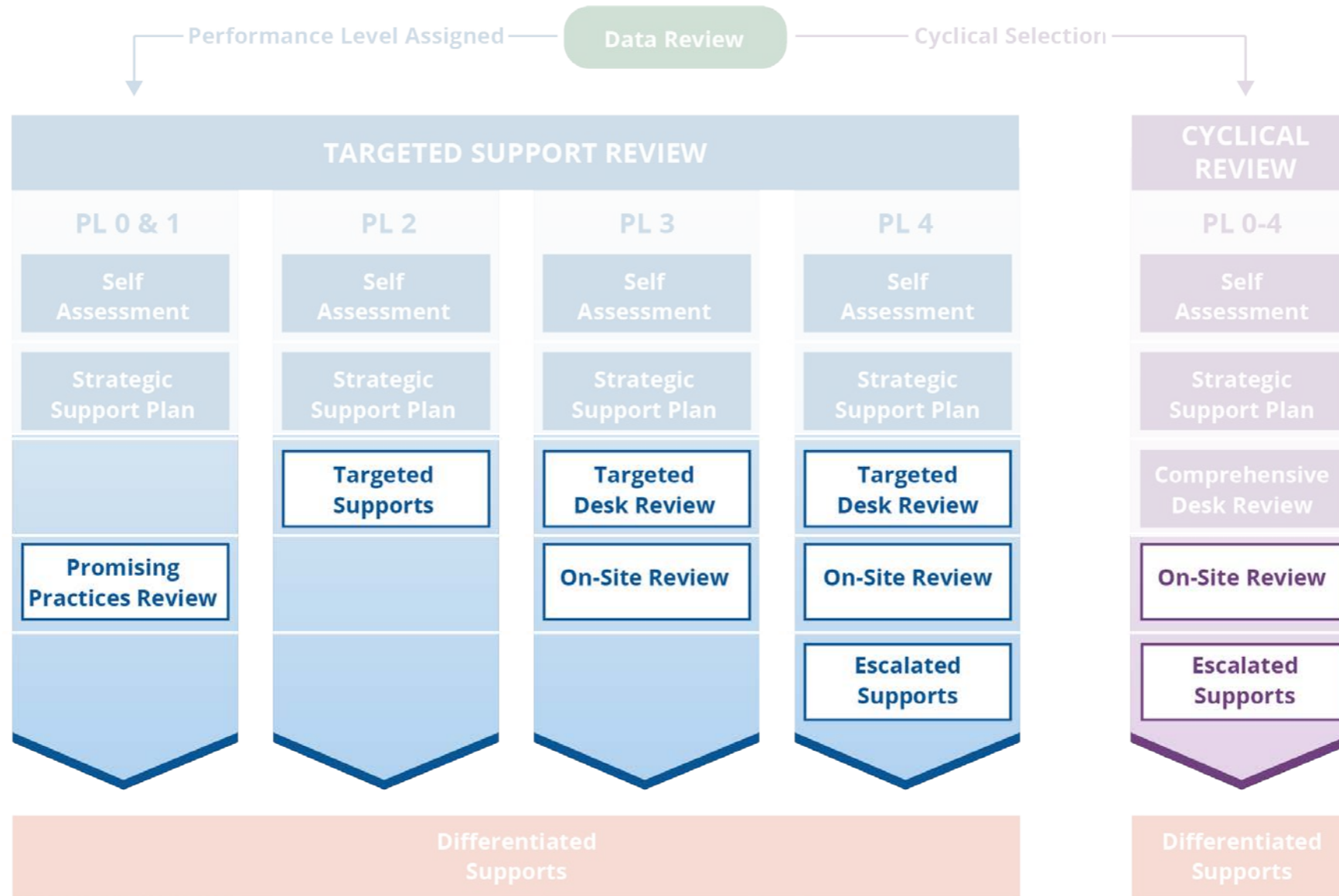


# DMS Required Elements





# DMS Supplemental Elements





## Cyclical Review

### Results Driven Accountability

Formerly Performance-Based Monitoring Analysis System (PBMAS)  
Performance Levels and Determinations

