Chapter 12—Results Driven Accountability (RDA)

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.

RDA Framework

RDA is a local education agency (LEA) level, data-driven monitoring framework developed and implemented annually by the Division of Review and Support in the Office of Special Populations and Monitoring (OSPM) and in coordination with other divisions like Performance-Based Monitoring (PBM) and Special Education Program, Policy, Engagement, and Reporting (SEPPER) within the TEA.[1]

The RDA framework consists of indicators for three program areas: Bilingual Education/English as a Second Language & Emergent Bilingual (BE/ESL/EB), Other Special Populations (OSP), and Special Education (SPED). The RDA indicators are grouped into three domains for each program area.

- **Domain I: Academic Achievement**

- **Domain II: Post-Secondary Readiness**

- **Domain III: Disproportionate Analysis**

The program area indicators that are not Report Only are each assigned at least one performance level (PL). Some indicators, like those used for state assessment, consist of multiple PLs for each subject area tested. To assign the PL(s) for a non-Report Only indicator, the LEA's performance is compared to cut points established for the applicable indicator with consideration for the applied PL standards. Report Only indicators are reported for LEA information and planning purposes.

RDA Guiding Principles

The RDA indicators are selected based on the following five guiding principles.

Principle 1: Partnership and transparency with stakeholders

- **Public Input and Accessibility.** The design, development, and implementation of RDA are informed by public input received through stakeholder meetings, the public comment period included in the annual rule adoption of the RDA chapter in the accountability manual, and ongoing virtual meeting opportunities with LEA and regional partners. The information RDA generates is available to the public.

- **End-User Design.** Information guides and reports will seek to make sense of the data for practitioner use and decision-making purposes.

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[1]Unless otherwise noted, the term LEA includes open-enrollment charter schools.

Principle 2: Drives Improved Results and High Expectations

o **LEA Effectiveness.** RDA is intended to assist LEAs in their efforts to improve local performance.

o **Statutory Requirements.** RDA is designed to meet statutory requirements.

o **Indicator Design.** RDA indicators reflect critical areas of student performance, program effectiveness, and data integrity.

o **Progressive Standards.** RDA cut points will be adjusted over time to ensure continued student achievement and progress to achieve high expectations.

Principle 3: Protects Students and Families

o **Maximum Inclusion.** RDA evaluates a maximum number of LEAs by using appropriate alternatives to analyze the performance of LEAs with small numbers of students.

o **Annual Statewide Evaluation.** RDA ensures the annual evaluation of all LEAs in the state.

Principle 4: Differentiated Incentives and Supports to LEAs

o **Individual Program Accountability.** RDA is structured to ensure low performance in one program area cannot be offset by high performance in other program areas or lead to interventions in program areas where performance is high.

Principle 5: Responsive to Needs

o **System Evolution.** RDA is a dynamic system in which indicators are added, revised, or deleted in response to changes and developments that occur outside of the system, including new legislation and the development of new assessments.

o **Coordination.** RDA is part of an overall agency coordination strategy for the student outcomes-based evaluation of LEAs.

2023 RDA Change

The following indicator was changed to Report Only:

BE/ESL/EB Indicator #9 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years was changed to Report Only because the composite scores have been impacted by the new writing test for the 2022-2023 school year.

Components of the RDA Report

Data Sources

Data used in the RDA report come from a variety of sources. Student assessment data are obtained from data files provided by the TEA's test contractor.[1] Data obtained from areas within TEA include dropout and longitudinal graduation data from the Research and Analysis Division and Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) data from the Statewide Education Data Systems Division. On rare occasions, a data source used in the RDA report may be unintentionally affected by unforeseen circumstances, including natural disasters or test contractor administration issues. Should those circumstances occur, TEA will consider how or whether that data

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source will be used to ensure RDA calculations, performance level (PL) assignments and interventions are implemented appropriately and in alignment with the system's guiding principles. Specific information about the data sources is included for each indicator in Appendix K.

The calculations for each indicator use the most current data available and, for ease of understanding, are presented in this chapter as single-year calculations. In certain instances, however, multiple years of data are combined (see Minimum Size Requirement (MSR) and Special Analysis (SA) sections).

Data Exclusions

Students described under Texas Education Code (TEC) §39.053(g-3) are excluded from the computation of annual dropout rates. Any other exclusions that have been applied to a specific indicator are identified in the description of the indicator in Appendix K.

No Data Available for an Indicator

An LEA with no data available receives a designation of No Data, which means the LEA cannot be evaluated because of an absence of data. For example, if an LEA had no bilingual education students to report, then for any bilingual education indicators based on that data, the RDA report for the LEA will indicate a PL of No Data. LEAs with one or more PL designations of No Data should examine their local data collection and submission procedures as well as the data source for each RDA indicator to confirm the accuracy of the No Data designation. It is the ongoing responsibility of LEAs to ensure students are coded correctly for both TSDS PEIMS and student assessment data. In addition, data validation analyses and reviews are conducted by the agency as part of its RDA activities.

Accountability Subset

Students who are enrolled in an LEA on October 28, 2022 (fall snapshot date) and test in the same LEA in the fall of 2022 or spring of 2023 are in the "accountability subset" while students who are enrolled in an LEA on October 28, 2022, but not enrolled in the same LEA for fall 2022 or spring 2023 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2022 is based on the 2021 fall snapshot date. Whether the accountability subset is used for a particular indicator is noted in the description of the indicator.

Rounding

All RDA rates are rounded to one decimal place (e.g., 79.877% is rounded to 79.9%). The intermediate results for all RDA significant disproportionality ratios are not rounded (e.g., 0.2526315789473684 = 240/950). This multiple decimal place precision helps ensure the accuracy of the final risk ratio value.

Masking

RDA data are released to each LEA as allowed under the Family Educational Rights and Privacy Act (FERPA). RDA data released to the public are masked to protect student confidentiality. An RDA Masking Rules document is available on both the RDA district reports and data download web pages:

https://rptsvr1.tea.texas.gov/pbm/distrpts.html

https://rptsvr1.tea.texas.gov/pbm/download.html

Performance Levels (PLs)

A PL is the result that occurs when a standard is applied to an LEA's performance on an indicator. The PLs available for indicators in the 2023 RDA system include Not Assigned (NA) (including Not Assigned through SA), 0, 0 SA, 0 RI, 1, 1 SA, 2, 2 SA, 3, 3 SA, 3 HH, 4, 4 SA, 4 HH, and SD. SA refers to Special Analysis, which is described in the Minimum Size Requirement (MSR) and Special Analysis (SA) section.

RI refers to Required Improvement, which is also described in a separate section. HH refers to Hold Harmless, described further in this section. SD refers to Significant Disproportionality and is used to meet federal requirements under 34 CFR §300.647.

