

Performance Framework

The *2022 Results Driven Accountability (RDA): Performance Framework* includes local education agency (LEA) determinations for the three RDA program areas: special education (SPED), bilingual education/English as a second language/emergent bilingual (BE/ESL/EB), and other special populations (OSP). Intervention processes derived from the LEA determinations are based on two long-standing principles at the core of the monitoring and review system:¹

- LEAs with elevated performance levels (PLs) are identified for interventions.²
- Interventions are differentiated across four determination levels (DLs) to ensure monitoring and support activities are focused on LEAs with performance and compliance concerns.

LEA determinations are made annually and with consideration for data standardization and performance uniformity:³

- **Data Standardization**
 - Factors like minimum size requirements, data availability, and data anomalies impact the assignment of PLs. The PLs are subsequently combined and used to make LEA determinations. The determinations utilize PLs associated with the non-report only RDA indicators for SPED, BE/ESL/EB, and OSP. In addition, the PLs for the four federally required elements (FREs) are also included in the LEA determinations for SPED.
- **Performance Uniformity (99/95/80)**
 - LEAs receive determinations based on the 99/95/80 percentile rule implemented for the school year (SY) 2021-2022. This percentile rule uses PL mean values at different percentiles to identify DL cut points for each program area. The cut points are then applied to each PL mean to assign the LEA program area a determination. LEAs in the 99th percentile are assigned Needs Substantial Intervention (DL 4). LEAs in the 95th percentile are assigned Needs Intervention (DL 3). LEAs in the 80th percentile are assigned Needs Assistance (DL 2). LEAs below the 80th percentile are assigned Meets Requirements (DL 1). The program area determinations provide the basis for monitoring and support activities.

Determination Method

The Texas Education Agency (TEA), per its obligation under [20 USC §1416\(a\)](#), [34 CFR §300.600\(a\)\(2\)](#), [TEC §7.028\(a\)](#), and [19 TAC §97.1005\(b\)](#), makes annual determinations on the performance of LEAs for the three RDA program areas: SPED, BE/ESL/EB, and OSP. The four DLs include Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). Determinations are made using PL data from the RDA indicators for BE/ESL/EB and OSP and from both the RDA indicators and the FREs for SPED. PL values represent standards applied to an LEA's performance. These standards use RDA cut points to establish the range of PL values for an RDA indicator or an FRE. The higher the PL value, the lower the LEA's performance and the more need for monitoring and support interventions.

LEA determinations for each program area are subsequently made according to the following three steps:

1. Calculate the PL mean for each LEA program area by adding all the PL values together (PL SUM) and then dividing by the number of PL assignments for that program area (PL RATED):

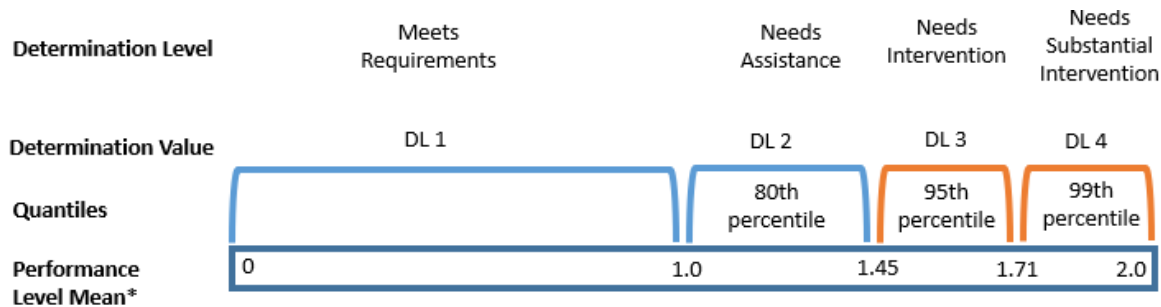
$$PL\ MEAN = \frac{PL\ SUM}{PL\ RATED}$$

2. Apply the 99/95/80 percentile rule to the PL mean values of a program area to identify the cut points for each DL: Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4).
3. Apply each PL mean to the DL cut points to assign the LEA program area a determination.

RDA PLs, FREs, and determinations are available on the [Results Driven Accountability Data and Reports](#) webpage.

2022 Determination Levels

The following figure shows three separate but interrelated parts of the RDA determination process: PL mean, percentiles, cut points, and determination values/DLs. The PL mean for SPED is calculated using the PL values from both the program area RDA indicators and the four FREs. The 99/95/80 percentile rule is then applied to the PL mean values for the program area to identify the cut points for each DL. A cut point is the point at which an LEA's PL mean for a particular RDA program area falls either above or below and corresponds to a DL.