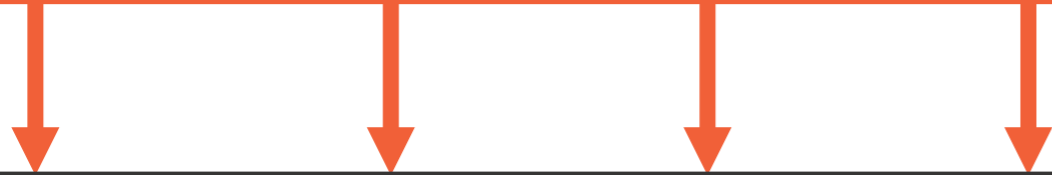
0-1	2	3	4
Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention

## Targeted Support Review

### Results Driven Accountability

Formerly Performance-Based Monitoring Analysis System (PBMAS)  
Performance Levels and Determinations

0-1	2	3	4
Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention



### Differentiated Support

Universal

Targeted

Intensive

### Performance Levels

Meets Requirement (0-1)

Needs Assistance (2)

Needs Intervention (3); Needs Substantial Intervention (4)



# Self-Assessment



## SELF-ASSESSMENT GUIDE

August 2019



Assist Local Education Agency (LEA) leadership teams in evaluating and improving its special education program.

Engage leadership teams through a proactive approach by addressing special education compliance and improving student performance.

Support continuous improvement activities with a focus on improving outcomes for students with disabilities.