RDA indicators include a range of PLs, and each PL range has an established set of cut points. Throughout the RDA indicators, the higher the PL is, the lower the LEA's performance is.

Targeted hold harmless provision for certain indicators will continue in RDA 2023. RDA 2023 provides PL assignments for Other Special Populations (OSP) results for identified students in Foster Care, experiencing homelessness, or Military-Connected for each OSP indicator. Combined results will eliminate over representation of Not Assigned (NA) in single student populations included under OSP within a single year analysis. Under the targeted Hold Harmless (HH) provision, any LEA that would otherwise receive a PL 3 on OSP Indicator #1(i-iv), a PL 3 on OSP Indicator #3(i-iii) or PL 4 on #3(iv), a PL 3 on OSP Indicator #4, or a PL 3 on OSP Indicator #5, but who would not have met minimum size requirement (MSR) in each of the single OSP populations for the particular indicator, will receive a PL 3 HH or PL 4 HH, as applicable for RDA 2023. For 2023 RDA interventions purposes, the count of PL 3 HH or PL 4 HH under those indicators will not be added to an LEA's total PL 3 and PL 4 count.

Changes to RDA Cut Points

As part of the annual RDA development cycle, the cut points for each RDA indicator are evaluated. A decision to adjust cut points for one or more indicators is based on the following considerations:

- whether a state or federal goal has been identified for the indicator

- performance of the state on each indicator at the time cut points are set

- expected and actual improvement on the indicator over time

- amount of improvement reasonable for the indicator

- the overall impact on the RDA system of adjustments to cut points

- the RDA system's guiding principles

- other considerations that could affect performance on particular indicators

- appropriate cut points across similar indicators

- internal and external input

Report Only Indicators

Some RDA indicators are reported for LEA information and planning purposes. For these indicators, the LEA's performance will be reported along with the overall state rate for the indicator. Cut points, MSR, and PLs are not typically applied to Report Only indicators.

Generally, after a period of one or two years, PLs are assigned to Report Only indicators, and LEA performance on these indicators will be evaluated. The inclusion of Report Only indicators in RDA provides LEAs with an opportunity to review current performance and plan accordingly.

Minimum Size Requirement (MSR) and Special Analysis (SA)

The MSR is incorporated into all indicators assigned a PL. In general, LEAs must have at least 30 students in the relevant segment of the student population denominator to be evaluated on an indicator using the standard RDA analysis. In addition, for certain RDA indicators, LEAs must have at least 5 or 10

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students in the relevant segment of the student population numerator to be evaluated using the standard RDA analysis. The MSR is noted in the description of each indicator.
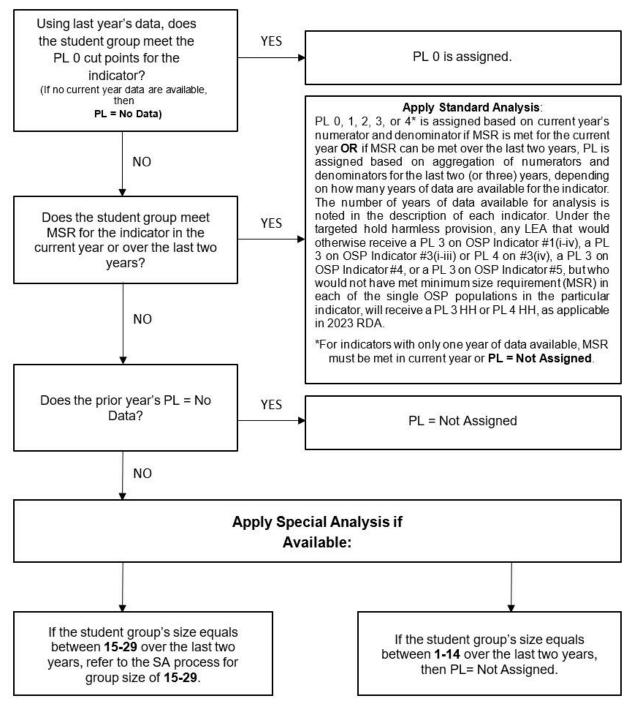
The MSR can be met either in the current year or through the aggregation of numerators and denominators over the last two years, if applicable. If the MSR is met for a particular performance indicator, then an LEA is evaluated using the standard RDA analysis. Under standard analysis, when the MSR is met with the current year's data, a PL is assigned based on that data in relation to the cut points for the indicator. When the MSR is met based on the last two years of data, the numerator and denominator for the current and prior years are aggregated, the indicator is calculated, and a PL is assigned based on the current year's cut points for the indicator. Depending on the indicator, there may be one or two prior years of data aggregated with the current year's data to assign a PL. If the MSR is not met, then the LEA may be evaluated under the Special Analysis (SA) process.

There is one exception to the MSR. If an LEA does not meet MSR for an indicator, but the performance of the LEA meets the criteria to earn a PL of 0, then the LEA receives a PL of 0, regardless of the number of students in the relevant segment of the student population.

The SA process evaluates the performance of LEAs that do not meet MSR. PLs established using the SA process will have "SA" appended (NA SA, 0 SA, 1 SA, 2 SA, 3 SA, 4 SA) and will be included on the RDA reports to LEAs, along with the LEA's numerators, denominators, and rates used in the SA process.
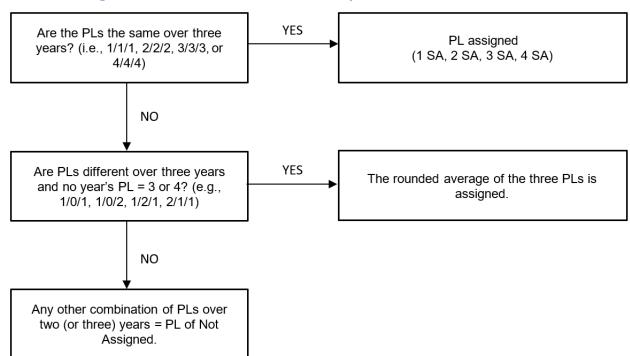
The following flowcharts depict whether standard analysis or SA is applied in the RDA.

RDA PL Assignment and SA Determination Process

Using last year's data, does the student group meet the PL 0 cut points for the indicator?
(If no current year data are available, then **PL = No Data)**

→ YES → PL 0 is assigned.

↓ NO

Does the student group meet MSR for the indicator in the current year or over the last two years?

→ YES →

Apply Standard Analysis:
PL 0, 1, 2, 3, or 4* is assigned based on current year's numerator and denominator if MSR is met for the current year **OR** if MSR can be met over the last two years, PL is assigned based on aggregation of numerators and denominators for the last two (or three) years, depending on how many years of data are available for the indicator. The number of years of data available for analysis is noted in the description of each indicator. Under the targeted hold harmless provision, any LEA that would otherwise receive a PL 3 on OSP Indicator #1(i-iv), a PL 3 on OSP Indicator #3(i-iii) or PL 4 on #3(iv), a PL 3 on OSP Indicator #4, or a PL 3 on OSP Indicator #5, but who would not have met minimum size requirement (MSR) in each of the single OSP populations in the particular indicator, will receive a PL 3 HH or PL 4 HH, as applicable in 2023 RDA.

