Appendix K—Results Driven Accountability (RDA)

Data source TSDS codes can be searched at the following webpage:
https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade

Bilingual Education

Bilingual Education Domain I: Academic Achievement (Indicators 1-8)

Indicator	Indicator #1 (i-iv)
Indicator Name	Bil STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students served in a standard bilingual education (Bil) program who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA and in a Bil Program with LangInstruProgramSvc (E3034) = 042, 043, 044, 045 but not participating in a state-approved Alternative Methods program (LangInstruProgramSvc (E3034) = 047, 048, 049, 050, 005, or 006), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025
Test Administrations	Spring 2026

$$Calculation = \frac{Number\ of\ Bil\ STAAR\ 3-8\ [subject\ (i-iv)]\ passers}{Number\ of\ Bil\ STAAR\ 3-8\ [subject\ (i-iv)]\ takers} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned

Indicator	Indicator #2 (i-iv)
Indicator Name	ESL STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	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 higher on the STAAR 3-8 assessments.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA and in an ESL Program with LangInstruProgramSvc (E3034) = 002 or 003 but not participating in a state-approved Alternative Methods program (LangInstruProgramSvc (E3034) = 047, 048, 049, 050, 005, or 006), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025
Test Administrations	Spring 2026

$$Calculation = \frac{Number\ of\ ESL\ 3-8\ [subject\ (i-iv)]\ passers}{Number\ of\ ESL\ 3-8\ [subject\ (i-iv)]\ takers} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**

Indicator	Indicator #3 (i-iv)
Indicator Name	AM* STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students served through an alternative method (AM) rather than served in a standard bilingual education (Bil) program or a standard English as a second language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA and in alternative methods for bilingual education with LangInstruProgramSvc (E3034) = 047, 048, 049, 050, 005, or 006 and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 8, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025
Test Administrations	Spring 2026

*Alternative Methods, as defined in 19 TAC §89.1203(1), requires a Bilingual Exception and/or English as a Second Language (ESL) Waiver per 19 TAC §89.1207(a).

$$Calculation = \frac{Number\ of\ AM\ STAAR\ 3-8\ [subject\ (i-iv)]\ passers}{Number\ of\ AM\ STAAR\ 3-8\ [subject\ (i-iv)]\ takers} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**

Indicator	Indicator #4 (i-iv)
Indicator Name	EB (Not Served in Bil/ESL) STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students not served in a bilingual education (Bil) program or an English as a second language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA as EB, with parent permission with ParentalPermission (E0896) = C but not participating in a state-approved Alternative Methods program (LangInstruProgramSvc (E3034) = 047, 048, 049, 050, 005, or 006), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	2, 6, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025
Test Administrations	Spring 2026

$$Calculation = \frac{Number\ of\ EB\ students\ \left(not\ served\ in \frac{Bil}{ESL}\right)\ STAAR\ 3-8\ [subject\ (i-iv)]\ passers}{Number\ of\ EB\ students\ \left(not\ served\ in \frac{Bil}{ESL}\right)\ STAAR\ 3-8\ [subject\ (i-iv)]\ takers} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**

Indicator	Indicator #5 (i-iv)
Indicator Name	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	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.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA and having met the criteria for emergent bilingual student reclassification, no longer classified as EB, in PEIMS in their first, second, third, or fourth year of monitoring as allowed by ESSA with EmergentBilingualIndicator (E0790) = F, S, 3, or 4, and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	2, 10
MSR	Denominator ≥ 30
RI	No
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025
Test Administrations	Spring 2026

$$Calculation = \frac{\begin{array}{c}Number\ of\ EB\ students\ YsAR \\ STAAR\ 3-8\ [subject\ (i-iv)]\ passers\end{array}}{\begin{array}{c}Number\ of\ EB\ students\ YsAR \\ STAAR\ 3-8\ [subject\ (i-iv)]\ takers\end{array}} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**

Indicator	Indicator #6 (i-iv)
Indicator Name	EB STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA as EB, and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 6, 9, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024 and Fall 2025
Test Administrations	Summer 2025, Fall 2025, and Spring 2026

$$Calculation = \frac{\begin{matrix}Number\ of\ EB\ students \\ STAAR\ EOC\ [subject\ (i-iv)]\ passers\end{matrix}}{\begin{matrix}Number\ of\ EB\ students \\ STAAR\ EOC\ [subject\ (i-iv)]\ takers\end{matrix}} \times 100$$

