# 2025 RDA Data Schedule

## Introduction

The *Results Driven Accountability (RDA) Data Schedule* outlines the indicators, measurements, data sources (collection periods), and test administrations for the RDA three program areas: Bilingual Education/English as a Second Language/Emergent Bilingual (BE/ESL/EB), Other Special Populations (OSP), and Special Education (SPED). It serves as a quick reference guide for information about the data in the RDA system.

## BE/ESL/EB

### Domain I: Academic Achievement

| Indicator | Description | Measurement | Data Source | Test Administration |
|---|---|---|---|---|
| **Indicator #1 (i-iv)** | BE STAAR 3-8 Passing Rate (*PL Assignment*) | Emergent bilingual (EB) students who were enrolled in a bilingual program or alternative language program (ALP) and met the minimum level of satisfactory performance or higher on the STAAR, STAAR Spanish, or STAAR Alternate 2 | PEIMS Fall 2024 (December 12, 2024) | Spring 2025 |
| **Indicator #2 (i-iv)** | ESL STAAR 3-8 Passing Rate (*PL Assignment*) | Emergent bilingual (EB) students who were enrolled in an English as a second language (ESL) or alternative language program (ALP) and met the minimum level of satisfactory performance or higher on the STAAR, STAAR Spanish, or STAAR Alternate 2 | PEIMS Fall 2024 (December 12, 2024) | Spring 2025 |
| **Indicator #3 (i-iv)** | ALP STAAR 3-8 Passing Rate (*PL Assignment*) | Emergent bilingual (EB) students who were enrolled in an alternative language program (ALP) and met the minimum level of satisfactory performance or higher on the STAAR, STAAR Spanish, or STAAR Alternate 2 | PEIMS Fall 2024 (December 12, 2024) | Spring 2025 |
| **Indicator #4 (i-iv)** | EB (NOT Served in BE/ESL) STAAR 3-8 Passing Rate (*PL Assignment*) | Emergent bilingual (EB) students who were NOT enrolled in a bilingual program, English as a second language (ESL), or an alternative language program (ALP) and met the minimum level of satisfactory performance or higher on the STAAR, STAAR Spanish, or STAAR Alternate 2 | PEIMS Fall 2024 (December 12, 2024) | Spring 2025 |
| **Indicator #5 (i-iv)** | EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate (*PL Assignment*) | Reclassified (formerly emergent bilingual [EB]) students with a Monitored 1, 2, 3, 4, or 5 status who met the minimum level of satisfactory performance or higher on the STAAR or STAAR Alternate 2. | PEIMS Fall 2024 (December 12, 2024) | Spring 2025 |

| Indicator #6 (i-iv) | EB STAAR EOC Passing Rate (*PL Assignment*) | Emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher the End-of-Course (EOC) STAAR, or STAAR Alternate 2 | PEIMS Fall 2023 and Fall 2024 (December 7, 2023; December 12, 2024) | Summer 2024, Fall 2024, and Spring 2025 |
|---|---|---|---|---|
| Indicator #7 | TELPAS Reading Beginning Proficiency Level Rate (*PL Assignment*) | Emergent bilingual (EB) students who were enrolled for two consecutive years and received a beginning proficiency level on the TELPAS reading | PEIMS Fall 2023 and Fall 2024 (December 7, 2023; December 12, 2024) | Spring 2024 and Spring 2025 |
| Indicator #8 | TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (*PL Assignment*) | Emergent bilingual (EB) students who were enrolled for multiple years and received a beginning or intermediate rating on the TELPAS Composite | PEIMS Fall 2024 (December 12, 2024) | Spring 2025 |

## Domain II: Post-Secondary Readiness

| Indicator | Description | Measurement | Data Source | Test Administration |
|---|---|---|---|---|
| Indicator #9 | EB Graduation Rate (*PL Assignment*) | Emergent bilingual (EB) students who graduated with a high school diploma in four years. | Class of 2024 (most current data available) | N/A |
| Indicator #10 | EB Dropout Rate (*PL Assignment*) | Emergent bilingual (EB) students in grades 7-12 who dropped out of school in a given year. | 2023-24 school year (most current data available) | N/A |