*For indicators with only one year of data available, MSR must be met in current year or **PL = Not Assigned**.

↓ NO

Does the prior year's PL = No Data?

→ YES → PL = Not Assigned

↓ NO

Apply Special Analysis if Available:

If the student group's size equals between **15-29** over the last two years, refer to the SA process for group size of **15-29**.

If the student group's size equals between **1-14** over the last two years, then PL= Not Assigned.

Note: For indicators eligible for the RDA SA process that have an MSR in both the denominator and the numerator, an LEA's group size is determined by the smallest denominator or numerator over the last two years.

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RDA PL Assignment and SA Process for Group Size of 15-29

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┌─────────────────────────────┐      YES    ┌─────────────────────────────┐
│ Are the PLs the same over   │ ──────────> │     PL assigned             │
│ three years? (i.e., 1/1/1,  │             │  (1 SA, 2 SA, 3 SA, 4 SA)   │
│ 2/2/2, 3/3/3, or 4/4/4)     │             │                             │
└─────────────────────────────┘             └─────────────────────────────┘
              │ NO
              ▼
┌─────────────────────────────┐      YES    ┌─────────────────────────────┐
│ Are PLs different over three│ ──────────> │ The rounded average of the  │
│ years and no year's PL = 3  │             │   three PLs is assigned.    │
│ or 4? (e.g., 1/0/1, 1/0/2,  │             │                             │
│ 1/2/1, 2/1/1)               │             └─────────────────────────────┘
└─────────────────────────────┘
              │ NO
              ▼
┌─────────────────────────────┐
│ Any other combination of PLs│
│ over two (or three) years = │
│ PL of Not Assigned.         │
└─────────────────────────────┘
```

Note: Group size is based on the sum of the last two years. Previous years' PLs are determined based on the relevant years' numerators, denominators, and rates shown on the LEA's RDA report.

Required Improvement (RI)

The RDA framework and report, by design, has a built-in improvement component. Because the system includes a range of PLs, LEAs that demonstrate improvement from one year to the next can progress from one PL to another. For example, an LEA with a 74% special education graduation rate received a PL 1 in the 2022 RDA. If the LEA improves its special education graduation rate to 80% in 2023, it would receive a PL 0 because its performance meets the 2023 PL 0 cut point.

In addition to the system's built-in improvement component, the 2023 RDA will again include RI for certain indicators. The indicator descriptions in Appendix K will indicate if RI is available for an indicator. The following examples show two RDA RI calculations for both positive numbers and negative numbers.

RI Calculation (Positive Numbers)

For the indicators where increases in rates are measured in positive numbers and RI is available, the following equations and calculation will be used for LEAs that meet the MSR in both the current year and the previous year and have an initial PL value that is not equal to 0:

RI Equations

$$Actual\ Change =\ performance\ in\ 2023 - performance\ in\ 2022$$

$$Required\ Improvement\ (RI) = \frac{minimum\ PL\ 0\ for\ 2023 - performance\ in\ 2022}{number\ of\ years\ to\ reach\ minimum\ PL\ 0\ cut\ point}$$

RI Designation

$$RI\ Designation\ =\ Actual\ Change\ \geq\ Required\ Improvement$$

Example

The RI positive numbers example uses "RDA SPED Indicator #6: SPED Graduation Rate" and is based on rates for 2022 and 2023 and the targeted minimum cut off graduation rate for a PL 0.

- 2022 LEA SPED Graduation Rate = 60.0%
- 2023 LEA SPED Graduation Rate = 72.0%
- 2023 Minimum PL 0 Cut Point = 80.0%

Step 1: Calculate the Actual Change for the LEA's SPED Graduation Rate

$$12.0\ =\ 72.0\%\ -\ 60.0\%$$

$$Actual\ Change\ =\ 12.0$$

Step 2: Calculate the RI for the LEA's SPED graduation rate. The 2024 target year affords LEAs an additional year beyond 2023 to reach the 2023 minimum PL 0 cut point of 80.0%.

$$10.0\ =\ \frac{80.0\%\ -\ 60.0\%}{2}$$

$$Required\ Improvement\ (RI)\ =\ 10.0$$

Step 3: Compare the two numbers to see if the Actual Change is greater than or equal to the RI: 12.0 > 10.0. (Gains in graduation rates are measured in positive numbers.)

$$RI\ Designation\ =\ 12.0\ > 10.0$$

Step 4: Based on the RI designation, the LEA meets RI and would receive a PL of 0 RI.

RI Calculation (Negative Numbers)

For indicators where reductions in rates are measured in negative numbers and RI is available, the following equations and calculation will be used for LEAs that meet the MSR in both the current year and the previous year and have an initial PL value that is not equal to 0. Note that for these types of indicators, actual change needs to be less than or equal to RI for the PL 0 cut point to be met.

RI Equations

$$Actual\ Change\ =\ performance\ in\ 2023\ -\ performance\ in\ 2022$$

$$Required\ Improvement\ (RI) = \frac{maximum\ PL\ 0\ for\ 2023\ -\ performance\ in\ 2022}{number\ of\ years\ to\ reach\ maximum\ PL\ 0\ cut\ point}$$

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RI Designation

$$RI\ Designation\ =\ Actual\ Change\ \leq\ Required\ Improvement$$

Example

The RI negative numbers example uses "RDA SPED Indicator #7: SPED Annual Dropout Rate (Grades 7-12)" and is based on rates for 2022 and 2023 and the targeted maximum cut off dropout rate for a PL 0.

- 2022 LEA SPED Annual Dropout Rate = 8.1%
- 2023 LEA SPED Annual Dropout Rate = 3.8%
- 2023 Maximum Annual Dropout Rate PL 0 Cut Point = 1.8%

Step 1: Calculate the Actual Change for the LEA's SPED annual dropout rate

$$-4.3\ =\ 3.8\%-8.1\%$$

$$Actual\ Change\ =\ -4.3$$

Step 2: Calculate the RI for the LEA's SPED annual dropout rate. The 2024 target year affords LEAs an additional year beyond 2023 to reach the 2023 maximum PL 0 cut point of 1.8%.

$$-3.2\ =\ \frac{1.8\%-8.1\%}{2}$$

$$Required\ Improvement\ (RI)\ =\ -3.2$$

Step 3: Compare the two numbers to see if the Actual Change is less than or equal to the RI: -4.3 < -3.2. (Reductions in annual dropout rates are measured in negative numbers.)

$$RI\ Designation\ =-4.3\ <\ -3.2$$

Step 4: Based on the RI designation, the LEA meets RI and would receive a PL of 0 RI.

Significant Disproportionality (SD) Indicators

The Individuals with Disabilities Education Act (IDEA), as indicated by 20 U.S.C. §1418(d)(1) and 34 CFR §300.646(a), requires each state education agency to provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state with respect to RDA indicators in the following three areas:

Placement of students in an educational setting

- RDA Indicator #11 SPED Regular Class <40% Rate (school-aged))
- RDA Indicator #12 SPED Separate Settings Rate (school-aged)

Identification (representation) of students with a particular disability

- RDA Indicator #13 SPED Representation (Ages 3-21)

Disciplinary actions related to the incidence, duration, and type of suspensions/expulsions of students

- RDA Indicator #14 SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

- RDA Indicator #15 SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

