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# **Results Driven Accountability 2022 Manual**

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**Texas Education Agency**

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# Section I: Introduction

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## *Results Driven Accountability (RDA) Framework and Reporting*

Results Driven Accountability (RDA) is a local education agency<sup>1</sup> (LEA) level, data-driven monitoring framework developed and implemented annually by the Department of Review and Support in coordination with supporting departments within the Texas Education Agency (TEA). The 2022 RDA Manual is intended to serve as a comprehensive technical resource to the annual RDA Report and used by the TEA as one part of its annual evaluation of LEAs' performance and program effectiveness. Indicators are selected based on the following guiding principles.

### *Guiding Principles of the RDA*

- **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 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.
- **Principle 2: Drives Improved Results and High Expectations**
  - **LEA Effectiveness.** RDA is intended to assist LEAs in their efforts to improve local performance.
  - **Statutory Requirements.** RDA is designed to meet statutory requirements.
  - **Indicator Design.** RDA indicators reflect critical areas of student performance, program effectiveness, and data integrity.
  - **Progressive Standards.** RDA cut points will be adjusted over time to ensure continued student achievement and progress to achieve high expectations.
- **Principle 3: Protects Children and Families**
  - **Maximum Inclusion.** RDA evaluates a maximum number of LEAs by using appropriate alternatives to analyze the performance of LEAs with small numbers of students.
  - **Annual Statewide Evaluation.** RDA ensures the annual evaluation of all LEAs in the state.
- **Principle 4: Differentiated Incentives and Supports to LEAs**
  - **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**
  - **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.
  - **Coordination.** RDA is part of an overall agency coordination strategy for the student outcomes-based evaluation of LEAs.

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<sup>1</sup> Unless otherwise noted, the term LEA includes open-enrollment charter schools.

The 2022 RDA manual includes only minimal changes from 2021

Overall, the format of the RDA manual has remained the same. Indicators continue to be grouped under three identified domains.

**Domain I** captures indicators of Academic Achievement

**Domain II** captures indicators of Post-Secondary Readiness

**Domain III** captures indicators of Disproportionate Analysis

Due to changes in monitoring structures and requirements for certain federal and state programs, and to eliminate duplication of monitoring activities, some historically included program areas were removed from the RDA report in 2020. Those include Career and Technical Education (CTE) indicators, Title I Part A, and Migrant. These programs continue to be monitored through Every Student Succeeds Act (ESSA) reporting and requirements.

Program specific changes are included in the overview. Detailed information about specific indicators is included in Section III of this manual.

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

- New Report Only indicator:
  - BE/ESL/EB Indicator #3(i-iv): ALP STAAR<sup>2</sup> 3-8 Passing Rate
- New indicator name/number:
  - BE/ESL/EB Indicator #1 (i-iv) BE STAAR 3-8 Passing Rate
  - BE/ESL/EB Indicator #2 (i-iv) ESL STAAR 3-8 Passing Rate
  - BE/ESL/EB Indicator #4 (i-iv) EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate
  - BE/ESL/EB Indicator #5 EB Dyslexia STAAR 3-8 Reading Passing Rate
  - BE/ESL/EB Indicator #6 (i-iv) EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
  - BE/ESL/EB Indicator #7 (i-iv) EB STAAR EOC Passing Rate
  - BE/ESL/EB Indicator #8 TELPAS Reading Beginning Proficiency Level Rate
  - BE/ESL/EB Indicator #9 TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
  - BE/ESL/EB Indicator #10 EB Graduation Rate
  - BE/ESL/EB Indicator #11 EB Annual Dropout Rate (Grades 7-12)
  - BE/ESL/EB Indicator #12 EB Dyslexia Representation (Ages 6-21)

### **Other Special Populations (OSP) Indicators**

- New indicator name:
  - OSP Indicator #1 (i-iv) OSP STAAR 3-8 Passing Rate

### **Special Education (SPED) Indicators**

- New indicator name:
  - SPED Indicator #1 (i-iv) SPED STAAR 3-8 Passing Rate
  - SPED Indicator #3 (i-iv) SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
  - SPED Indicator #8 SPED Dyslexia Representation (school-aged)
  - SPED Indicator #9 SPED Regular Early Childhood Program Rate (preschool-aged)
  - SPED Indicator #10 SPED Regular Class ≥80% Rate (school-aged)
  - SPED Indicator #11 SPED Regular Class <40% Rate (school-aged)
  - SPED Indicator #12 SPED Separate Settings Rate (school-aged)

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<sup>2</sup> 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)

# Section II: Components of the 2022 RDA Report

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## *Data Sources*

Data used in the RDA come from a variety of sources. Student assessment data are obtained from data files provided by the TEA's test contractor. 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 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 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 data sources is included for each indicator in Section III of this manual.

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

## *Data Exclusions*

Students described under Texas Education Code, §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 Section III of this manual.