PL Area	Grade/Age	PL 0	PL 1	PL 2	PL 3	PL 4
i. Algebra I	EOC	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	**No PL Assigned**
ii. Biology	EOC	100%-75.0%	74.9%-65.0%	64.9%-55.0%	54.9%-0%	**No PL Assigned**
iii. U.S. History	EOC	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	**No PL Assigned**
iv. English I & II	EOC	100%-60.0%	59.9%-50.0%	49.9%-30.0%	29.9%-19.0%	18.9%-0%

Indicator	Indicator #7
Indicator Name	TELPAS Reading Beginning Proficiency Level Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	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.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA for two consecutive years and reported as tested on the TELPAS reading assessment for two consecutive years.
Data Note(s)	3
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024 and Fall 2025
Test Administrations	Spring 2025 and Spring 2026

$$Calculation = \frac{Number\ of\ EB\ students\ in\ grades\ 2-12\ who\ scored\ a\ beginning\ proficiency\ level\ on\ TELPAS\ reading\ in\ current\ year}{Number\ of\ EB\ students\ in\ grades\ 2-12\ who\ tested\ in\ the\ current\ and\ previous\ year\ on\ TELPAS\ reading} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Reading	2-12	0%-7.5%	7.6%-10.9%	11%-13.9%	14.0%-100%	**No PL Assigned**

Indicator	Indicator #8
Indicator Name	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students in U.S. schools for multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA and received a TELPAS Composite Rating.
Data Note(s)	4, 5
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	No
Year(s) Available	2
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025
Test Administrations	Spring 2026

$$Calculation = \frac{Number\ of\ EB\ students\ in\ grades\ 5-12\ in\ US\ schools\ five\ or\ more\ years\ and\ recieve\ TELPAS\ Composite\ rating\ of\ beginning\ or\ intermediate}{Number\ of\ EB\ students\ in\ grades\ 5-12\ in\ US\ schools\ five\ or\ more\ years\ with\ a\ TELPAS\ Composite\ rating} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
TELPAS Composite	5-12	0% - 27.6%	27.7% - 42%	42.1% - 56.4%	56.5% - 100%	No PL Assigned

Bilingual Education Domain II: Post-Secondary Readiness (Indicators 9-10)

Indicator	Indicator #9
Indicator Name	EB Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.
Data Source	Data sources and methods for calculating graduation rate are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	7
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2025 (most current data available)
Test Administrations	NA

$$Calculation = \frac{Number\ of\ EB\ students\ in\ grade\ 9\ cohort\ who\ graduated\ with\ a\ high\ school\ diploma}{Number\ of\ EB\ students\ in\ the\ class\ of\ 2025} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Graduation	Grade 9 Cohort	100%-80.0%	79.9%-70.0%	69.9%-55.0%	54.9%-0%	**No PL Assigned**

Indicator	Indicator #10
Indicator Name	EB Annual Dropout Rate (Grades 7-12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students in grades 7-12 who dropped out in a given school year.
Data Source	Data sources and methods for calculating the dropout rate are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	NA
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2024-2025 school year (most current data available)
Test Administrations	NA

$$Calculation = \frac{number\ of\ EB\ students\ in\ grades\ 7-12\ who\ dropped\ out}{number\ of\ EB\ students\ in\ grades\ 7-12\ enrolled\ during\ the\ school\ year} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Dropout	7-12	0%-1.8%	1.9%-3.3%	3.4%-5.3%	5.4%-100%	**No PL Assigned**

Other Special Populations (OSP)

OSP Domain I: Academic Achievement (Indicators 1-2)