- RDA Indicator #16 SPED ISS ≤10 Days Rate (Ages 3-21)

- RDA Indicator #17 SPED ISS >10 Days Rate (Ages 3-21)

- RDA Indicator #18 SPED Total Disciplinary Removals Rate (Ages 3-21)
  Note: A performance level (PL) is also assigned to RDA SPED Indicator #18.

The TEA calculates risk ratios for LEAs in seven racial/ethnic groups within the areas of identification (representation), placement, and discipline. LEAs that exceed the state established risk ratio threshold of 2.5 for any racial/ethnic group category are assigned a designation of significant disproportionality (SD). For more information about the collection and reporting of race/ethnicity, refer to the resource *Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting*.

LEAs can be designated with one, two, or three years of SD for the same type/category. An LEA with a first-year SD designation is assigned SD Year 1. An LEA with two consecutive years within the same racial/ethnic group category is assigned SD Year 2. Lastly, an LEA with three consecutive years within the same racial/ethnic group category is assigned SD Year 3, unless reasonable progress (RP) is achieved (Additional information regarding SD RP is included later in this section). Only the last 3 consecutive years of available data are analyzed for the purposes of SD Year 3 and RP.

Minimum size requirements for SD analysis are applied using the following criteria:

- An LEA must have at least 30 students in a particular group or the comparison group of the student population denominator and 10 students in a particular group or the comparison group of the student population numerator to be evaluated for SD. The comparison group is comprised of all other racial/ethnic groups within an LEA or within the state.

- An alternate risk ratio is applied when the comparison group in the LEA does not meet the minimum cell size or the minimum *n*-size. This calculation is performed by dividing the risk of a particular outcome for students in one racial or ethnic group within an LEA by the risk of that outcome for students in all other racial or ethnic groups in the State.

- No risk ratio or alternate risk ratio is calculated in a particular category for an LEA if the racial/ethnic group analyzed does not meet the minimum cell size (10) or minimum *n*-size (30) or if the comparison group in the state does not meet the minimum cell size (10) or minimum *n*-size (30).

The following section describes the risk ratio methodology and equations and then provides example calculations for the identification, identification in disability, placement, and discipline risk ratios.

Because there are seven racial/ethnic groups and 14 regulation defined categories, per 34 CFR §300.647(b)(2), LEA data are analyzed according to 98 categories of significant disproportionality.

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98 Required Significant Disproportionality Categories

Categories		Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Total of 98 possible (49+14+35)
Representation	Identification of students ages 3 through 21 with a disability	✓	✓	✓	✓	✓	✓	✓	**Representation = 49**
	Identification of students ages 3 through 21 with: 1. Intellectual disabilities	✓	✓	✓	✓	✓	✓	✓	
	2. Specific learning disabilities	✓	✓	✓	✓	✓	✓	✓	
	3. Emotional disturbance	✓	✓	✓	✓	✓	✓	✓	
	4. Speech or language impairments	✓	✓	✓	✓	✓	✓	✓	
	5. Other health impairments	✓	✓	✓	✓	✓	✓	✓	
	6. Autism	✓	✓	✓	✓	✓	✓	✓	
Placement	Placements of school-aged students into particular educational settings: 1. Inside a regular class less than 40 percent of the day	✓	✓	✓	✓	✓	✓	✓	**Placement = 14**
	2. Inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities or private schools	✓	✓	✓	✓	✓	✓	✓	
Discipline	Placements of students ages 3 through 21 into particular disciplinary settings: 1. Out-of-school suspensions and expulsions of 10 days or fewer	✓	✓	✓	✓	✓	✓	✓	**Discipline = 35**
	2. Out-of-school suspensions and expulsions of more than 10 days	✓	✓	✓	✓	✓	✓	✓	
	3. In-school suspensions of 10 days or fewer	✓	✓	✓	✓	✓	✓	✓	
	4. In-school suspensions of more than 10 days	✓	✓	✓	✓	✓	✓	✓	
	5. Total disciplinary removals including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer	✓	✓	✓	✓	✓	✓	✓	

Risk Ratio Method: Identification (Representation)

Identification Risk Ratio

The following risk ratio equations for identification (representation) by special education race/ethnicity are utilized for special education RDA indicator #13.

$$Rate\ 1\ =\ \frac{number\ of\ SPED\ students\ from\ race/ethnicity\ group}{number\ of\ students\ from\ race/ethinicity\ group} \times 100$$

$$Rate\ 2\ =\ \frac{number\ of\ all\ other\ SPED\ students}{number\ of\ all\ other\ students} \times 100$$

$$LEA\ Identification\ Risk\ Ratio\ =\ \frac{Rate\ 1}{Rate\ 2}$$

Note. The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **identification (representation) of SPED Asian Students** at an LEA.

Step 1: Identify LEA level student counts for both the numerator and the denominator.
- Numerator = 340 SPED Students
- Denominator = 3,456 All Students

Step 2: Calculate LEA rate for SPED Asian (Rate 1)
- a. Based on the numerator in Step 1, identify the number of SPED Asian Students. For this example, there are **240 SPED Asian Students** out of 340 SPED Students.

- b. Based on the denominator in Step 1, identify the number of Asian Students. For this example, there are **950 Asian Students** out of 3,456 All Students.

- c. Divide the number of SPED Asian Students (numerator) by the number of All Asian Students (denominator).

- d. $0.2526315789473684 = \frac{240}{950}$

- e. Multiply the quotient by 100 to find Rate 1.

- f. $25.26315789473684 = 0.2526315789473684 \times 100$

$$\boldsymbol{Rate\ 1}\ = 25.26315789473684$$

Step 3: Calculate LEA rate for All Other Students (Rate 2)
- a. Based on the numerator in Step 1, identify the number of Other SPED Students (Not including SPED Asian Students). For this example, there are **100 Other SPED Students** out of 340 SPED Students.

- b. Based on the denominator in Step 1, identify the number of Other Students. For this

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example, there are **2,506 Other Students** (Not including Asian Students) out of 3,456 All Students.

    c.   Divide the number of **Other SPED Students** (numerator) by the number of **Other Students** (denominator).

    d. $0.0399042298483639 = \frac{100}{2,506}$

    e.   Multiply the quotient by 100 to find Rate 2.

    f. $3.99042298483639 = 0.0399042298483639 \times 100$

$$\textbf{Rate 2} = 3.99042298483639$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for identification of **SPED Asian Students**.

$$6.3 = \frac{25.26315789473684}{3.99042298483639}$$

$$\textbf{Risk Ratio} = 6.3$$

In this case, because the risk ratio is greater than the 2.5 risk ratio threshold, the LEA would receive an SD designation for the identification of **SPED Asian Students**. Risk Ratio Method: Identification (Representation) in Disability

The following risk ratio equations for identification (representation) in disability by special education race/ethnicity are utilized for special education RDA indicator #13.