## *No Data Available for an Indicator*

An LEA with no data available for evaluation receives a designation of No Data, meaning the LEA cannot be evaluated because of an absence of data. For example, if an LEA had no Bilingual Education students to report in a year's data collection, then for any Bilingual Education indicator based on that data collection, 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 section 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.

**NOTE** - TEA will continue to evaluate the effect of the COVID-19 pandemic across the state in **all** data components included in the RDA and resulting reports. In particular, although state assessments were not used for state or federal accountability purposes for the 2020–2021 school year, the state assessments will provide equitable baseline data necessary to determine actual learning loss during the COVID-19 crisis and areas to address for the benefit of all Texas students and results will be included in the 2022 RDA reports. More information regarding Spring 2022 State Assessment Guidance can be located at:

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support->

## [student-assessment](#)

Certain program indicators may be impacted from the COVID-19 pandemic; therefore, TEA reserves the right to assign or not assign indicator PLs based on data availability, data validation analyses and reviews.

When there is insufficient data to make monitoring decisions, the Agency will carryover its monitoring activities from the prior year.

### *Accountability Subset*

Students who are enrolled in an LEA on October 29, 2021 (fall snapshot date) and test in the same LEA in the fall of 2021 or spring of 2022 are considered to be in the “accountability subset” while students who are enrolled in an LEA on October 29, 2021, but not enrolled in the same LEA for fall 2021 or spring 2022 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2021 is based on the 2020 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. For example, 79.877% is rounded to 79.9%. The intermediate results for all RDA significant disproportionality ratios are not rounded. 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 2022 RDA system include Not Assigned (NA) (including Not Assigned through SA), 0, 0SA, 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 Code of Federal Regulations (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 2022. RDA 2022 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 2022. For 2022 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 careful consideration of the following:

- 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; and
- 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 these 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 ahead.

### *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 thirty (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 five (5) or ten (10) 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 most recent 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 most recent 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 particular 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 a process called Special Analysis (SA), which is described below.

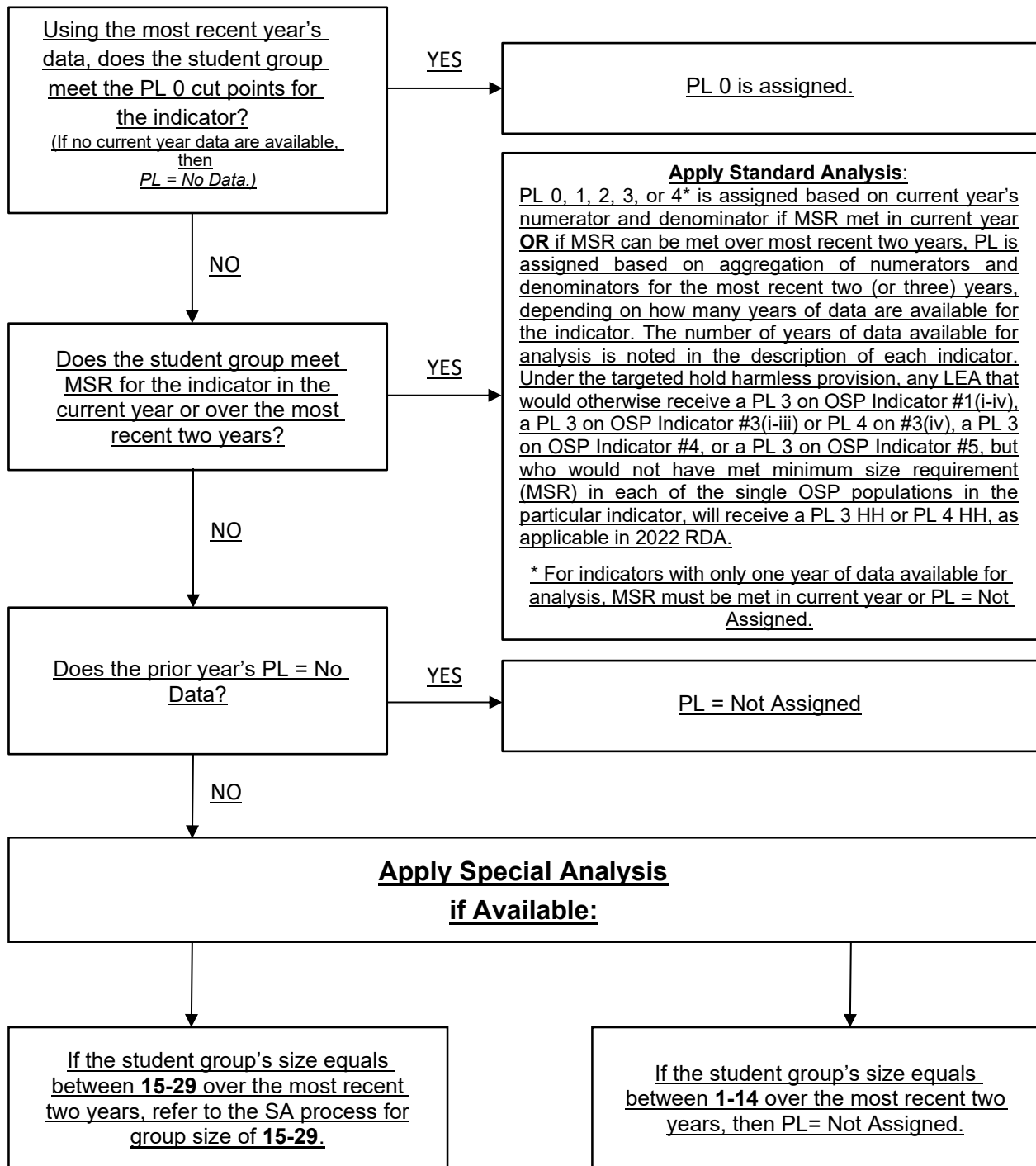
There is one exception to the MSR. If an LEA does not meet the MSR for an indicator, but the performance of the LEA meets the criteria to earn a PL of 0, then the LEA receives a PL of 0, regardless of the number of students in the relevant segment of the student population.