Indicator	Indicator #1 (i-iv)
Indicator Name	OSP STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS 40100 Subcategory as enrolled in the LEA and identified as in Foster Care with FosterCareType (E1528) = 1, or Homeless with HomelessStatus (E1082) = 2, 3, 4, 5, or Military-Connected with MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6, and reported on the STAAR, STAAR Spanish and STAAR Alternate 2 assessments.
Data Note(s)	11, 12, 13, 14, 15, 16, 18
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025
Test Administrations	Spring 2026

$$Calculation = \frac{\begin{matrix}Number\ of\ OSP\ STAAR \\ 3-8\ [subject(i-iv)]passers\end{matrix}}{\begin{matrix}Number\ of\ OSP\ STAAR \\ 3-8\ [subject(i-iv)]\ takers\end{matrix}} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned

Indicator	Indicator #2 (i-iv)
Indicator Name	OSP STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected who met the minimum level of satisfactory performance or higher on the STAAR 3–8 EOC assessments.
Data Source	Students reported by the LEA in the PEIMS 40100 Subcategory as enrolled in the LEA and identified as in Foster Care with FosterCareType (E1528) = 1, or Homeless with HomelessStatus (E1082) = 2, 3, 4, 5, or Military-Connected with MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6, and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	11, 12, 13, 14, 15, 16, 17, 18
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024 and Fall 2025
Test Administrations	Summer 2025, Fall 2025, and Spring 2026

$$Calculation = \frac{\begin{matrix}Number\ of\ OSP\ STAAR \\ EOC\ [subject(i-iv)]passers\end{matrix}}{\begin{matrix}Number\ of\ OSP\ STAAR \\ EOC\ [subject(i-iv)]\ takers\end{matrix}} \times 100$$

PL Area	Grade/ Age	PL 0	PL 1	PL 2	PL 3	PL 4
i. Algebra I	EOC	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL
ii. Biology	EOC	100%-75.0%	74.9%-65.0%	64.9%-55.0%	54.9%-0%	No PL
iii. U.S. History	EOC	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL
iv. English I & II	EOC	100%-60.0%	59.9%-50.0%	49.9%-30.0%	29.9%-19.0%	18.9%-0%

OSP Domain II: Post-Secondary Readiness (Indicators 3-4)

Indicator	Indicator #3
Indicator Name	OSP Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected who graduated with a high school diploma in four years.
Data Source	Data sources and methods for calculating the graduation rate of foster care (FosterCareType (E1528) = 1), homeless (HomelessStatus (E1082) = 2, 3, 4, 5), or military-connected (MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6) students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	13, 14, 15, 16
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2025 (most current data available)
Test Administrations	NA

$$Calculation = \frac{Number\ of\ students\ (nonduplicative\ count) in\ the\ grade\ 9\ cohort\ identified\ as\ OSP\ who\ graduated\ with\ a\ high\ school\ diploma}{Number\ of\ students\ (nonduplicative\ count)\ in\ the\ class\ of\ 2025\ identified\ as\ OSP} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Graduation	Grade 9 Cohort	100%-80.0%	79.9%-70.0%	69.9%-55.0%	54.9%-0%	**No PL Assigned**

Indicator	Indicator #4
Indicator Name	OSP Annual Dropout Rate (Grades 7-12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected in grades 7-12 who dropped out in a given school year.
Data Source	Data sources and methods for calculating the graduation rate of foster care (FosterCareType (E1528) = 1), homeless (HomelessStatus (E1082) = 2, 3, 4, 5), or military-connected (MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6) students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	13, 14, 15, 16
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2024- 2025 school year (most current data available)
Test Administrations	NA

$$Calculation = \frac{Number\ of\ OSP\ students\ (nonduplicative\ counts)\ in\ grades\ 7-12\ who\ dropped\ out}{Number\ of\ OSP\ students\ (nonduplicative\ counts) in\ grades\ 7-12\ enrolled\ during\ the\ school\ year} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Dropout	7-12	0%-1.8%	1.9%-3.3%	3.4%-5.3%	5.4%-100%	**No PL Assigned**

Special Education (SPED)