$$Rate\ 1 = \frac{number\ of\ SPED\ students\ from\ race/ethnicity\ group\ and\ disability\ category}{number\ of\ SPED\ students\ from\ race/ethinicity\ group}$$

$$Rate\ 2 = \frac{number\ of\ SPED\ students\ from\ disability\ category}{number\ of\ all\ other\ SPED\ students}$$

$$LEA\ Identification\ in\ Disability\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note: The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **identification (representation) in disability of SPED Asian Autism Students** at an LEA.

Step 1: Identify the number of SPED students at LEA

- Number of SPED Students = 420

Step 2: Calculate LEA rate for SPED Asian Autism (Rate 1)

    a. Based on the number of SPED students from Step 1, identify the number of SPED Asian Autism Students. For this example, there are **25 SPED Asian Autism Students**.

    b. Based on the number of SPED students from Step 1, identify the number of SPED Asian Students. For this example, there are **54 SPED Asian Students**.

    c. Divide the number of SPED Asian Autism Students (numerator) by the number of SPED Asian Students (denominator).

    d. $0.462962962962963 = \frac{25}{54}$

    e. Multiply the quotient by 100 to find Rate 1.

$$46.2962962962963 = 0.462962962962963 \times 100$$

$$\textbf{Rate 1} = 46.2962962962963$$

Step 3: Calculate LEA rate for All Other Students with Autism (Rate 2)

    a. Numerator: Based on the number of SPED students from Step 1, identify the number of Other SPED Students with Autism (Not including SPED Asian Autism Students). For this example, there are **18 Other SPED Students with Autism**.

    b. Denominator: Based on the number of SPED students from Step 1, identify the number of Other SPED Students. For this example, there are **366 Other SPED Students** (Not including the 54 SPED Asian Students) out of the 420 SPED Students (Check: 366 + 54 = 420).

    c. Divide the number of **Other SPED Students with Autism** (numerator) by the number of **Other SPED Students** (denominator).

$$0.0491803278688525 = \frac{18}{366}$$

    d. Multiply the quotient by 100 to find Rate 2.

$$4.91803278688525 = 0.0491803278688525 \times 100$$

$$\textbf{Rate 2} = 4.91803278688525$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for identification in disability of SPED Asian Autism Students.

$$9.4 = \frac{46.2962962962963}{4.91803278688525}$$

$$\textbf{Risk Ratio} = 9.4$$

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In this case, because the risk ratio is greater than the 2.5 risk ratio threshold, the LEA would receive an SD designation for the identification in disability of **SPED Asian Autism Students**.

Risk Ratio Method: Placement

The following risk ratio equations for special education students' placement by race/ethnicity are utilized for special education RDA indicators #11 and #12.

$$Rate\ 1\ = \frac{\substack{number\ of\ SPED\ children\ from \\ race/ethnicity\ group\ in\ placement\ category}}{\substack{number\ of\ SPED\ children\ from \\ race/ethinicity\ group}}$$

$$Rate\ 2\ = \frac{\substack{number\ of\ all\ other \\ SPED\ children\ in\ placement\ category}}{number\ of\ all\ other\ SPED\ children}$$

$$LEA\ Discipline\ Risk\ Ratio\ = \frac{Rate\ 1}{Rate\ 2}$$

Note: The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **placement of SPED Asian Regular Class < 40% Students** at an LEA.

Step 1: Identify the number of SPED students at LEA
- Number of SPED Students = 535

Step 2: Calculate LEA rate for SPED Asian Regular Class < 40% (Rate 1)
   a. Based on the number of SPED students from Step 1, identify the number of SPED Asian Regular Class < 40% Students. For this example, there are **126 SPED Asian Regular Class < 40%**.

   b. Based on the number of SPED students from Step 1, identify the number of **SPED Asian Students**. For this example, there are **248 SPED Asian Students**.

   c. Divide the number of **SPED Asian Regular Class < 40% Students** (numerator) by the number of **SPED Asian Students** (denominator).

   d. $0.5080645161290323\ = \frac{126}{248}$

   e. Multiply the quotient by 100 to find Rate 1.

$$50.80645161290323\ =\ 0.5080645161290323\ \times\ 100$$

$$\boldsymbol{Rate\ 1}\ = 50.80645161290323$$

Step 3: Calculate LEA rate for All Other SPED Regular Class < 40% Students (Rate 2)
   a. Based on the number of SPED students from Step 1, identify the number of Other SPED Regular Class <40% Students. For this example, there are **62 Other SPED Regular Class < 40% Students**.

b. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students. For this example, there are **287 All Other SPED Students** (Not including SPED Asian Students) out of 535 SPED Students (Check: 248 + 287 = 535).

c. Divide the number of **Other SPED Regular Class < 40% Students** (numerator) by the number of **All Other SPED Students** (denominator).

a. $0.2160278745644599 = \frac{62}{287}$

d. Multiply the quotient by 100 to find Rate 2.

$$21.60278745644599 = 0.2160278745644599 \times 100$$

$$\textbf{Rate 2} = 21.60278745644599$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for placement of **SPED Asian Regular Class < 40% Students**.

$$2.4 = \frac{50.80645161290323}{21.60278745644599}$$

$$\textbf{Risk Ratio} = 2.4$$

In this case, because the risk ratio is less than the 2.5 risk ratio threshold, the LEA would not receive an SD designation for the placement of **SPED Asian Regular Class < 40% Students**.

Risk Ratio Method: Discipline

The following risk ratio equations for discipline by special education race/ethnicity are utilized for special education RDA indicators #14, #15, #16, #17 and #18.

$$Rate\ 1 = \frac{number\ of\ SPED\ students from\ race/ethnicity\ group\ in\ discipline\ category}{number\ of\ SPED\ students\ from\ race/ethinicity\ group}$$

$$Rate\ 2 = \frac{number\ of\ all\ other\ SPED\ students\ in\ discipline\ category}{number\ of\ all\ other\ SPED\ students}$$

$$LEA\ Discipline\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note: The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **discipline of SPED African American/Black In-School Suspension > 10 Days** at an LEA.

Step 1: Identify the number of SPED students at LEA

- Number of SPED Students = 535

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Step 2: Calculate LEA rate for SPED African American In-School Suspension > 10 Days (Rate 1)

    a. Based on the number of SPED students from Step 1, identify the number of SPED African American In-School Suspension > 10 Days. For this example, there are **126 SPED African American/Black In-School Suspension > 10 Days**.

    b. Based on the number of SPED students from Step 1, identify the number of SPED All African American/Black Students. For this example, there are **248 All SPED African American/Black Students**.

    c. Divide the number of **SPED African American/Black In-School Suspension > 10 Days** (numerator) by the number of **All SPED African American/Black Students** (denominator).

    d. $0.5080645161290323 = \frac{126}{248}$

    e. Multiply the quotient by 100 to find Rate 1.

        a. $50.80645161290323 = 0.5080645161290323 \times 100$

        b. $\textbf{\textit{Rate }} \textbf{1} = 50.80645161290323$

Step 3: Calculate LEA rate for All Other SPED Students with In-School Suspension > 10 Days (Rate 2)