The SA process evaluates the performance of LEAs that do not meet the 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 RDA reports to LEAs, along with the LEA's numerators, denominators, and rates considered in the SA process.

The flowcharts on the following pages depict the process for determining whether standard analysis or SA is applied in the RDA.

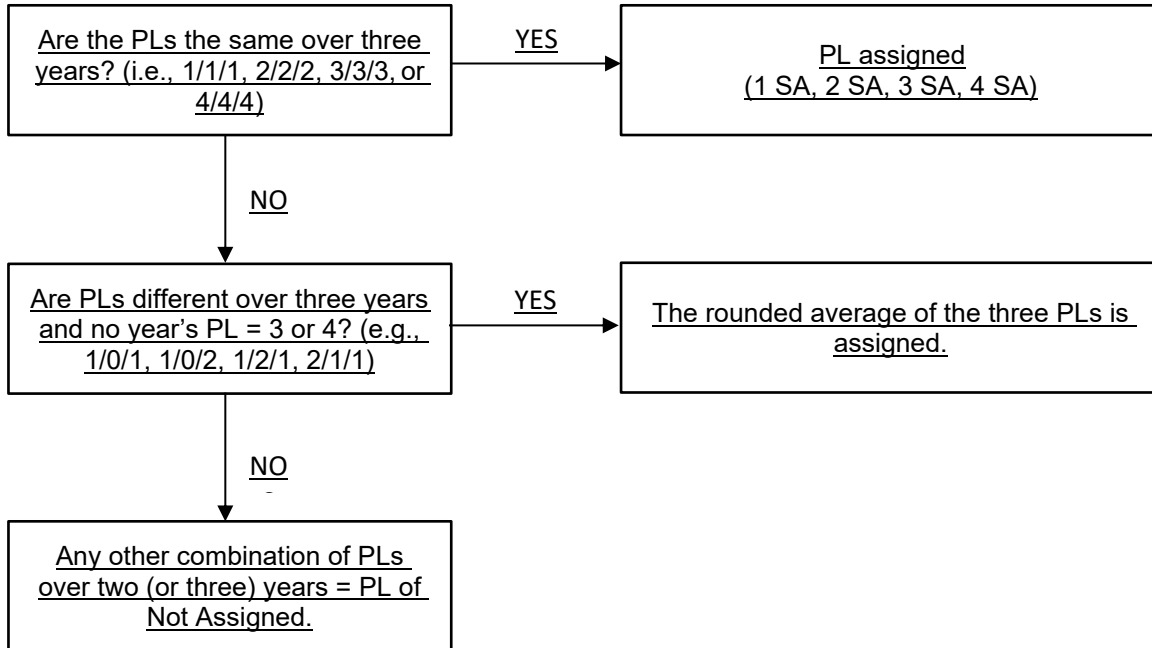
**NOTE** - On March 16, 2020, Governor Greg Abbott waived the State of Texas Assessment of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year due to extensive school closures relating to the COVID-19 nation-wide pandemic event. As a result, indicators specific to STAAR testing proficiency, participation, or other reliance on non-existing 2019-2020 STAAR data were assigned a "ND" for no data availability for RDA 2020. Because application of the SA process uses data over the prior two years impacted STAAR assessment indicators will not include SA processing for RDA 2022.

RDA PL Assignment and SA Determination Process



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 most recent two years.

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



Note: Group size is based on the sum of the most recent two years. Previous years' PLs are determined based on the relevant years' numerators, denominators, and rates presented on the LEA's 2022 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 74% of its special education students graduating with a high school diploma in four years received a PL 1 in the 2021 RDA. If that same LEA is able to improve its special education graduation rate to 80% in 2022, it would receive a PL 0 because its performance meets the 2022 PL 0 cut point.

In addition to the system's built-in improvement component, the 2022 RDA will again include RI for certain indicators. The indicator descriptions in Section III of this manual will indicate if RI is available for an indicator. Examples of two RDA RI calculations are provided below.