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

Indicator	Indicator #1 (i-iv)
Indicator Name	SPED STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	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.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA and in a Special Education Program with ProgramType (E1337) = 33, and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	19, 35
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025
Test Administrations	Spring 2026

$$Calculation = \frac{\begin{matrix}Number\ of\ SPED\ STAAR \\ 3-8\ [subject(i-iv)]passers\end{matrix}}{\begin{matrix}Number\ of\ SPED\ STAAR \\ 3-8\ [subject(i-iv)]\ takers\end{matrix}} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-55.0%	54.9%-40.0%	39.9%-20.0%	19.9%-0%
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-55.0%	54.9%-40.0%	39.9%-20.0%	19.9%-0%
iii. Science	5, 8	100%-65.0%	64.9%-50.0%	49.9%-40.0%	39.9%-20.0%	19.9%-0%
iv. Social Studies	8	100%-65.0%	64.9%-50.0%	49.9%-40.0%	39.9%-20.0%	19.9%-0%

Indicator	Indicator #2 (i-iv)
Indicator Name	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	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.
Data Source	Students reported by LEAs (a) on the previous year's PEIMS 40110 Subcategory as enrolled in the LEA and in a Special Education Program with ProgramType (E1337) = 33, or reported on the previous year's PEIMS 42400 and 42500 Subcategories as in attendance and in a Special Education Program with ProgramType (E1337) = 33; and (b) on the current year's PEIMS 40110 Subcategory as enrolled in the LEA and also reported on the STAAR and STAAR Spanish assessments as not participating in a special education program.
Data Note(s)	35
MSR	Denominator ≥ 30
RI	No
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024, Summer 2025, and Fall 2025
Test Administrations	Spring 2026

$$Calculation = \frac{\text{Number of SPED YAE STAAR } 3 - 8 \text{ [subject (i} - \text{iv)] passers}}{\text{Number of SPED YAE STAAR } 3 - 8 \text{ [subject(i} - \text{iv)]takers}} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
ii. Reading Language Arts	3–8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	No PL Assigned
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	No PL Assigned

Indicator	Indicator #3 (i-iv)
Indicator Name	SPED STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	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.
Data Source	Students reported by the LEA in the PEIMS 40110 Subcategory as enrolled in the LEA and in a Special Education Program with ProgramType (E1337) = 33, and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	19, 34, 35
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2024 and Fall 2025
Test Administrations	Summer 2025, Fall 2025, and Spring 2026

$$Calculation = \frac{\begin{matrix}Number\ of\ SPED\ STAAR \\ EOC\ [subject(i-iv)]passers\end{matrix}}{\begin{matrix}Number\ of\ SPED\ STAAR \\ EOC\ [subject(i-iv)]\ takers\end{matrix}} \times 100$$

PL Area	Grade/ Age	PL 0	PL 1	PL 2	PL 3	PL 4
i. Algebra I	EOC	100%-65.0%	64.9%-55.0%	54.9%-40.0%	39.9%-25.0%	24.9%-0%
ii. Biology	EOC	100%-75.0%	74.9%-65.0%	64.9%-55.0%	54.9%-35.0%	34.9%-0%
iii. U.S. History	EOC	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-35.0%	34.9%-0%
iv. English I & II	EOC	100%-60.0%	59.9%-50.0%	49.9%-30.0%	29.9%-19.0%	18.9%-0%

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

Indicator	Indicator #4
Indicator Name	SPED Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.
Data Source	Data sources and methods for calculating graduation rate of special education students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	NA
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2025 (most current data available)
Test Administrations	NA

$$Calculation = \frac{Number\ of\ students\ in\ grade\ 9\ cohort\ in\ SPED\ who\ graduated\ with\ a\ high\ school\ diploma}{Number\ of\ students\ in\ the\ class\ of\ 2025\ in\ SPED} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Graduation	Grade 9 Cohort	100%-80.0%	79.9%-70.0%	69.9%-55.0%	54.9%-0%	No PL Assigned

Indicator	Indicator #5
Indicator Name	SPED Annual Dropout Rate (Grades 7-12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students in grades 7-12 served in special education (SPED) who dropped out in a given school year.
Data Source	Data sources and methods for calculating dropout rate of special education students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.
Data Note(s)	NA
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2024- 2025 school year (most current data available)
Test Administrations	NA

$$Calculation = \frac{\begin{array}{c}Number\ of\ grades\ 7-12\\ students\ in\ SPED\ who\ dropped\ out\end{array}}{\begin{array}{c}Number\ of\ grades\ 7-12\\ students\ in\ SPED\ during\ the\ school\ year\end{array}} \times 100$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Dropout	7-12	0%-1.8%	1.9%-3.3%	3.4%-5.3%	5.4%-100%	**No PL Assigned**