# Other Special Populations (OSP)

## Domain I: Academic Achievement

| Indicator | Description | Measurement | Data Source | Test Administration |
|---|---|---|---|---|
| Indicator #1 (i-iv) | OSP STAAR 3-8 Passing Rate (*PL Assignment*) | Students in foster care, homelessness, or military-connected and who met the minimum level of satisfactory performance or higher on the STAAR, STAAR Spanish, or STAAR Alternate 2 | PEIMS Fall 2024 (December 12, 2024) | Spring 2025 |
| Indicator #2 (i-iv) | OSP STAAR EOC Passing Rate (*PL Assignment*) | Students in foster care, homelessness, or military-connected and who met the minimum level of satisfactory performance or higher on the End-of-Course (EOC) STAAR or STAAR Alternate 2 | PEIMS Fall 2023 and Fall 2024 (December 7, 2023; December 12, 2024) | Summer 2024, Fall 2024, and Spring 2025 |

## Domain II: Post-Secondary Readiness

| Indicator | Description | Measurement | Data Source | Test Administration |
|---|---|---|---|---|
| Indicator #3 | OSP Graduation Rate (*PL Assignment*) | Students in foster care, homelessness, or military-connected who graduated with a high school diploma in four years | Class of 2024 (most current data available) | N/A |
| Indicator #4 | OSP Annual Dropout Rate (*PL Assignment*) | Students in foster care, homelessness, or military-connected in grades 7-12 who dropped out of school in a given year | 2023-24 school year (most current data available) | N/A |

# Special Education (SPED)

## Domain I: Academic Achievement

| Indicator | Description | Measurement | Data Source | Test Administration |
|---|---|---|---|---|
| Indicator #1 (i-iv) | SPED STAAR 3-8 Passing Rate (*PL Assignment*) | Students with an individualized education program (IEP) who met the minimum level of satisfactory performance or higher on the STAAR, STAAR Spanish, or STAAR Alternate 2 | PEIMS Fall 2024 (December 12, 2024) | Spring 2025 |
| Indicator #2(i-iv) | SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate (*PL Assignment*) | Students who previously had an individualized education program (IEP) but were dismissed from special education the prior school year and who met the minimum level of satisfactory performance or higher on the STAAR | PEIMS Fall 2023, Summer 2024, and Fall 2024 (December 7, 2023; June 20, 2024; December 12, 2024) | Spring 2025 |
| Indicator #3(i-iv) | SPED STAAR EOC Passing Rate (*PL Assignment*) | Students with an individualized education program (IEP) who met the minimum level of satisfactory performance or higher on the End-of-Course (EOC) STAAR or STAAR Alternate 2 | PEIMS Fall 2023 and Fall 2024 (December 7, 2023; December 12, 2024) | Summer 2024, Fall 2024, and Spring 2025 |

## Domain II: Post-Secondary Readiness

| Indicator | Description | Measurement | Data Source | Test Administration |
|---|---|---|---|---|
| Indicator #4 | SPED Graduation Rate (*PL Assignment*) | Students with an individualized education program (IEP) who graduated with a high school diploma in four years | Class of 2024 (most current data available) | N/A |
| Indicator #5 | SPED Dropout Rate (*PL Assignment*) | Students with an individualized education program (IEP) in grades 7-12 who dropped out of school in a given year | 2023-24 school year (most current data available) | N/A |