### RI Calculations

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

$$\begin{array}{rcl} \text{Actual Change:} & & \text{RI:} \\ \text{Performance in 2022} - \text{Performance in 2021} & \geq & \frac{\text{Minimum PL 0 for 2022} - \text{Performance in 2021}}{\text{Number of years to reach minimum PL 0 cut point}} \end{array}$$

#### EXAMPLE OF RI USING SPED INDICATOR #6: SPED Graduation Rate

1. Calculate the **Actual Change** for the LEA's SPED graduation rate:

$$\begin{array}{l} \text{Actual Change:} \\ 72.0\% - 60.0\% = 12.0 \\ (2022) - (2021) \end{array}$$

2. Calculate the **RI** for the LEA's SPED graduation rate:

$$\begin{array}{l} \text{RI:} \\ 80.0\% - 60.0\% \\ 2 \quad = 10.0 \\ (2023-2021) \end{array}$$

Note: The 2023 target year allows LEAs one year beyond 2022 to reach the 2022 minimum PL 0 cut point of 80.0%.

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.)
4. Result: the LEA meets **RI** and receives a PL of 0 RI.

For indicators where reductions in rates are measured in negative numbers and RI is available, the following calculation will be used for LEAs that meet the MSR in both the current and previous year and have an initial PL result 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.

<b>Actual Change:</b>		<b>RI:</b>
Performance in 2022 – Performance in 2021	≤	Maximum PL 0 for 2022 - performance in 2021 Number of years to reach maximum PL 0 cut point

<b>EXAMPLE OF RI USING SPED INDICATOR #7: SPED Annual Dropout Rate Grades (7-12)</b>	
1.	<p>Calculate the <b>Actual Change</b> for the LEA’s SPED annual dropout rate:</p> <p style="text-align: center;"><b>Actual Change:</b>  <math>3.8\% - 8.1\% = -4.3</math>            (2022) - (2021)</p>
2.	<p>Calculate the <b>RI</b> for the LEA’s SPED annual dropout rate:</p> <p style="text-align: center;"><b>RI:</b>  <math>\frac{1.8\% - 8.1\%}{2} = -3.2</math>            (2023-2021)</p> <p>Note: The 2023 target year allows LEAs one year beyond 2022 to reach the 2022 minimum PL 0 cut point of 1.8%.</p>
3.	<p>Compare the two numbers to see if the <b>Actual Change</b> is less than or equal to the <b>RI</b>: <math>-4.3 &lt; -3.2</math>. (Reductions in annual dropout rates are measured in <i>negative</i> numbers.)</p>
4.	<p>Result: the LEA meets <b>RI</b> and receives a PL of 0 RI.</p>

### *Significant Disproportionality in Certain Indicators*

IDEA requires state agencies to identify LEAs that place students with disabilities in more restrictive settings, or that discipline children from any racial or ethnic group at markedly higher rates than their peers. Therefore, the state must calculate a risk ratio for each LEA in seven racial/ethnic groups for each analysis category within 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 will be assigned a PL designation of significant disproportionate (SD). A first-year designation of SD is assigned as SD Year 1, two consecutive years in the same racial/ethnic group category is assigned as SD Year 2, and three consecutive years as SD Year 3, unless reasonable progress (RP) is met. (Additional information regarding SD RP is included later in this section). Only the most recent 3 consecutive years of available data are analyzed for SD Year 3 and RP purposes.

Minimum size requirements for SD analysis are applied using the following criteria. An LEA must have at least thirty (30) students in a particular group or the comparison

group of the student population denominator, and ten (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 or ethnic groups within an LEA or within the state, when reviewing a particular racial or ethnic group within an LEA.

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 children in one racial or ethnic group within an LEA by the risk of that outcome for children 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 particular racial or ethnic group being 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).

Risk Ratio: Methodology Identification, Placement, and Discipline

$$\frac{\frac{\text{\# children from racial/ethnic group in disability category}}{\text{\# children with disabilities from racial/ethnic group}}}{\frac{\text{\# all other children in disability category}}{\text{\# all other children with disabilities}}}$$

$$\frac{\frac{\text{\# children with disabilities from racial/ethnic group}}{\text{\# children from racial/ethnic group}}}{\frac{\text{\# all other children with disabilities}}{\text{\# all other children}}}$$

$$\frac{\frac{\text{\# children from racial/ethnic group in placement category}}{\text{\# children with disabilities from racial/ethnic group}}}{\frac{\text{\# all other children in placement category}}{\text{\# all other children with disabilities}}}$$

$$\frac{\frac{\text{\# children with disabilities from racial/ethnic group in discipline category}}{\text{\# children with disabilities from racial/ethnic group}}}{\frac{\text{\# all other children with disabilities in discipline category}}{\text{\# all other children with disabilities}}}$$

Risk Ratio: Example for Identification (Representation)