SPED Domain III: Disproportionate Analysis (Indicators 6-15)

Indicator	Indicator #6
Indicator Name	SPED Regular Early Childhood Program Rate (preschool-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	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.
Data Source	Students reported by the LEA in the PEIMS 40110 and 41163 Subcategories (ChildCountFunding (E0832), InstructionalSetting (E0173) and ECSEServiceLocation (E1077) as enrolled in the LEA with Child Count Funding Type = 3 (denominator), ECSEService Location = 1 or 4 and Instructional Setting = 00, 40, 41, 81, 82, 91, and 92 (numerator).
Data Note(s)	20, 26, 27
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2025
Test Administrations	NA
SD Analysis	NA
Rate Threshold	NA

$$Calculation = \frac{Number\ of\ students\ (preschool\ aged)\ in\ SPED\ with\ ECSE\ Service\ Location\ code\ 1\ or\ 4\ and\ instructional\ setting\ codes\ 00, 40, 41, 81\ 82, 91, and\ 92}{Number\ of\ students\ (preschool\ aged)\ in\ SPED} \times 100$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
SPED Regular Early Childhood Program	Preschool-Age	100%-30.0%	29.9%-20.0%	19.9%-10.1%	10.0%-0%	No PL Assigned

Indicator	Indicator #7
Indicator Name	SPED Regular Class ≥80% Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percent of students (school-aged) served in special education (SPED) in the regular class for 80% or more of the day.
Data Source	Students reported by the LEA in the PEIMS 40110 and 41163 Subcategories (ChildCountFunding (E0832) and InstructionalSetting (E0173)) as enrolled in the LEA with Child Count Funding Type = 3 (denominator) and Instructional Setting = 00, 40, 41, 81, 82, 91, 92, and 97 (numerator).
Data Note(s)	20, 25, 26
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2025
Test Administrations	NA
SD Analysis	NA
Rate Threshold	NA

$$Calculation = \frac{Number\ of\ students\ (school\ aged)\ served\ in\ SPED\ with\ instructional\ setting\ codes\ 00, 40, 41, 81\ 82, 91, 92, and\ 97}{Number\ of\ students\ (school\ aged)\ in\ SPED} \times 100$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
SPED Regular Class ≥80% Rate	School-Age	100%-70.0%	69.9%-57.0%	56.9%-45.1%	45.0%-0%	**No PL Assigned**

Indicator	Indicator #8
Indicator Name	SPED Regular Class <40% Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percent of students (school-aged) served in special education (SPED) in the regular class less than 40% of the day.
Data Source	Students reported by the LEA in the PEIMS 40110 and 41163 Subcategories (ChildCountFunding (E0832) and InstructionalSetting (E0173)) as enrolled in the LEA with Child Count Funding Type = 3 (denominator) and Instructional Settings = 08, 44, 85, 88, and 95 (numerator).
Data Note(s)	20, 21, 22, 23, 25, 26, 28
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2025
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ (school\ aged)\ served\ in\ SPED\ with\ instructional\ setting\ codes\ 08, 44, 85, 88, and\ 95}{Number\ of\ students\ in\ SPED} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic\ group's\ < 40\%\ rate}{Other\ students\ < 40\%\ rate}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
SPED Regular Class <40% Rate	School-Age	0%-10.0%	10.1%-18.9%	19.0%-20.9%	21.0%-100%	No PL Assigned
Significant Disproportionality (SD) Analysis also included						

Indicator	Indicator #9
Indicator Name	SPED Separate Settings Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the percent of students (school-aged) served in special education (SPED) in separate settings.
Data Source	Students reported by the LEA in the PEIMS 40110 and 41163 Subcategories (ChildCountFunding (E0832) and InstructionalSetting (E0173)) as enrolled in the LEA with Child Count Funding Type = 3 (denominator) and Instructional Settings = 30, 50, 60, 70, 71, 86, 87, and 96 (numerator).
Data Note(s)	20, 21, 22, 23, 25, 26, 28
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Falls 2025
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ (school\ aged)\ in\ SPED\ with\ instructional\ setting\ codes\ 30, 50, 60, 70, 71, 86, 87, and\ 96}{Number\ of\ students\ (school\ aged)\ in\ SPED} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic\ group's\ separatesetting\ rate}{Other\ students'\ separate\ setting\ rate}$$