## Cyclical Groups 1 & 2

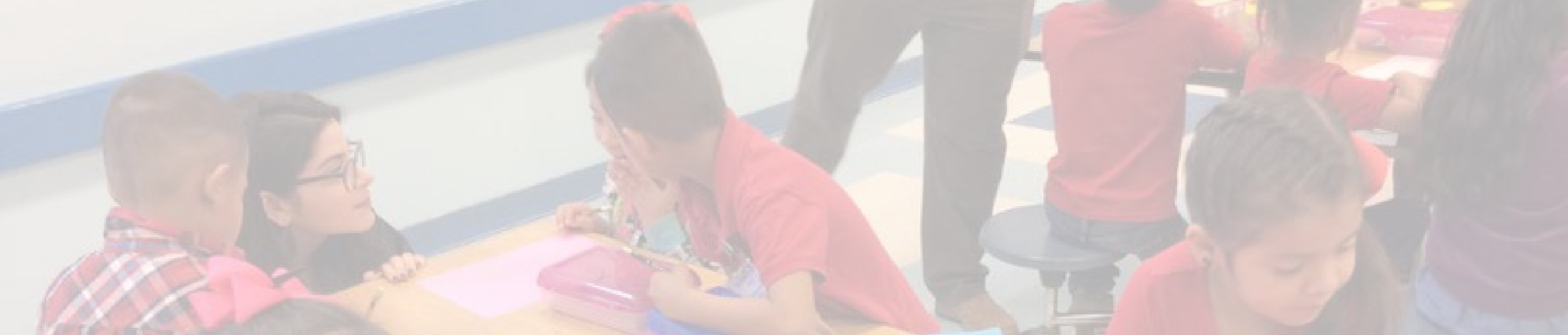


- Test Groups to provide feedback
- 3-4 Months for completion

## Cyclical Group 3



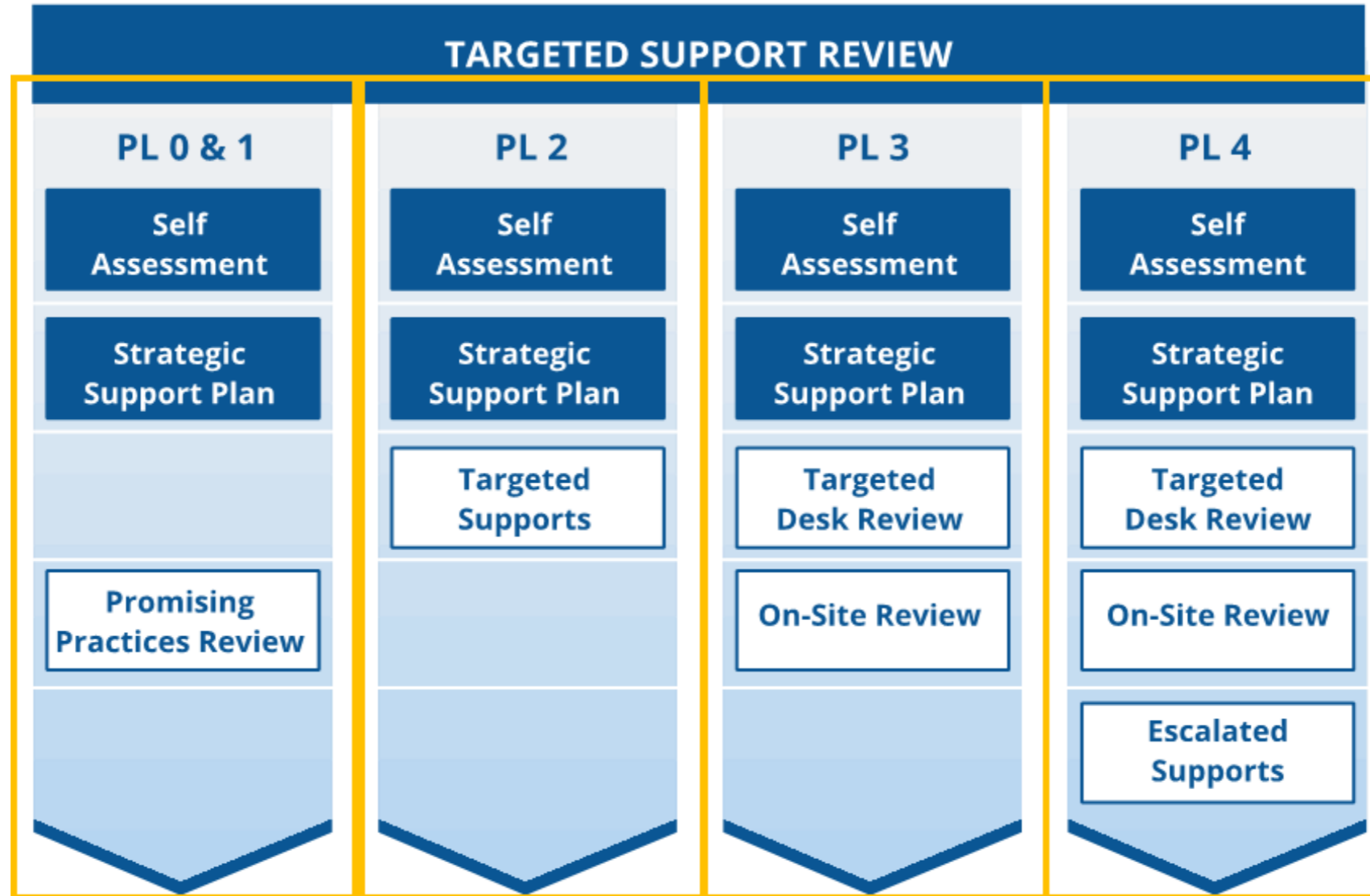
- Full release of Self-Assessment
- Spring 2020
- LEAs notified prior to monitoring