		NUMERATORS	DENOMINATORS
		SPED Students	All Students
	<i>Sample District's Data</i>	340	3,456
District Rate		SPED Asian	Asian Students
SPED Asian	$(240/950) \times 100 = 25.3^*$	240	950
All Other Students	$(100/2506) \times 100 = 4.0^*$	Other SPED	Other Students
		100	2,506
<b>Risk Ratio = 25.3/4.0 = 6.3*</b> (SD designation applied for PL)			
*entire decimal is kept during analyses (no rounding during calculation), but shown as rounded here for			

limited exemplified space

Risk Ratio: Example for Identification in Disability

		NUMERATORS	DENOMINATORS
		SPED Students	All Students
<i>Sample District's Data</i>		420	3,225
District Rate		Asian with Autism	SPED Asian
SPED Asian with Autism	$(25/54) \times 100 = 46.3^*$	25	54
		Other with Autism	Other SPED
All other students with Autism	$(18/366) \times 100 = 4.9^*$	18	366

**Risk Ratio** = 46.3/4.9 = **9.4\*** (SD designation assigned for PL)

\*entire decimal is kept during analyses (no rounding during calculation), but shown as rounded here for limited exemplified space

Risk Ratio: Example for Disciplinary Placements

		NUMERATORS	DENOMINATORS
		SPED Students	All Students
<i>Sample District's Data</i>		535	5,260
District Rate		Afr/Am ISS > 10 days	SPED All Afr/Am
SPED African American In-School Suspension > 10days	$(124/248) \times 100 = 50.0^*$	124	248
		All Other ISS > 10 days	All Other SPED
All Other Students In-School Suspension > 10days	$(62/287) \times 100 = 21.6^*$	62	287

**Risk Ratio** = 50.0/21.6 = **2.3\*** (No SD designation made)

\*entire decimal is kept during analyses (no rounding during calculation), but shown as rounded here for limited exemplified space

Given there are seven racial/ethnic groups and a total of 14 regulation defined categories for required analysis, LEA data are analyzed in 98 separate categories for significant disproportionality.

Graphic Display – 98 Required Categories for Analysis under § 300.647 (b)(2) determining significant disproportionality.

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)
<b>Representation</b>	Identification of children ages 3 through 21 with a disability	✓	✓	✓	✓	✓	✓	✓	<b>Representation = 49</b>
	Identification of children 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	✓	✓	✓	✓	✓	✓	✓		
<b>Placement</b>	Placements of children ages 6 through 21 into particular educational settings:	✓	✓	✓	✓	✓	✓	✓	<b>Placement = 14</b>
	1. Inside a regular class less than 40 percent of the day								
	2. Inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities or private schools	✓	✓	✓	✓	✓	✓	✓	
<b>Discipline</b>	Placements of children ages 3 through 21 into particular disciplinary settings:	✓	✓	✓	✓	✓	✓	✓	<b>Discipline = 35</b>
	1. Out-of-school suspensions and expulsions of 10 days or fewer								
	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	✓	✓	✓	✓	✓	✓	✓		



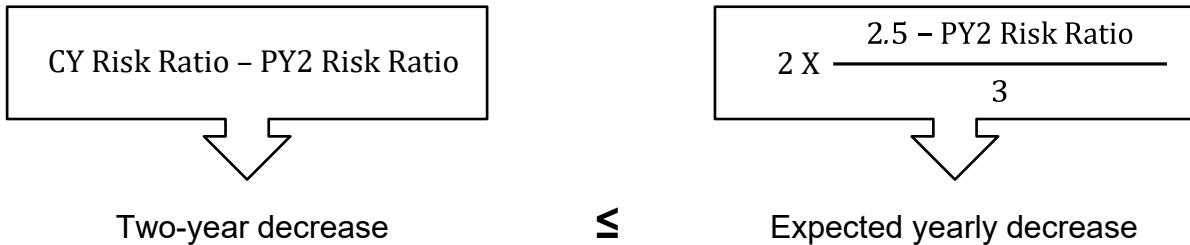
### *Reasonable Progress (RP) in Certain Indicators*

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 Significant Disproportionality (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.

### *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.

#### *Proportionate Improvement Calculation:*



### *System Safeguards*

System safeguard activities are conducted by TEA to ensure the integrity of the RDA system. These activities include data validation analyses of leaver data, student assessment data, and discipline data. Random or other means of selection are also implemented to verify system effectiveness and LEAs’ 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 may be selected for 2022 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.

## Section III: Results Driven Indicators

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Bilingual Education/English as a Second Language  
& Emergent Bilingual Students

*(BE/ESL/EB)*

*Indicators (1 – 12)*

## BE/ESL/EB Overview

The RDA framework is utilized to assign required intervention activities to a local education agency (LEA) based on annual performance on individual indicators or patterns across indicators. The 2022 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.