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #10
Indicator Name	SPED Representation (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.
Data Source	Students reported by the LEA in the PEIMS 40110 and 41163 Subcategories (ChildCountFunding (E0832) and ProgramType (E1337)) as enrolled in the LEA (denominator) with Child Count Funding Type = 3 and Program Type = 33 (numerator).
Data Note(s)	21, 22, 23, 26, 29, 33
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Falls 2025
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples. Data for each racial/ethnic group is also disaggregated by the following disability categories: (1) Intellectual Disabilities; (2) Specific Learning Disabilities; (3) Emotional Disturbance; (4) Speech/Language Impairments; (5) Other Health Impairments; and (6) Autism.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of racial/ethnicty group\ enrolled\ students\ ages\ 3-21\ in\ SPED}{Number\ of racial/ethnicty\ group\ students\ ages\ 3-21\ enrolled} \times 100$$

$$Risk\ Ratio\ 1 = \frac{Racial/ethnic\ group's\ representation\ rate}{Other\ students'\ representation\ rate}$$

$$Risk\ Ratio\ 2 = \frac{Racial/ethnic\ group's\ disability\ category\ rate}{Other\ students' disability\ category\ rate}$$

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #11
Indicator Name	SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with out-of-school suspension (OSS) or expulsion for 10 or fewer school days.
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Subcategories as in attendance (denominator) and reported (with ten or fewer cumulative actual days removed) on the PEIMS 44425 Subcategory with Discipline (E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2025
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of students\ age\ 3-21\ in\ SPED\ with\ action\ codes\ 01,02,03,04,05,25,50,51,52,53 \leq 10\ days}{Number\ of\ students\ in\ SPED\ attendance} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic group's\ OSS\ and\ explusion\ rate \leq 10\ days}{Other\ students' OSS\ and\ explusion\ rate \leq 10\ days}$$

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #12
Indicator Name	SPED OSS and Expulsion >10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) with out-of-school suspension (OSS) or expulsion for more than 10 school days.
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Subcategories as in attendance (denominator) and reported (with more than ten cumulative actual days removed) on the PEIMS 44425 Subcategory with Discipline (E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	No
Year(s) Available	2
Accountability Subset	No
Applicable Collections	PEIMS Summer 2025
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of students\ age\ 3-21\ in\ SPED\ with\ action\ codes\ 01,02,03,04,05,25,50,51,52,53\ > 10\ days}{Number\ of\ students\ in\ SPED\ attendance} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic group's\ OSS and\ explusion\ rate\ > 10\ days}{Other\ students' OSS\ and\ explusion\ rate\ > 10\ days}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
OSS and Expulsion >10 Days	3-21	0%-1.0%	1.1%-3.0%	3.1%-7.9%	8.0%-100%	**No PL Assigned**
Significant Disproportionality (SD) Analysis also included						

Indicator	Indicator #13
Indicator Name	SPED ISS ≤10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for 10 or fewer school days.
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Subcategories as in attendance (denominator) and reported (with ten or fewer cumulative actual days ISS) on the PEIMS 44425 Subcategory with Discipline (E1005) 06 or 26 (numerator).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2025
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ age\ 3-21\ in\ SPED\ with\ action\ codes\ 06\ or\ 26\ for \leq 10\ days}{Number\ of\ students\ in\ SPED\ attendance} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic group's\ ISS\ rate \leq 10\ days}{Other\ students' ISS\ rate \leq 10\ days}$$

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #14
Indicator Name	SPED ISS >10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for more than 10 school days.
Data Source	Student reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Subcategories as in attendance (denominator) and reported (with more than ten cumulative actual days ISS) on the PEIMS 44425 Subcategory with Discipline (E1005) 06 or 26 (numerator).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	No
Year(s) Available	2
Accountability Subset	No
Applicable Collections	PEIMS Summer 2025
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ age\ 3-21\ in\ SPED\ with\ action\ codes\ 06\ or\ 26\ for\ >10\ days}{Number\ of\ students\ in\ SPED\ attendance} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic group's\ ISS\ >10\ days}{Other\ students'\ ISS\ rate\ >10\ days}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
ISS >10 Days	3-21	0%-1.3%	1.4%-3.2%	3.3%-8,6%	8.7%-100%	**No PL Assigned**
Significant Disproportionality (SD) Analysis also included						