# Targeted Support Review



# Targeted Support Review



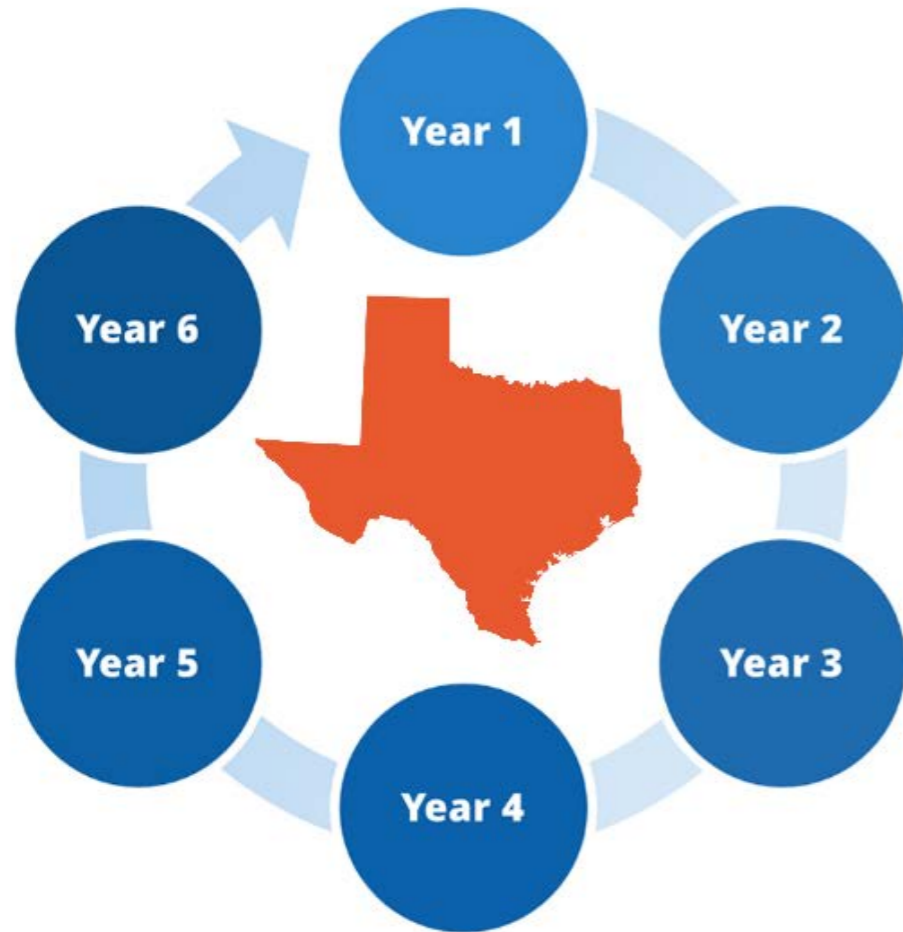


- Performance Level of 3 or 4
- Focuses on select RDA/PBMAS indicators
- Review of special education documentation
- Documentation specific to RDA/PBMAS indicators
- Provide information and/or clarification
- Identify areas of strength in practice
- Identify areas for improvement
- Develop plan for support and Technical Assistance
- Identify non-compliance and corrective actions if needed





# Cyclical Review



- One of two monitoring pathways in DMS
- Encompasses all LEAs in Texas
- One cycle every six years
- Comprehensive special education program review
- Not determined by Performance Level (RDA/PBMAS)
- RDA/PBMAS determinations considered during review



- TEA reviews LEA's special education policies
- LEA completes a Self-Assessment in Ascend
- LEA uploads required special education documents in Ascend Texas
- TEA completes Comprehensive Desk Review
- Clarification conversations occur as needed
- TEA issues report to LEA
- 10 day window for additional clarification
- Report of Findings provided to LEA



- Focuses on all compliance areas within the Diagnostic Framework
- IDEA and state special education compliance
- Identify areas of strength in practice
- Identify areas for improvement
- Opportunities for clarification
- Develop plan for support and Technical Assistance
- Identify non-compliance and corrective actions if needed
- Report of findings provided upon conclusion



Special Education Population	Desk Review Sample	DR Initial Evaluation	DR Transition	DR Grade/ Disability
1-9	Census	Census	Census	Census
10-11	9	2	2	5
12	10	3	2	5
13-14	11	3	2	6
15-16	12	3	3	6
17-18	13	3	3	7
19-20	14	4	3	7
21-23	15	4	3	8
24-25	16	4	4	8
26-28	17	4	4	9
29-31	18	5	4	9
32-34	19	5	4	10
35-38	20	5	5	10
39-42	21	5	5	11
43-46	22	6	5	11
47-51	23	6	5	12
52-56	24	6	6	12
57-62	25	6	6	13
63-69	26	7	6	13
70-77	27	7	6	14
78-86	28	7	7	14
87-96	29	7	7	15
97-109	30	8	7	15
110-124	31	8	7	16
125-142	32	8	8	16
143-165	33	8	8	17
166-215	34	9	8	17
216-234	35	9	8	18
235-290	36	9	9	18
291-373	37	9	9	19
374-513	38	10	9	19
514-795	39	10	9	20
796-1665	40	10	10	20
≥1666	41	10	10	21