Domain 1	Indicator #1 (i-iv)	BE STAAR 3-8 Passing Rate
	Indicator #2 (i-iv)	ESL STAAR 3-8 Passing Rate
	Indicator #3 (i-iv)	ALP STAAR 3-8 Passing Rate
	Indicator #4 (i-iv)	EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate
	Indicator #5	EB Dyslexia STAAR 3-8 Reading Passing Rate
	Indicator #6 (i-iv)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
	Indicator #7 (i-iv)	EB STAAR EOC Passing Rate
	Indicator #8	TELPAS Reading Beginning Proficiency Level Rate
	Indicator #9	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
Domain II	Indicator #10	EB Graduation Rate
	Indicator #11	EB Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #12	EB Dyslexia Representation (Ages 6-21)

An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied. Some indicators are reported for LEA information and planning purposes and designated as Report Only. Specific indicator data notes are referenced from the chart below.

<b>Data Notes</b> (bookmarked and linked from indicators; use Alt + ← to return to page)	
1	Emergent bilingual students in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.
2	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.
3	Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career.
4	Denominator is based on students who were in grades 2-12 in spring 2021 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2022.
5	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.
6	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.
7	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 the RDA.
8	Will remain Report Only each year, Performance Level assignment not appropriate.
9	Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 29, 2021, and less than 22 as of September 1, 2021.
10	Based on students reported in PEIMS as EBs at any time while attending Grades 9-12 in a Texas Public School.
11	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 BE program must request from the commissioner of education an exception for the BE 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 language 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.

BE/ESL/EB Domain I – 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).

<b>Indicator #1 (i-iv)</b>	<b>BE STAAR 3-8 Passing Rate (Report Only<sup>3</sup> - No PL Assigned)</b>
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.	

<b>Data Source</b>	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and participating in a state-approved bilingual education program (E1042 bilingual program indicator code = 2, 3, 4, or 5 and E1642 alternative language program code = 00); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	1, 2	<b>PL Assignment</b>	No

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{number of BE STAAR 3-8 [subject (i-iv)] passers}}{\text{number of BE STAAR 3-8 [subject (i-iv)] takers}}$
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Subjects	Grade Level	PL Assignment
i. Mathematics	3-8	Report Only No PL Assigned
ii. Reading	3-8	
iii. Science	5, 8	
iv. Social Studies	8	

<sup>3</sup> Report Only assigned in 2022 for all LEAs due to exclusion of previously included student populations. Changes in PEIMS code for students identified as participating in an alternative language BE program (E1642 alternative bilingual language program code = 01) are available in CAF utilized for this indicator only for first year in 2022 and will be analyzed for cut point distribution in future year.

<b>Indicator #2 (i-iv)</b>	<b>ESL STAAR 3-8 Passing Rate (Report Only<sup>4</sup> - No PL Assigned)</b>
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.	

<b>Data Source</b>	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and participating in a state - approved ESL (E1043 ESL program indicator codes = 2, or 3 and E1642 alternate language program code = 00); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	1, 2	<b>PL Assignment</b>	No

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{number of ESL STAAR 3-8 [subject (i-iv)] passers}}{\text{number of ESL STAAR 3-8 [subject (i-iv)] takers}}$
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Subjects	Grade Level	PL Assignment
i. Mathematics	3-8	Report Only No PL Assigned
ii. Reading	3-8	
iii. Science	5, 8	
iv. Social Studies	8	

<sup>4</sup> Changes in PEIMS code for students identified as participating in an alternative language ESL program (E1642 alternative bilingual language program code = 02) are available in CAF utilized for this indicator only for first year in 2022 and will be analyzed for cut point distribution in future year.

<b>Indicator #3 (i-iv)</b>	<b>ALP<sup>5</sup> STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b>
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.	

<b>Data Source</b>	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EB participating in an alternative language program (alternative bilingual program indicator code = 01 and alternative ESL program indicator code = 02); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	1, 2, 11	<b>PL Assignment</b>	No

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{number of ALP students STAAR 3-8 [subject (i-iv)] passers}}{\text{number of ALP students STAAR 3-8 [subject (i-iv)] takers}}$
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Subjects	Grade Level	PL Assignment
i. Mathematics	3-8	Report Only No PL Assigned
ii. Reading	3-8	
iii. Science	5, 8	
iv. Social Studies	8	

<sup>5</sup> Alternative Language Programs require a [Bilingual Education Exception and English as a Second Language Waiver](#) per 19 TAC §89.1207(a) or 19 TAC §89.1207(b).



<b>Indicator #4 (i-iv)</b>	<b>EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate (Report Only - No PL Assigned)</b>
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.	

<b>Data Source</b>	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EB but not participating in a state-approved bilingual education or English as a second language program or alternative language program (E1042 bilingual program indicator code = 0 and E1043 ESL program indicator code = 0 and E1642 alternative language program code = 00) and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	2, 7	<b>PL Assignment</b>	No

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{number of EB students (not served in BE/ESL) STAAR 3-8[subject (i-iv)] passers}}{\text{number of EB students (not served in BE/ESL) STAAR 3-8 [subject (i-iv)] takers}}$
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Subjects	Grade Level	PL Assignment
i. Mathematics	3-8	Report Only No PL Assigned
ii. Reading	3-8	
iii. Science	5, 8	
iv. Social Studies	8	

<b>Indicator #5</b>	<b>EB Dyslexia STAAR 3-8 Reading Passing Rate</b> <b>(Report Only - No PL Assigned)</b>
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 assessment.	

