Performance Framework

The 2021 Results Driven Accountability (RDA) Performance Framework includes intervention processes based on local education agency (LEA) determinations for the three RDA program areas: special education (SPED), bilingual education/English as a second language/English learners (BE/ESL/EL), and other special populations (OSP) (see *Determination Method*). The intervention processes are based on two long-standing principles at the core of the special population monitoring system at the Texas Education Agency (TEA):[1]

- Local education agencies (LEAs) with elevated performance levels are identified for interventions.[2]
- Interventions are differentiated across four determination levels (DLs) to ensure the TEA review and support activities are focused on LEAs with the most significant concerns about program performance and program compliance.

Within the intervention processes, there is uniformity in performance across the three RDA program areas, and the intervention process includes more standardization for LEAs to ensure RDA indicators on which LEAs are evaluated are considered:[3]

- **RDA Program Area Uniformity (99/95/80)**
  - LEAs received 2021 determination levels (DLs) for each program area based on a **NEW** 99/95/80 percentile rule. This rule applies to PL means and is used to standardize the identification of cut points for each program area (i.e., SPED, BE/ESL/EL, and OSP). The cut points are then applied to the PL means to assign LEAs a DL. LEAs in the 99th percentile are assigned *Needs Substantial Intervention* (DL 4) because 99% of the program area PL means fall below it; LEAs in the 95th percentile are assigned *Needs Intervention* (DL 3) because 95% of the program area PL means fall below it; LEAs in the 80th percentile are assigned *Needs Assistance* (DL 2) because 80% of the program area PL means fall below it; and, LEAs below the 80th percentile are assigned *Meets Requirements* (DL 1). The uniformity applied to LEAs using the 99/95/80 percentile rule provides the basis for LEA participation in monitoring and interventions activities.

- **Standardization Across LEA Programs**
  - Factors like minimum size requirements, data availability, and data anomalies impact the assignment of DLs. The DL process considers (a) the number of RDA indicators for evaluating an LEA's program area and (b) the performance level (PL) value assigned to each program area indicator. The equation for calculating the program area mean for special education (SPED) is provided below.

Determination Method

The TEA, per its obligation under [20 USC §1416(a)](#) and [34 CFR §300.600(a)(2)](#), makes annual determinations on the performance of LEAs in SPED using four determination levels (DLs): *Meets Requirements* (DL 1), *Needs Assistance* (DL 2), *Needs Intervention* (DL 3), and *Needs Substantial Intervention* (DL 4). Texas extends the annual determinations to include SPED, BE/ESL/EL and OSP ([TEC §7.028(a)](#) and [19 TAC §97.1005(b)](#)). Determinations for BE/ESL/EL and OSP are made using PL data from RDA indicators while SPED determinations are made using PL data from both RDA indicators and federally required elements ([FREs](#)).

PL values represent standards applied to the performance of LEAs on indicators used in making LEA program determinations. The standards are based on cut points that establish a range of PL values for each indicator. The PL values range from 0 to 3 or 4 (Read more about PLs in the [2021 RDA Manual](#) and the [FRE PL Matrix](#)). The higher the PL value, the lower the LEA's performance.

To make annual LEA determinations, PL MEAN for each RDA program area (i.e., SPED, BE/ESL/EL, and OSP) is calculated for each LEA. The PL MEAN is calculated by dividing the numerator (i.e., PL SUM) by the denominator (i.e., PL RATED):
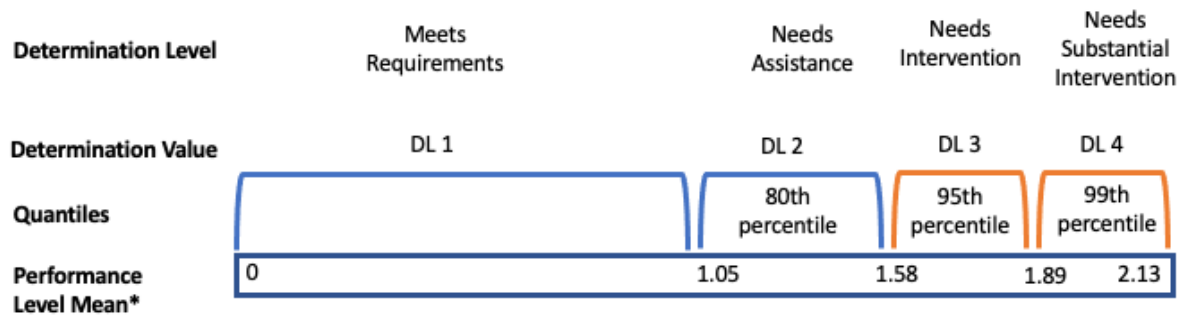
$$PL\ MEAN = \frac{PL\ SUM}{PL\ RATED}$$

The PL SUM (i.e., numerator) represents the sum total of all the PL values for a program area, and the PL RATED (i.e., denominator) represents the sum total of all PL assignments. Note that the sum total of all PL assignments exceeds the total number of indicators for a program area because some indicators have more than one PL assignment (e.g., SPED Indicator #1 has five PL assignments).