Indicator	Indicator #15
Indicator Name	SPED Total Disciplinary Removals Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED); each student receiving special education services contributes to the denominator one time and each removal (action code) counts towards the numerator one time
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Subcategories as in attendance (denominator) and the number of removals reported on the PEIMS 44425 Subcategory as Discipline (E1005) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60 (numerator).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Summer 2025
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2), each LEA's rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{Number\ of\ students\ age\ 3-21\ in\ SPED\ reported\ action\ codes\ 01,02,03,04,05,06,07,25,26,50,51,52,53,54\ or\ 60}{Number\ of\ students\ in\ SPED\ attendance} \times 100$$

$$Risk\ Ratio = \frac{Racial/ethnic group's\ total\ disciplinary\ removal\ rate}{Other\ students' total\ disciplinary\ removal\ rate}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
Disciplinary Removals	3-21	0%-19.0%	19.1%-29.9%	30.0%-50.9%	51.0%-80.9%	81.0%-max
Significant Disproportionality (SD) Analysis also included						

Note - This % is a SPED disciplinary removal rate and that every removal (PEIMS action code, as noted) counts.

Data Notes

No.	Program	Note
1	Bilingual Education	Emergent bilingual students in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.
2	Bilingual Education	Students are included in the numerator if they achieve Level II performance or higher on STAAR Alternate 2
3	Bilingual Education	Denominator is based on students who were in grades 2–12 in spring 2025 and who, because of either grade retention or grade promotion, were in grades 2-12 in the spring of 2026.
4	Bilingual Education	EB students (grades 5–12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5–8) or English I or II EOC assessments (enrolled in grades 5–12) are not included in the numerator of this indicator.
5	Bilingual Education	Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information.
6	Bilingual Education	If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for RDA.
7	Bilingual Education	Based on students reported in PEIMS as EBs at any time while attending Grades 9–12 in a Texas Public School.
8	Bilingual Education	Local Education Agencies (LEAs), including school districts, districts of innovation, and open-enrollment charter schools that are unable to provide the appropriately certified teachers to implement the Bil program must request from the commissioner of education an exception for the Bil program, and for ESL program must request from the commissioner of education a waiver for the ESL program, and receive approval to offer a temporary alternative methods program as per 19 TAC §89.1207(a) for BE and 19 TAC §89.1207(b) for ESL for student data to be included in this indicator.
9	Bilingual Education	Students included in Accountability Subset are counted only once in the numerator and once in the denominator per subject across listed applicable collections and test administrations.
10	Bilingual Education	Students are included in the numerator if they achieve Approaches Grade Level or higher on STAAR.
11	OSP	Students in Foster Care, identified as homeless, or military-connected in their first year in U.S. schools are excluded from this indicator unless they were administered the STAAR Alternate 2.
12	OSP	Students are included in the numerator if they achieve Level II performance or higher on STAAR Alternate 2.
13	OSP	The general term foster care includes all students in the managing conservatorship of the Texas Department of Family and Protective Services.
14	OSP	The definition of "homeless" is the education definition used in the McKinney-Vento Homeless Assistance Act.
15	OSP	The definition of a military-connected student is defined under TEC §25.006 (d) (1-2).
16	OSP	Each OSP group will be disaggregated for report only (no performance level assignment).
17	OSP	Students included in Accountability Subset are counted only once in the numerator and once in the denominator per subject across listed applicable collections and test administrations.
18	OSP	Students are included in the numerator if they achieve Approaches Grade Level or higher on STAAR.
19	SPED	Students are included in the numerator if they achieve Level II performance or higher on