10 students who require special education services enrolled in LEA



Special Education Population	Desk Review Sample	DR Initial Evaluation	DR Transition	DR Grade/ Disability
1-9	Census	Census	Census	Census
10-11	9	2	2	5
12	10	3	2	5
13-14	11	3	2	6
15-16	12	3	3	6
17-18	13	3	3	7
19-20	14	4	3	7
21-23	15	4	3	8
24-25	16	4	4	8
26-28	17	4	4	9
29-31	18	5	4	9
32-34	19	5	4	10
35-38	20	5	5	10
39-42	21	5	5	11
43-46	22	6	5	11
47-51	23	6	5	12

45 students who require special education services enrolled in LEA



Special Education Population	Desk Review Sample	DR Initial Evaluation	DR Transition	DR Grade/ Disability
1-9	Census	Census	Census	Census
10-11	9	2	2	5
12	10	3	2	5
13-14	11	3	2	6
15-16	12	3	3	6
17-18	13	3	3	7
19-20	14	4	3	7
21-23	15	4	3	8
24-25	16	4	4	8
26-28	17	4	4	9
29-31	18	5	4	9
32-34	19	5	4	10
35-38	20	5	5	10
39-42	21	5	5	11
43-46	22	6	5	11
47-51	23	6	5	12



**1,034 students who require special education services enrolled in LEA**



Special Education Population	Desk Review Sample	DR Initial Evaluation	DR Transition	DR Grade/Disability
63-69	26	7	6	13
70-77	27	7	6	14
78-86	28	7	7	14
87-96	29	7	7	15
97-109	30	8	7	15
110-124	31	8	7	16
125-142	32	8	8	16
143-165	33	8	8	17
166-215	34	9	8	17
216-234	35	9	8	18
235-290	36	9	9	18
291-373	37	9	9	19
374-513	38	10	9	19
514-795	39	10	9	20
796-1665	40	10	10	20
≥1666	41	10	10	21



- Not all cyclical reviews include on-site
- 2019-2020 on-site reviews determined using prior academic year's data
- On-site reviews completed in three to four days
- Case study approach
- Focus on IEP implementation
- Purpose is to gather additional data
- Includes entrance and exit conference
- Stakeholder interviews
- Student observations

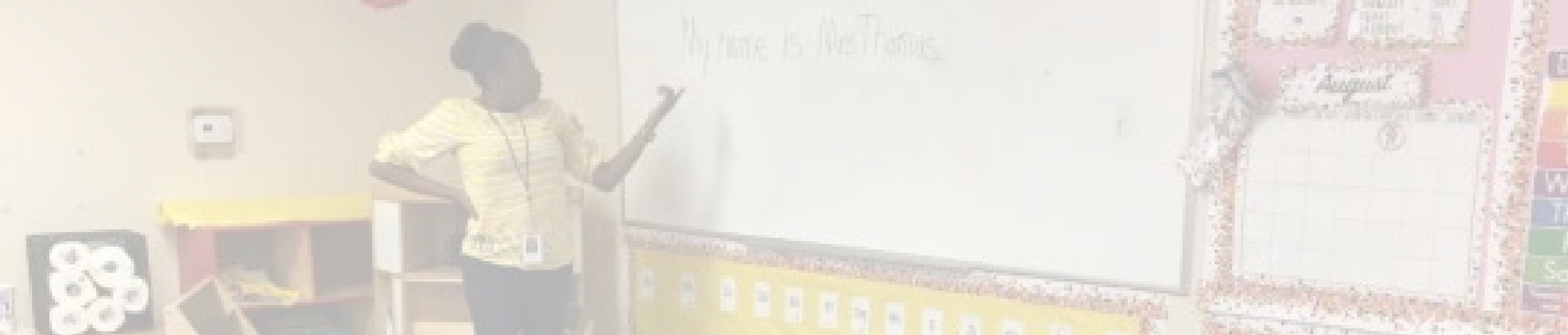
A large, solid purple arrow pointing to the right, positioned to the left of the main content box.