The next step in making annual LEA determinations is the application of the 99/95/80 Percentile Rule (a NEW addition to the determination method). The percentile rule is used to standardize the identification of cut points associated with the four DLs. The cut points are then applied to PL means for each LEA program area to assign one of the four DLs. The 99th percentile corresponds to Needs Substantial Intervention (DL 4); the 95th percentile corresponds to Needs Intervention (DL 3); the 80th percentile corresponds to Needs Assistance (DL 2), and PL means below the 80th percentile correspond to Meets Requirements (DL 1).

Special Education (SPED)

2021 Determination Levels

The figure below shows the relationship between four parts of the annual determination process for the special education (SPED) RDA program area: performance level (PL) mean, percentiles, cut points, determination values, and determination levels (DLs). The PL mean is calculated using PL values from both the RDA SPED indicators and the federally required elements (FREs). The 99/95/80 percentile rule is then applied to the PL means for all LEAs from the SPED program area to identify cut points. The cut points are essentially the point at which the PL mean for an LEA SPED program falls above or below and they correspond to the DLs. The DLs are then assigned to LEA SPED programs in Texas.

| Determination Level	Meets Requirements		Needs Assistance	Needs Intervention	Needs Substantial Intervention
Determination Value	DL 1		DL 2	DL 3	DL 4
Quantiles			80th percentile	95th percentile	99th percentile
Performance Level Mean*	0		1.05	1.58 1.89	2.13

The table below shows the summary results for the 2021 LEA determinations for the SPED program area. The first column lists both the determination levels and corresponding determination values. The second column lists the cut points (i.e., PL mean values) associated with the determination values that are based on the 99/95/80 Percentile Rule. There were a total of 1204 LEAs that received a 2021 SPED determination. A total of 957 (79.49%) LEAs were assigned Meets Requirements (DL 1), 183 (15.20%) LEAs were assigned Needs Assistance (DL 2), 51 (4.24%) LEAs were assigned Needs Intervention (DL 3), and 13 (1.08%) LEAs were assigned Needs Substantial Intervention (DL 4).

Determination Level	Cut Point (99/95/80)	# of LEA	% by DL
Meets Requirements (DL1)	< 1.05	957	79.49%
Needs Assistance (DL2)	>= 1.05 but < 1.58	183	15.20%
Needs Intervention (DL3)	>= 1.58 but < 1.89	51	4.24%
Needs Substantial Intervention (DL4)	>= 1.89	13	1.08%
Total		1204	100%

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Bilingual Education/English as a Second Language, and English Learners (BE/ESL/EL)

2021 Determination Levels

The figure below shows the relationship between four parts of the annual determination process for the bilingual education/English as a second language, and English learners (BE/ESL/EL) RDA program area: performance level (PL) mean, percentiles, cut points, determination values, and determination levels (DLs). The PL mean is calculated using PL values from the RDA BE/ESL/EL indicators. The 99/95/80 percentile rule is then applied to the PL means for all LEAs from the BE/ESL/EL program area to identify cut points. The cut points are essentially the point at which the PL mean for an LEA BE/ESL/EL program falls above or below and corresponds to the DLs. The DLs are then assigned to LEA BE/ESL/EL programs in Texas. LEAs with no BE/ESL/EL program data receive Not Assigned.
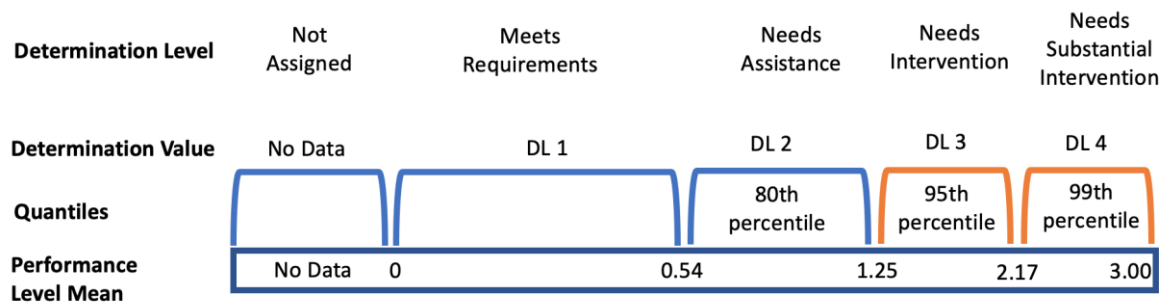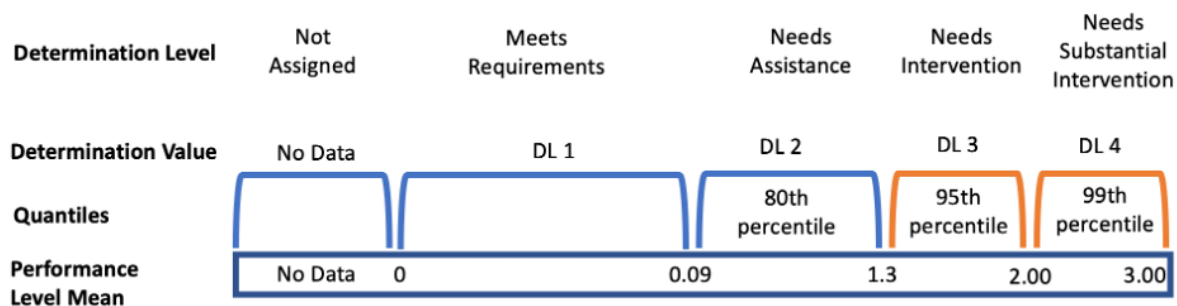