    a. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students with In-School Suspension > 10 Days. For this example, there are **62 All Other SPED Students with In-School Suspension > 10 Days**.

    b. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students. For this example, there are **287 All Other SPED Students** (Not including SPED Asian Students) out of 535 SPED Students (Check: 248 + 287 = 535).

    c. Divide the number of **All Other SPED Students with In-School Suspension > 10 Days** (numerator) by the number of **All Other SPED Students** (denominator).

$$0.2160278745644599 = \frac{62}{287}$$

    d. Multiply the quotient by 100 to find Rate 2.

$$21.60278745644599 = 0.2160278745644599 \times 100$$

$$\textbf{\textit{Rate }} \textbf{2} = 21.60278745644599$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for discipline of **SPED African American/Black In-School Suspension > 10 Days**.

$$2.4 = \frac{50.80645161290323}{21.60278745644599}$$

$$\textbf{\textit{Risk Ratio}} = 2.4$$

In this case, because the risk ratio is less than the 2.5 risk ratio threshold, the LEA would not receive an SD designation for the discipline of **SPED African American/Black In-School Suspension > 10 Days**.

Reasonable Progress (RP) in Certain Indicators

Texas defines LEAs who exceed the risk ratio threshold in the same category for three consecutive years and who do not meet RP as significantly disproportionate (SD Year 3). To receive an RP designation, an LEA must reduce its risk ratio in each of two prior consecutive years and meet a proportionate improvement rate requirement. Per 34 CFR §300.647(d)(2), the TEA is not required to identify an LEA for SD until the LEA has exceeded the risk ratio threshold and has failed to demonstrate RP. The TEA does not have the option to postpone a finding of SD if the LEA has only achieved a decrease over a multiple-year period. However, if an LEA with an SD Year 3 designation reaches RP but exceeds the 2.5 risk ratio threshold in the same SD area the following year, then the LEA returns to an SD Year 3 designation.

RP Calculations

The TEA will use the Proportionate Improvement Method for calculating RP. This method requires an LEA to achieve a two-year decrease in SD risk ratio proportional to the difference between the threshold (2.5) and an LEA's first-year risk ratio (SD Year 1). An LEA meets RP designation in its third year of SD analysis if the difference between its current year (CY) risk ratio and its first year (PY2) risk ratio meets the rate of progress needed to fall below the SD threshold (2.5) in year four. The following equation shows a decrease in risk ratio represents the yearly progress needed to fall below the SD threshold the following year.

Step 1 Proportionate Improvement Calculation

$$Expected\ Yearly\ Decrease = \ 2\ \times\ \frac{2.5 - PY2\ risk\ ratio}{3}$$

$$Two\ Year\ Decrease = CY\ risk\ ratio - PY2\ risk\ ratio$$

Step 2 Reasonable Progress Designation

$$RP\ Designation\ = Two\ Year\ Decrease\ \leq\ Expected\ Yearly\ Decrease$$

If the two-year decrease is less than or equal to the expected yearly decrease, then the LEA receives an RP designation because of the Proportionate Improvement Method calculation.

Example

The example shows an RP calculation for an LEA using the Proportionate Improvement Method.
- SD Year 1 (PY 2 Risk Ratio) = 4.9
- SD Year 2 (PY Risk Ratio) = 4.0
- SD Year 3 (CY Risk Ratio) = 3.2

Step 1: Calculate the expected yearly decrease

$$-1.6\ =\ 2\ \times\ \frac{2.5 - 4.9}{3}$$

$$\boldsymbol{Expected\ Yearly\ Decrease}\ = -1.6$$

Step 2: Calculate the two-year decrease

$$-1.7 = 3.2 - 4.9$$

$$\boldsymbol{Two\ Year\ Decrease}\ = -1.7$$

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Step 3: Determine if the two-year decrease (-1.7) is less than or equal to the expected yearly decrease (-1.6). If the result of this comparison is True, then the LEA is assigned RP for the SD area.

$$True = -1.7 < -1.6$$

$$RP\ Designation = True$$

The two-year decrease of -1.7 is less than the expected yearly decrease of -1.6. Therefore, the determination for an RP designation is True, and the LEA is assigned SD RP.

System Safeguards

System safeguards are conducted by TEA to ensure RDA system integrity. These safeguards include validation analyses of leaver data, student assessment data, and discipline data. Randomization or other means of LEA selection are implemented to verify system effectiveness and implementation of monitoring requirements.

Monitoring Interventions

The Department of Review and Support utilizes performance results obtained from the RDA report along with compliance data included in the RDA framework when making annual federally required determinations. Each LEA receives a determination level (DL) and is selected for 2023 RDA interventions based on its DL status. The Department of Review and Support will provide further instructions on monitoring interventions via the listserv for "To the Administrator Addressed" (TAA) correspondence and provides specific monitoring and additional support information through its website. This information is located at https://tea.texas.gov/academics/special-student-populations/review-and-support. It is each LEA's obligation to access TAA correspondence to stay informed about the required monitoring interventions.

RDA Program Area Indicators

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

The BE/ESL/EB RDA report includes 12 indicators across Domains I through III that are used to measure and ensure the academic success of emergent bilingual (EB) students in Texas.

BE/ESL/EB Domain 1: Academic Achievement (Indicators 1-9)

Indicators included in BE/ESL/EB Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program, and the Texas English Language Proficiency Assessment System (TELPAS).

Indicator	Description	Definition
Indicator #1 (i-iv)	BE STAAR 3-8 Passing Rate (Report Only; No PL Assigned)	Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #2 (i-iv)	ESL STAAR 3-8 Passing Rate (Report Only; No	Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or

Indicator	Description	Definition
	PL Assigned)	higher on the STAAR 3-8 assessments.
Indicator #3 (i-iv)	ALP STAAR 3-8 Passing Rate (Report Only; No PL Assigned)	Measures the percent of students served in an alternative language program (ALP) rather than served in a standard BE or standard ESL program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #4 (i-iv)	EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (Report Only; No PL Assigned)	Measures the percent of emergent bilingual (EB) students not served in a BE or ESL program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #5	EB Dyslexia STAAR 3-8 Reading Language Arts Passing Rate (Report Only; No PL Assigned)	Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading Language Arts assessment.
Indicator #6 (i-iv)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #7 (i-iv)	EB STAAR EOC Passing Rate (PL Assignment)	Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Indicator #8	TELPAS Reading Beginning Proficiency Level Rate (PL Assignment)	Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS Reading assessment in the current year.