## 2019-20 Special Education Monitoring Notification

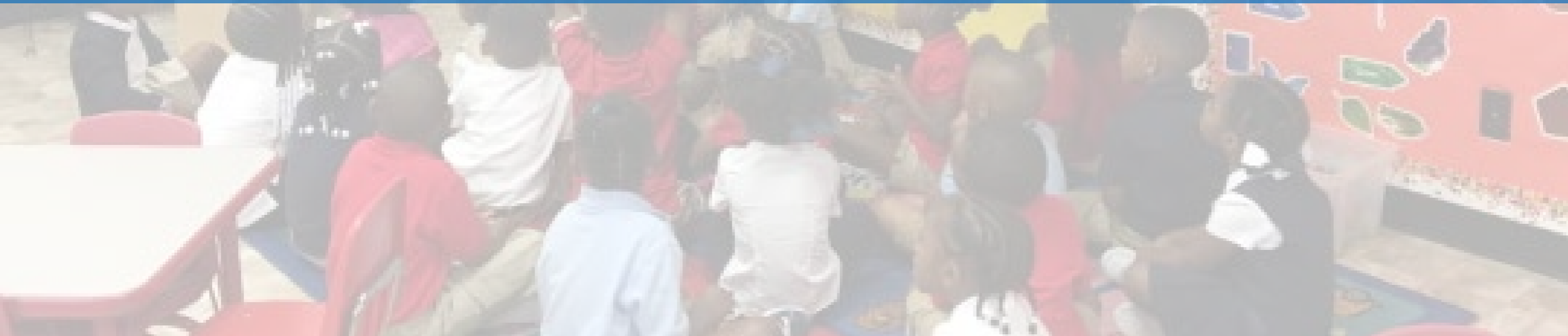
4) On-Site Review: The N size of the LEA will determine the length of the On-Site review; however, TEA anticipates the typical length of an initial on-site to be a minimum of 2 days to a maximum of 4 days to include the following activities:

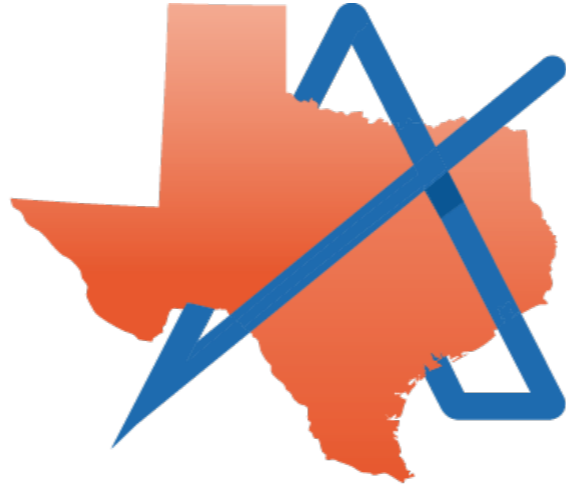
- j. Entrance meeting with LEA executive leadership
- k. 3-6 student observations
- l. Interviews with parents, teachers, and other LEA personnel
- m. Exit meeting with LEA executive leadership

- Cyclical review notifications to LEAs in July 2019
- Notifications specific to each LEA
- Required activities outlined
- Notification letter indicates if On-Site Review required