## Domain II: Disproportionate Analysis

| Indicator | Description | Measurement | Data Source | Test Administration |
|---|---|---|---|---|
| **Indicator #6** | SPED Regular Early Childhood Program Rate (*PL Assignment*) | The percentage of children aged 3-5 (not in kindergarten) with an individualized education programs (IEPs) who were served in a regular early childhood program | PEIMS Fall 2024 (December 12, 2024) | N/A |
| **Indicator #7** | SPED Regular Class ≥80% Rate (*PL Assignment*) | The percentage of school-aged students with an individualized education program (IEP) who were served in a regular classroom for greater than or equal to 80% of the school day | PEIMS Fall 2024 (December 12, 2024) | N/A |
| **Indicator #8** | SPED Regular Class <40% Rate (*PL Assignment*) | The percentage of school-aged students with an individualized education program (IEP) who were served in a regular classroom for less than 40% of the school day | PEIMS Fall 2024 (December 12, 2024) | N/A |
| **Indicator #9** | SPED Separate Settings Rate (*NO PL Assignment*) | The percentage of school-aged students with an individualized education program (IEP) in special education who were served in a separate setting for the school day | PEIMS Falls 2024 (December 12, 2024) | N/A |
| **Indicator #10** | SPED Representation (*NO PL Assignment*) | The disaggregated (by ethnicity/race and then disability category) percentage of students aged 3-21 with an individualized education program (IEP) who received special education | PEIMS Falls 2024 (December 12, 2024) | N/A |
| **Indicator #11** | SPED OSS and Expulsion ≤10 School Days Rate (*NO PL Assignment*) | The disaggregated (by ethnicity/race) percentage of students aged 3-21 with an individualized education program (IEP) who had out-of-school suspension (OSS) or expulsion for less than or equal to 10 school days | PEIMS Summer 2024 (June 20, 2024) | N/A |
| **Indicator #12** | SPED OSS and Expulsion > 10 School Days Rate (NEW *PL Assignment*) | The disaggregated (by ethnicity/race) percentage of students aged 3-21 with an individualized education program (IEP) who had out-of-school suspension (OSS) or expulsion for more than 10 school days | PEIMS Summer 2024 (June 20, 2024) | N/A |
| **Indicator #13** | SPED ISS ≤10 Days Rate (*NO PL Assignment*) | The disaggregated (by ethnicity/race) percentage of students aged 3-21 with an individualized education program (IEP) who had in-school suspension (ISS) for less than or equal to 10 school days | PEIMS Summer 2024 (June 20, 2024) | N/A |
| **Indicator #14** | SPED ISS >10 Days Rate (NEW PL Assignment) | The disaggregated (by ethnicity/race) percentage of students aged 3-21 with an individualized education program (IEP) who had in-school suspension (ISS) for more than 10 school days | PEIMS Summer 2024 (June 20, 2024) | N/A |
| **Indicator #15** | SPED Total Disciplinary Removals Rate (*PL Assignment*) | The disaggregated (by ethnicity/race) percentage of total disciplinary removals (at least one) of students aged 3-21 with an individualized education program (IEP) who received special education | PEIMS Summer 2024 (June 20, 2024) | N/A |

## Document Information

This document is based on the *2025 Accountability Manual* (effective date: April 6, 2025)

- Chapter 12—Results Driven Accountability
- Appendix K—Results Driven Accountability

## Acronyms

| Acronym | Description |
|---------|-------------|
| ACT | American College Testing |
| ALP | Alternative Language Program |
| BE | Bilingual Education |
| EB | Emergent Bilingual |
| EOC | End-of-Course |
| ESL | English as a Second Language |
| ISS | In-School Suspension |
| OSP | Other Special Populations |
| OSS | Out-of-School Suspension |
| PEIMS | Public Education Information Management System |
| PL | Performance Level |
| RDA | Results Driven Accountability |
| SAT | Scholastic Assessment Test |
| SPED | Special Education |
| STAAR | State of Texas Assessments of Academic Readiness |
| TEA | Texas Education Agency |
| TELPAS | Texas English Language Proficiency Assessment System |
| YsAR | Years-After Reclassification |
| YAE | Year-After-Exit |

For questions or concerns, please email spp@tea.texas.gov.