Indicator #9	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (Report Only; No PL Assigned)	Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.

BE/ESL/EB Domain II: Post-Secondary Readiness (Indicators 10-11)

Indicators included in BE/ESL/EB Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied.

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Indicator	Description	Definition
Indicator #10	EB Graduation Rate (PL Assignment)	Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.
Indicator #11	EB Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.

BE/ESL/EB Domain III: Disproportionate Analysis (Indicator 12)

Indicator(s) included in BE/ESL/EB Domain III relate to disproportionate analysis measured in difference rates for certain populations. These indicator(s) are applicable as Report Only to provide LEAs and TEA with an opportunity to review results and ensure policies and procedures are not discriminatory, creating over or under representation in these populations.

Indicator	Description	Definition
Indicator #12	EB Dyslexia Representation (Ages 6-21) (Report Only; No PL Assigned)	Measures the difference between the rate of emergent bilingual (EB) students identified with dyslexia and the rate of all students identified with dyslexia in the LEA.

Other Special Populations (OSP)

The OSP RDA report includes 6 indicators across Domains I through III 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.

OSP Domain I: Academic Achievement (Indicators 1-3)

Indicators included in OSP Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program, and inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA.

Indicator	Description	Definition
Indicator #1 (i-iv)	OSP STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #2	OSP Dyslexia STAAR 3-8 Reading Language Arts Passing Rate (Report Only; No PL Assigned)	Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading Language Arts assessment.
Indicator #3 (i-iv)	OSP STAAR EOC Passing Rate (PL Assignment)	Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.

OSP Domain II: Post-Secondary Readiness (Indicators 4-5)

Indicators included in OSP Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA. An LEA's performance is compared to the RDA cut points on applicable indicators and PL standards are applied. Further disaggregation in each indicator of the three inclusive student populations are reported without assignment of PL application.

Indicator	Description	Definition
Indicator #4	OSP Graduation Rate (PL Assignment)	Measures the percent of students ever in Foster Care, ever experiencing homelessness, or ever Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years
Indicator #5	OSP Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percent of students in Foster Care, experiencing homelessness, or Military- Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.

OSP Domain III: Disproportionate Analysis (Indicator 6)

Indicator(s) included in OSP Domain III relate to disproportionate analysis measured in difference rates for certain populations inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA. These indicator(s) are applicable as Report Only to provide LEAs and TEA with an opportunity to review results and ensure policies and procedures are not discriminatory, creating over or under representation in these populations. Further disaggregation in each indicator of the three inclusive student populations is reported.

Indicator	Description	Definition
Indicator #6	OSP Dyslexia Representation (Ages 6-21) (Report Only; No PL Assigned)	Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.

Special Education (SPED)

The SPED RDA report includes 18 indicators across Domains I through III that are used to measure and ensure the academic success of students receiving special education services in Texas.

SPED Domain I: Academic Achievement (Indicators 1-5)

Indicators included in SPED Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program.

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Indicator	Description	Definition
Indicator #1 (i-iv)	SPED STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #2	SPED Dyslexia STAAR 3-8 Reading Language Arts Passing Rate (Report Only; No PL Assigned)	Measures the percent of SPED students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading Language Arts assessment.
Indicator #3 (i-iv)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate (PL Assignment)	Measures the percent of students formerly served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #4 (i-iv)	SPED STAAR EOC Passing Rate (PL Assignment)	Measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Indicator #5 (i-iii)	SPED STAAR Alternate 2 Participation Rate (Report Only; No PL Assigned)	Measures the percent of all students who were tested on STAAR Alternate 2 in Mathematics (including Algebra I), Reading Language Arts/ELA (including English I and II), or Science (including Biology).

SPED Domain II: Post-Secondary Readiness (Indicators 6-7)

Indicators included in SPED Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied.

Indicator	Description	Definition
Indicator #6	SPED Graduation Rate (PL Assignment)	Measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.
Indicator #7	SPED Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percent of students in Grades 7-12 served in special education (SPED) who dropped out in a given school year.

SPED Domain III: Disproportionate Analysis (Indicators 8-18)

Indicators included in SPED Domain III relate to disproportionate and significant disproportionate (SD) analysis measured in difference rates and risk ratios for certain indicators. Some of these indicators are applicable as Report Only to provide LEAs and TEA with an opportunity to review results and ensure policies and procedures are not discriminatory, creating over or under representation in these populations. For some indicators, an LEA's performance is compared to the RDA cut points and Performance level (PL) standards are applied. Indicators 11 through 18 apply the federal requirements under 34 CFR §300.647 for the calculations and the designations of SD.

Indicator	Description	Definition
Indicator #8	SPED Dyslexia Representation (school-aged) (Report Only; No PL Assigned)	Measures the difference between the rate of (school-aged) students served in special education (SPED) identified with dyslexia and the rate of all students identified with dyslexia in the LEA.
Indicator #9	SPED Regular Early Childhood Program Rate (preschool-aged) (PL Assignment)	Measures the percent of students ages 3-4, and age 5 not enrolled in kindergarten, served in special education (SPED) who were placed in a regular early childhood program.
Indicator #10	SPED Regular Class ≥80% Rate (school-aged) (PL Assignment)	Measures the percent of students (school-aged) served in special education (SPED) in the regular class 80% or more of the day.
Indicator #11	SPED Regular Class <40% Rate (school-aged) (PL Assignment)	Measures the percent of students (school-aged) served in special education (SPED) in the regular class less than 40% of the day.
Indicator #12	SPED Separate Settings Rate (school-aged) (Report Only; No PL Assigned)	Measures the percent of students (school-aged) served in special education (SPED) in separate settings.