# Ascend Texas Platform

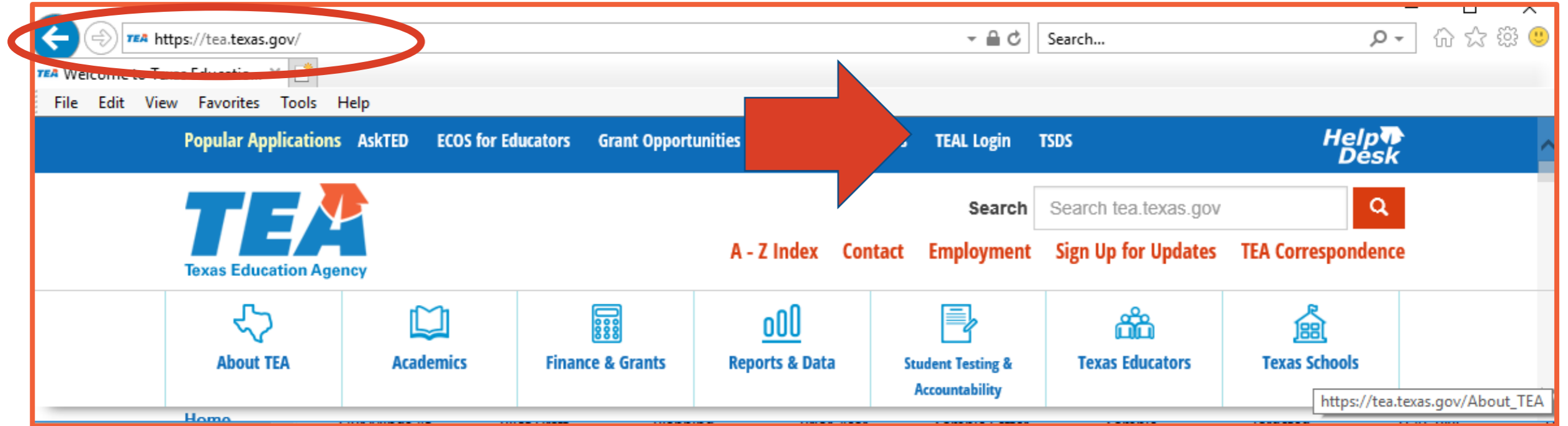




**ASCEND**

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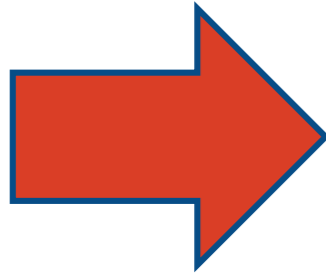
T E X A S



The screenshot shows the TEA website interface. A red oval highlights the browser's address bar containing the URL `https://tea.texas.gov/`. A red arrow points from the navigation menu to the TEAL Login link. The navigation menu includes: Popular Applications, AskTED, ECOS for Educators, Grant Opportunities, TEAL Login, TSDS, and Help Desk. The main content area features the TEA logo, a search bar with the text "Search tea.texas.gov", and a list of links: A - Z Index, Contact, Employment, Sign Up for Updates, and TEA Correspondence. Below this is a grid of seven categories: About TEA, Academics, Finance & Grants, Reports & Data, Student Testing & Accountability, Texas Educators, and Texas Schools. A status bar at the bottom right shows the current page URL: `https://tea.texas.gov/About_TEA`.



# Ascend Texas in TEAL



**Texas Education Agency**  
User and Access Management

Welcome, Jacob Klett [Logout](#) [Help](#)

**Self-Service**

- Access Applications
- Requests I've Submitted
- Change My Password
- My Security Questions
- My Application Accounts**
- Edit My User Information

**Applications**

**ASCEND**

ASCEND Texas  
ASCEND  
TEA - Monitoring, Review and Support  
Role: [TEA Full Edit] [Add/Modify Access](#)

**Intervention, Stage, and Activity Manager**

Automates the SI Division review process by providing monitoring and intervention requirements.

**TEA Manager**  
Contact ID: 15693 [Add/Modify Access](#)

**Special Ed Correspondence and Dispute Resolution Management System**

Provides tracking for and management of Special Ed correspondence and dispute resolution processes.

[View](#) [Add/Modify Access](#)

**Special Education Adhoc Reporting System**

Special Education Adhoc Reporting System  
[Statewide User](#) [Add/Modify Access](#)

**TEA Home Page | Web Policy and Accessibility**  
For help with account access, please enter a request at the online [TEA Help Desk](#).  
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## Texas Education Agency

User and Access Management

Welcome, Jacob Klett [Logout](#) [Help](#)

**Self-Service**

- Access Applications
- Requests I've Submitted
- Change My Password
- My Security Questions
- My Applications & Accounts**
- Full Management Information

**Applications** **My Accounts** x

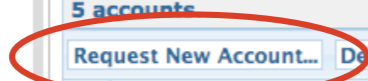
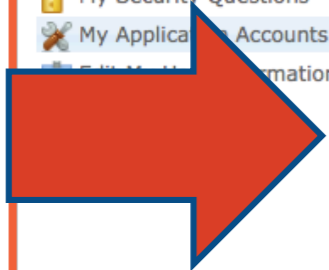
To apply for access to a TEA application or service, click the "Request New Account..." button below.  
To edit the details of one of your existing accounts, click on the Application name link in the list below.