No.	Program	Note
		STAAR Alternate 2.
20	SPED	A complete list and descriptions of codes (i.e., instructional arrangement, discipline actions) can be found in TEDS here: https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade.
21	SPED	Significant disproportionality risk ratio calculations are based on one year of data.
22	SPED	Per federal regulations (34 CFR §300.647), an SD risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require an SD risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If an LEA's SD assignment was based on the alternate risk ratio, it will be so noted on the LEA's RDA report.
23	SPED	The intermediate results for SD risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.
24	SPED	The actual length of a disciplinary assignment included in this indicator must be greater than zero.
25	SPED	School-aged is defined as students at least age five and enrolled in kindergarten or age six as of 2025 Fall Snapshot, and less than 22 as of September 1, 2025 Student's age derived from PEIMS 40100 Subcategory (BirthDate (E0006)).
26	SPED	PEIMS Average Daily Attendance (ADA) Code = 0 (ADAEligibility (E0787)) are included in both the numerator and denominator.
27	SPED	Student's age derived from PEIMS 40100 Subcategory (BirthDate (E0006)). Preschool- aged is defined as students at least three, and less than six as of 2025 Fall Snapshot, and age five not enrolled in kindergarten.
28	SPED	Excludes PEIMS 40110 Subcategory (StudentAttribution (E1000)) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26); PEIMS 41163 Subcategory (InstructionalSetting (E0173)) is 01 (Homebound); 02 (Hospital Class); or 30 (State Supported Living Centers – Exclusion applies only to RDA Indicator 8 11); PEIMS 41163 Sub- Category (RegionalDaySchoolProgramForDeaf (E0833)) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf).
29	SPED	Excludes PEIMS 40110 Subcategory (StudentAttribution (E1000)) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26).
30	SPED	Student's age derived from PEIMS 40100 Subcategory (BirthDate (E0006)). Must be at least three as of 2024 Fall Snapshot, and less than 22 as of September 1, 2024.
31	SPED	Counted in the denominator if (a) any 42405 Subcategory was submitted for the student; (b) TotalEligSpEdMainstreamDaysPresent (E0940) on any 42400 Subcategory submitted for the student contains anything but 000; (c) any 42505 Subcategory was submitted for the student; or (d) FlexTotalEligSpEdMainstreamDaysPresent (E1049) on any 42500 Subcategory submitted for the student contains anything but 000.
32	SPED	PEIMS 40110 Subcategory StudentAttribution (E1000)) student attribute 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
33	SPED	Student's age derived from PEIMS 40100 Subcategory (BirthDate (E0006)). Must be at least three as of 2025 Fall Snapshot, and less than 22 as of September 1, 2025.
34	SPED	Students included in Accountability Subset are counted only once in the numerator and once in the denominator per subject across listed applicable collections and test administrations.
35	SPED	Students are included in the numerator if they achieve Approaches Grade Level or higher on STAAR.

2026 Frozen Cut Points Calculation Methodology

The 2026 frozen cut points are derived from the mean cut points of Performance Levels (PL) for the years 2021 to 2024 across three RDA program areas: BE/ESL/EB, OSP, and SPED. These thresholds ensure consistency and comparability in performance evaluations over time. The calculation uses a weighted summation method by assigning the highest weight to the middle years (2022 and 2023) and lower weights to 2021 and 2024, balancing both recent trends and historical data while reducing the potential influence of outlier years at the start or end of the range.

Bilingual Education Cut Point Table

Determination Level	Determination Value	PL Mean Cut Point
Meets Requirements	DL1	< 0.49
Needs Assistance	DL2	≥ 0.49 but < 1.02
Needs Intervention	DL3	≥ 1.02 but < 1.69
Needs Substantial Intervention	DL4	≥ 1.69

OSP Cut Point Table

Determination Level	Determination Value	PL Mean Cut Point
Meets Requirements	DL1	< 0.12
Needs Assistance	DL2	≥ 0.12 but < 0.81
Needs Intervention	DL3	≥ 0.81 but < 1.58
Needs Substantial Intervention	DL4	≥ 1.58

SPED Cut Point Table

Determination Level	Determination Value	PL Mean Cut Point
Meets Requirements	DL1	< 0.97
Needs Assistance	DL2	≥ 0.97 but < 1.40
Needs Intervention	DL3	≥ 1.40
Needs Substantial Intervention	DL4	*Special Conditions*