<b>Data Source</b>	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EB and as dyslexia (E1530 Dyslexia code = 1); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
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<b>Data Note(s)</b>	1, 2, 7	<b>PL Assignment</b>	No
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Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{number of EB students with dyslexia STAAR 3-8 Reading passers}}{\text{number of EB students with dyslexia STAAR 3-8 Reading takers}}$
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Subjects	Grade Level	PL Assignment
Reading	3-8	Report Only No PL Assigned

<b>Indicator #6 (i-v)</b>	<b>EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate</b>
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.	

<b>Data Source</b>	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and having met the criteria for emergent bilingual student reclassification, no longer classified as EB in PEIMS; and in their first, second, third, or fourth year of monitoring as allowed by ESSA (M1-M4 indicator code); and also reported on the STAAR and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	2	<b>PL Assignment</b>	Yes

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
Denominator ≥ 30	No	No	2	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{number of EB students YsAR STAAR 3-8 [subject (i-iv)] passers}}{\text{number of EB students YsAR STAAR 3-8 [subject (i-iv)] takers}}$
--------------------	--

Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Mathematics	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
ii. Reading	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iii. Science	5, 8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
iv. Social Studies	8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	

<b>Indicator #7 (i-iv)</b>	<b>EB STAAR EOC Passing Rate</b>
Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.	

<b>Data Source</b>	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EB; and also reported on the STAAR and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	1, 2, 3, 7	<b>PL Assignment</b>	Yes

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
Denominator ≥ 30	Yes	No	2	Yes	PEIMS Fall 2021	Summer 2021, Fall 2021, and Spring 2022

<b>Calculation</b>	$\frac{\text{number of EB students STAAR EOC [subject (i-iv)] passers}}{\text{number of EB students STAAR EOC [subject (i-iv)] takers}}$
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Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Algebra I	EOC	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
ii. Biology	EOC	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%	
iii. U.S. History	EOC	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iv. English I and II	EOC	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

<b>Indicator #8</b>	<b>TELPAS Reading Beginning Proficiency Level Rate</b>
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.	

<b>Data Source</b>	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA for two consecutive years and also reported as tested on the TELPAS reading assessment for two consecutive years.		
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<b>Data Note(s)</b>	4	<b>PL Assignment</b>	Yes
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Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
Denominator ≥ 30; Numerator ≥ 5	Yes	No	2	Yes	PEIMS Fall 2020 and Fall 2021	Spring 2021 and Spring 2022

<b>Calculation</b>	number of EB students grades 2-12 scored beginning proficiency level on TELPAS reading in current year
	number of EB students grades 2-12 tested in current and previous year on TELPAS reading

Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
Reading	2-12	0% - 7.5%	7.6% - 10.9%	11% - 13.9%	14.0% - 100%	

<b>Indicator #9</b>	<b>TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years</b>
Measures the percent of emergent bilingual (EB) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.	

<b>Data Source</b>	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and received a TELPAS Composite Rating.		
<b>Data Note(s)</b>	5, 6	<b>PL Assignment</b>	Yes

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
Denominator ≥ 30; Numerator ≥ 5	Yes	No	2	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{number of EB students grades 5-12 in U.S. schools five or more years and receive TELPAS Composite rating of beginning or intermediate}}{\text{number of EBs grades 5-12 in U.S. schools five or more years with a TELPAS Composite rating}}$
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Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
Language Domains	5-12	0% - 19.4%	19.5% - 30.7%	30.8% - 36.5%	36.6% -100%	

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.

<b>Indicator #10</b>	<b>EB Graduation Rate</b>
Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.	

<b>Data Source</b>	Data sources and methods for calculating graduation rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at <a href="https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts">https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts</a> .		
<b>Data Note(s)</b>	10	<b>PL Assignment</b>	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30	Yes	No	3	No	Class of 2021 (most current data available)

<b>Calculation</b>	$\frac{\text{number of EB students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of EB students in the class of 2021}}$
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PL Assignment				
0	1	2	3	4
80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%	

<b>Indicator #11</b>	<b>EB Annual Dropout Rate (Grades 7-12)</b>
Measures the percent of emergent bilingual (EB) students in Grades 7-12 who dropped out in a given school year.	

<b>Data Source</b>	Data sources and methods for calculating dropout rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at <a href="https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts">https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts</a> .		
<b>Data Note(s)</b>	NA	<b>PL Assignment</b>	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 5	Yes	Yes	3	No	2020-2021 school year (most current data available)

<b>Calculation</b>	$\frac{\text{number of grades 7-12 EB students who dropped out}}{\text{number of grades 7-12 EB students enrolled during the school year}}$
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PL Assignment				
0	1	2	3	4
0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%	



BE/ESL/EB Domain III – Disproportionate Analysis (Indicator12)

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.