Contact information for each application is listed below. APPLICATIONS ARE LISTED IN ALPHABETICAL ORDER. PLEASE SCROLL DOWN TO THE ONE YOU NEED. If the application is not displayed in the list, access the [Application Reference Page](#) to print a request form that can be faxed to TEA.

5 accounts

[Request New Account...](#) [Delete Account](#) [Refresh Accounts](#) [Export Search Results](#)

Account Owner	Status	Application	Parameters
<input type="checkbox"/> Jacob.Klett	active	<a href="#">State Performance Plan Indicators</a>	Role(s) Granted: TEA Viewer Employing Org: 701217 - TEA - Monitoring, Review and Support
<input type="checkbox"/> Jacob.Klett	active	<a href="#">Special Education Adhoc Reporting System</a>	Role(s) Granted: Statewide User Employing Org: 701217 - TEA - Monitoring, Review and Support
<input type="checkbox"/> Jacob.Klett	active	<a href="#">Intervention, Stage, and Activity Manager</a>	Role(s) Granted: TEA Manager Employing Org: 701202 - TEA - Governance & Accountability
<input type="checkbox"/> Jacob.Klett	active	<a href="#">ASCEND</a>	Role(s) Granted: TEA Full Edit Employing Org: 701217 - TEA - Monitoring, Review and Support
<input type="checkbox"/> Jacob.Klett	active	<a href="#">Special Ed Correspondence and Dispute Resolution Management System</a>	Role(s) Granted: View Employing Org: 701217 - TEA - Monitoring, Review and Support



Texas Education Agency  
User and Access Management

Welcome, Jacob Klett [Logout](#)

**Self-Service**

- Access Applications
- Requests I've Submitted
- Change My Password
- My Security Questions
- My Application Accounts
- Edit My User Information

**Applications** **My Accounts** x

**Application access details** x

Steps for adding access

1. Enter your Employing Organization (name or organization number).
2. Click the checkbox/radio button for the role(s) that you are applying for.
3. If there are parameters for the role(s) selected, enter that information.
4. Click the "Done" button to **queue** your request. This does not submit your request to TEAL.
5. Click the "Save Changes" button. This will then submit your access request to TEAL.

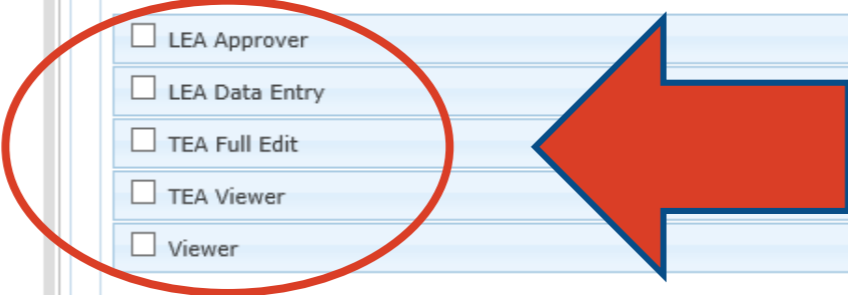
Employing Organization

\* Organization:  
*Who do you work for? In other words, what organization employs you (e.g. district, ESC, charter school)?*

Roles & Parameters

<input type="checkbox"/>	LEA Approver
<input type="checkbox"/>	LEA Data Entry
<input type="checkbox"/>	TEA Full Edit
<input type="checkbox"/>	TEA Viewer
<input type="checkbox"/>	Viewer

Edit





# Ascend Texas Roles in TEAL



Ascend Role in TEAL	Who Should Request
LEA Approver	Superintendent or designee
LEA Data Entry	LEA determined
TEA Full Edit	TEA only
TEA Viewer	TEA only
Viewer	ESC staff



# Additional Supports







**Thank you!**