The table below shows the summary results for the 2021 LEA determinations for the BE/ESL/EL program area. The first column lists both the determination levels and corresponding determination values. The second column lists the cut points (i.e., PL mean values) associated with the determination values that are based on the 99/95/80 Percentile Rule. There were a total of 1204 LEAs that received a 2021 BE/ESL/EL determination. A total of 869 (72.18%) LEAs were assigned Meets Requirements (DL 1), 173 (14.37%) LEAs were assigned Needs Assistance (DL 2), 46 (3.82%) LEAs were assigned Needs Intervention (DL 3), and 11 (0.91%) LEAs were assigned Needs Substantial Intervention (DL 4). A total of 105 (8.72%) LEAs did not have BE/ESL/EL program area data and were labeled Not Assigned (NA).

Determination Level	Cut Point (99/95/80)	# of LEAs	% by DL
Not Assigned (NA)	No data	105	8.72%
Meets Requirements (DL1)	< 0.54	869	72.18%
Needs Assistance (DL2)	>= 0.54 but < 1.25	173	14.37%
Needs Intervention (DL3)	>=1.25 but < 2.17	46	3.82%
Needs Substantial Intervention (DL4)	>= 2.17	11	0.91%
	Total	1204	100%

2021 Determination Levels

The figure below shows the relationship between four parts of the annual determination process for the other special populations (OSP) RDA program area: performance level (PL) mean, percentiles, cut points, determination values, and determination levels (DLs). The PL mean is calculated using PL values from the RDA OSP indicators. The 99/95/80 percentile rule is then applied to the PL means for all LEAs from the OSP program area to identify cut points. The cut points are essentially the point at which the PL mean for an LEA OSP program falls above or below and corresponds to the DLs. The DLs are then assigned to LEA OSP programs in Texas. LEAs with no OSP program data receive Not Assigned.

The table below shows the summary results for the 2021 LEA determinations for the OSP program area. The first column lists both the determination levels and corresponding determination values. The second column lists the cut points (i.e., PL mean values) associated with the determination values that are based on the 99/95/80 Percentile Rule. There were a total of 1204 LEAs that received a 2021 OSP determination. A total of 856 (72.10%) LEAs were assigned Meets Requirements (DL 1), 175 (14.53%) LEAs were assigned Needs Assistance (DL 2), 38 (3.16%) LEAs were assigned Needs Intervention (DL 3), and 17 (1.41%) LEAs were assigned Needs Substantial Intervention (DL 4). A total of 118 (9.80%) LEAs did not have OSP program area data and were labeled Not Assigned (NA).

Determination Level	Cut Point (99/95/80)	# of LEAs	% by DL
Not Assigned (NA)	No data	118	9.80%
Meets Requirements (DL1)	< 0.09	856	71.10%
Needs Assistance (DL2)	>=0.09 but < 1.3	175	14.53%
Needs Intervention (DL3)	>=1.3 but < 2	38	3.16%
Needs Substantial Intervention (DL4)	>= 2.00	17	1.41%
Total		**1204**	**100%**

Endnotes

[1] Prior to 2019, the state monitoring system was identified as the Performance Based Monitoring and Analysis System (PBMAS) 19 Texas Education Code (TEC) §97.1005

[2] The special education program area also includes four federally required elements (FREs): State Performance Plan (SPP) compliance indicators 9, 10, 11, 12 and 13; data integrity; uncorrected noncompliance; and financial audit findings.

[3] RDA program areas in the 2021 RDA Manual for monitoring and intervention activities are Bilingual education/English as a second language/English learners (BE/ESL/EL), other special populations (OSP), and special education (SPED). OSP includes students in foster care, students experiencing homelessness, and students who are military connected.