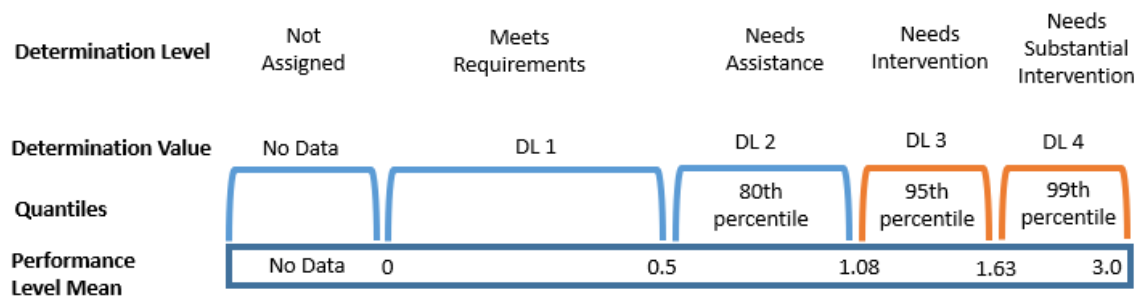
The following table shows the statewide 2022 determinations for the SPED program area. The first column lists both the DLs and the determination values. The second column lists the cut points as PL mean values based on the percentile associated with the DL. The third column lists the frequency or number of LEAs assigned to each DL. The fourth column lists the percentage of all LEAs at each DL.

Determination Level	Cut Point (99/95/80)	# of LEA	% by DL
Meets Requirements (DL1)	< 1.00	936	77.55%
Needs Assistance (DL2)	>= 1.00 but < 1.45	209	17.32%
Needs Intervention (DL3)	>= 1.45 but < 1.71	49	4.06%
Needs Substantial Intervention (DL4)	>= 1.71	13	1.08%
Total	NA	1207	100%

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

2022 Determination Levels

The following figure shows three separate but interrelated parts of the RDA determination process: PL mean, percentiles, cut points, and determination values/DLs. The PL mean for BE/ESL/EB is calculated using the PL values from the program area RDA indicators. The 99/95/80 percentile rule is then applied to the PL mean values for the program area to identify the cut points for each DL. A cut point is essentially the point at which an LEA's PL mean for a particular RDA program area falls either above or below and corresponds to a DL.



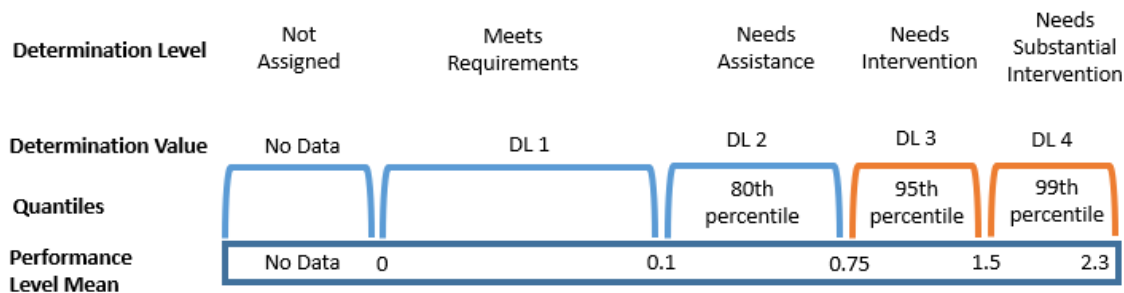
The following table shows the statewide 2022 determinations for the BE/ESL/EB program area. The first column lists both the DLs and the determination values. The second column lists the cut points as PL mean values based on the percentile associated with the DL. The third column lists the frequency or number of LEAs assigned to each DL. The fourth column lists the percentage of all LEAs at each DL.

Determination Level	Cut Point (99/95/80)	# of LEA	% by DL
Not Assigned (NA)	No Data	86	7.13%
Meets Requirements (DL1)	< 0.50	863	71.50%
Needs Assistance (DL2)	>= 0.50 but < 1.08	198	16.40%
Needs Intervention (DL3)	>= 1.08 but < 1.63	47	3.89%
Needs Substantial Intervention (DL4)	>= 1.63	13	1.08%
Total	NA	1207	100%

Other Special Populations (OSP)

2022 Determination Levels

The following figure shows three separate but interrelated parts of the RDA determination process: PL mean, percentiles, cut points, and determination values/DLs. The PL mean for OSP is calculated using the PL values from the program area RDA indicators. The 99/95/80 percentile rule is then applied to the PL mean values for the program area to identify the cut points for each DL. A cut point is essentially the point at which an LEA's PL mean for a particular RDA program area falls either above or below and corresponds to a DL.



The following table shows the statewide 2022 determinations for the OSP program area. The first column lists both the DLs and the determination values. The second column lists the cut points as PL mean values based on the percentile associated with the DL. The third column lists the frequency or number of LEAs assigned to each DL. The fourth column lists the percentage of all LEAs at each DL.

Determination Level	Cut Point (99/95/80)	# of LEA	% by DL
Not Assigned (NA)	No Data	120	9.94%
Meets Requirements (DL1)	< 0.10	843	69.84%
Needs Assistance (DL2)	>= 0.10 but < 0.75	189	15.66%
Needs Intervention (DL3)	>= 0.75 but < 1.50	43	3.56%
Needs Substantial Intervention (DL4)	>= 1.50	12	0.99%
Total	NA	1207	100%

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

² The four federally required elements (FREs) for special education include State Performance Plan (SPP) indicators 4b, 9, 10, 11, 12 and 13; data integrity; uncorrected noncompliance; and financial audit findings.

³ RDA program areas in the 2022 RDA Manual for monitoring and intervention activities are bilingual education/English as a second language/emergent bilingual (BE/ESL/EB), other special populations (OSP), and special education (SPED). OSP includes students in foster care, students experiencing homelessness, and students who are military connected.