Indicator #13	SPED Representation (Ages 3-21) (Report Only; No PL Assigned)	Measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.
Indicator #14	SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21) (Report Only; No PL Assigned)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for ten or fewer school days
Indicator #15	SPED OSS and Expulsion >10 Days Rate (Ages 3-21) (Report Only; No PL Assigned)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for more than 10 school days.
Indicator #16	SPED ISS ≤10 Days Rate (Ages 3-21) (Report Only; No PL Assigned)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for ten or fewer school days.
Indicator #17	SPED ISS >10 Days Rate (Ages 3-21) (Report Only; No PL Assigned)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for more than ten school days.
Indicator #18	SPED Total Disciplinary Removals Rate (Ages 3-21) (PL Assignment)	Measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED).

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RDA PL Assignments for Program Area Determinations

The TEA, per its obligation under 20 USC §1416(a) and 34 CFR §300.600(a)(2), makes annual determinations on the performance and compliance of LEAs using four determination levels (DLs): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4).

RDA determinations for BE/ESL/EB and OSP program areas are based on the PLs for the program-specific RDA indicators while determinations for SPED are based on the PLs for both the program-specific RDA indicators and the four federally required elements (FREs). The FREs include (a) the compliance status for the state performance plan (SPP) indicators 4b, 9, 10, 11, 12, and 13, (b) the valid, reliable, and timely submission of data for SPP 11, 12, and 13, (c) the status of uncorrected noncompliance, and (d) the timely correction of financial audit findings related to the Individuals with Disabilities Education Act (IDEA).

The RDA indicators included in the annual determination for each LEA program area must have a PL assignment. Each RDA indicator has at least one PL assignment, but some indicators may have more than one PL assignment. All PL assignments are included in the program area determination. For example, RDA SPED Indicator #1(i-iv), STAAR 3-8 Passing Rate, consists of four PL assignments with one PL assignment for each subject tested: (i) Mathematics, (ii) Reading Language Arts, (iii) Science, and (iv) Social Studies. All four of these PL assignments would be included in the calculation for the LEA's special education determination.

BE/ESL/EB PL Assignments for RDA Determinations

Domain	PL Indicator	Description
Domain I	Indicator #6 (i. Mathematics)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
Domain I	Indicator #6 (ii. Reading Language Arts)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
Domain I	Indicator #6 (iii. Science)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
Domain I	Indicator #6 (iv. Social Studies)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
Domain I	Indicator #7 (i. Algebra I)	EB STAAR EOC Passing Rate
Domain I	Indicator #7 (ii. Biology)	EB STAAR EOC Passing Rate
Domain I	Indicator #7 (iii. U.S. History)	EB STAAR EOC Passing Rate
Domain I	Indicator #7 (iv. English I & II)	EB STAAR EOC Passing Rate
Domain I	Indicator #8	TELPAS Reading Beginning Proficiency Level Rate
Domain II	Indicator #10	EB Graduation Rate
Domain II	Indicator #11	EB Annual Dropout Rate (Grades 7-12)

OSP PL Assignments for RDA Determinations

Domain	PL Indicator	Description
Domain I	Indicator #1 (i. Mathematics)	OSP STAAR 3-8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	OSP STAAR 3-8 Passing Rate
Domain I	Indicator #1 (iii. Science)	OSP STAAR 3-8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	OSP STAAR 3-8 Passing Rate
Domain I	Indicator #3 (i. Algebra I)	OSP STAAR EOC Passing Rate
Domain I	Indicator #3 (ii. Biology)	OSP STAAR EOC Passing Rate
Domain I	Indicator #3 (iii. U.S. History)	OSP STAAR EOC Passing Rate
Domain I	Indicator #3 (iv. English I & II)	OSP STAAR EOC Passing Rate
Domain II	Indicator #4	OSP Graduation Rate
Domain II	Indicator #5	OSP Annual Dropout Rate (Grades 7-12)

SPED PL Assignments for RDA Determinations

Domain	PL Indicator	Description
Domain I	Indicator #1 (i. Mathematics)	SPED STAAR 3-8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	SPED STAAR 3-8 Passing Rate
Domain I	Indicator #1 (iii. Science)	SPED STAAR 3-8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	SPED STAAR 3-8 Passing Rate
Domain I	Indicator #3 (i. Mathematics)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
Domain I	Indicator #3 (ii. Reading Language Arts)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
Domain I	Indicator #3 (iii. Science)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
Domain I	Indicator #3 (iv. Social Studies)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
Domain I	Indicator #4 (i. Algebra I)	SPED STAAR EOC Passing Rate
Domain I	Indicator #4 (ii. Biology)	SPED STAAR EOC Passing Rate
Domain I	Indicator #4 (iii. U.S. History)	SPED STAAR EOC Passing Rate
Domain I	Indicator #4 (iv. English I & II)	SPED STAAR EOC Passing Rate
Domain II	Indicator #6	SPED Graduation Rate
Domain II	Indicator #7	SPED Annual Dropout Rate (Grades 7-12)

[1] **STAAR® is a registered trademark of the Texas Education Agency. The minimum level of satisfactory performance described in this manual corresponds with the labels adopted under 19 Texas Administrative Code §101.3041: Approaches Grade Level (STAAR/STAAR Spanish) and Level II: Satisfactory Academic Performance (STAAR Alternate 2)**

Domain	PL Indicator	Description
Domain III	Indicator #9	SPED Regular Early Childhood Program Rate (preschool-aged)
Domain III	Indicator #10	SPED Regular Class ≥80% Rate (school-aged)
Domain III	Indicator #11	SPED Regular Class <40% Rate (school-aged)
Domain III	Indicator #18	SPED Total Disciplinary Removals Rate (Ages 3-21)

Comments, Questions, and Review of Data

The Texas Education Agency welcomes comments and questions concerning RDA data and assignments of LEA PLs. If an LEA determines that one or more 2023 RDA PL assignments were based on a data or a calculation error attributable to the TEA or one of the TEA's data contractors, the LEA should submit specific information about the error no later than 10 business days from the LEA unmasked confidential report release date, to the address below. Requests based on disagreement with the RDA indicators, cut points, and methodologies adopted in rule or LEA data errors will not be considered.

Contact Information:	
Address	Texas Education Agency Dept of Special Populations General Supervision and Monitoring 1701 North Congress Avenue Austin, Texas 78701-1494
Phone	(512) 463-9414
Email	reviewandsupport@tea.texas.gov

Other Helpful Contact Information:	
Name Performance Based Monitoring Phone (512) 463-9704 Email PBM@tea.texas.gov	Name Emergent Bilingual Support Phone (512) 463-9414 Email EnglishLearnerSupport@tea.texas. gov
Name Highly Mobile and At-Risk Student Programs Phone (512) 463-9414 Email Not Available	Name Special Education Phone (512) 463-9414 Email specialeducation@tea.texas.gov