<b>Indicator #12</b>	<b>EB Dyslexia Representation (Ages 6-21)</b> <b>(Report Only - No PL Assigned)</b>
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.	

<b>Data Source</b>	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EB (LEP = 1); and as dyslexia (E1530 Dyslexia code = 1)		
<b>Data Note(s)</b>	8, 9	<b>PL Assignment</b>	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
NA	No	No	1	No	PEIMS Fall 2021

<b>Calculation</b>	$\frac{\text{number of EB students identified with dyslexia ages 6-21}}{\text{number of EB students ages 6-21}} - \frac{\text{number of students identified with dyslexia ages 6-21}}{\text{number of students ages 6-21}}$
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<b>PL Assignment</b>
Report Only No PL Assigned

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Other Special Populations  
*(OSP)*  
*Indicators (1 – 6)*

## OSP Overview

The RDA framework is utilized to assign required intervention activities to a local education agency (LEA) based on annual performance on individual indicators or patterns across indicators. The 2022 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.

Domain I	Indicator #1 (i-iv)	OSP STAAR 3-8 Passing Rate
	Indicator #2	OSP Dyslexia STAAR 3-8 Reading Passing Rate
	Indicator #3 (i-iv)	OSP STAAR EOC Passing Rate
Domain II	Indicator #4	OSP Graduation Rate
	Indicator #5	OSP Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #6	OSP Dyslexia Representation (Ages 6-21)

An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied. Some indicators are reported for LEA information and planning purposes and designated as Report Only. Specific indicator data notes are referenced from the chart below.

<b>Data Notes</b> (bookmarked and linked from indicators; use Alt + ← to return to page)	
1	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.
2	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.
3	The general term foster care includes all students in the managing conservatorship of the Texas Department of Family and Protective Services.
4	The definition of "homeless" is the education definition used in the McKinney-Vento Homeless Assistance Act.
5	The definition of a military-connected student is defined under TEC § 25.006 (d) (1-2).
6	Each OSP group will be disaggregated for report only (no performance level assignment).
7	Will remain Report Only each year, Performance Level assignment not appropriate.
8	Student's age derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 29, 2021, and less than 22 as of September 1, 2021.
9	Holds Harmless (HH) applied if applicable. See Section II: Components of the 2022 RDA Report for more information on HH application.

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.

<b>Indicator #1 (i-iv)</b>	<b>OSP STAAR 3-8 Passing Rate</b>
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.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40100 Sub-Category as enrolled in the LEA and Foster Care (E1528, foster indicator code 1), or experiencing homelessness (E1082, homeless status code 2, 3, 4, 5), or military-connected (E1529, Military-Connected code 1, 2, 3, 4, 5, 6); and also reported on the STAAR, STAAR Spanish and STAAR Alternate 2 assessments		
<b>Data Note(s)</b>	1, 2, 3, 4, 5, 6, 9	<b>PL Assignment</b>	Yes

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
Denominator ≥ 30	Yes	No	2	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{total number of OSP STAAR 3-8 [subject (i-iv)] passers}}{\text{total number of OSP STAAR 3-8 [subject (i-iv)] takers}}$
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Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Mathematics	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
ii. Reading	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iii. Science	5, 8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
iv. Social Studies	8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	

<b>Indicator #2</b>	<b>OSP Dyslexia STAAR 3-8 Reading Passing Rate</b> <b>(Report Only - No PL Assigned)</b>
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 assessment.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40100 Sub-Category as enrolled in the LEA and Foster Care (E1528, foster indicator code 1), or experiencing homelessness (E1082, homeless status code 2, 3, 4, 5), or military-connected (E1529, Military-Connected code 1, 2, 3, 4, 5, 6); and as dyslexia (E1530 Dyslexia code = 1); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	1, 2, 3, 4, 5, 6	<b>PL Assignment</b>	No

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{total number of OSP students with dyslexia STAAR 3-8 Reading passers}}{\text{total number of OSP with dyslexia STAAR 3-8 Reading takers}}$
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Subjects	Grade Level	PL Assignment
Reading	3-8	Report Only No PL Assigned

<b>Indicator #3 (i-iv)</b>	<b>OSP STAAR EOC Passing Rate</b>
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.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40100 Sub-Category as enrolled in the LEA and Foster Care (E1528, foster indicator code 1), or experiencing homelessness (E1082, homeless status code 2, 3, 4, 5), or military-connected (E1529, Military-Connected code 1, 2, 3, 4, 5, 6); and also reported on the STAAR, and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	1, 2, 3, 4, 5, 6, 9	<b>PL Assignment</b>	Yes

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
Denominator ≥ 30	Yes	No	2	Yes	PEIMS Fall 2021	Summer 2021, Fall 2021, and Spring 2022

<b>Calculation</b>	$\frac{\text{total number of OSP STAAR EOC [subject (i-iv)] passers}}{\text{total number of OSP STAAR EOC [subject (i-iv)] takers}}$
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Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Algebra I	EOC	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
ii. Biology	EOC	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%	
iii. U.S. History	EOC	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iv. English I and II	EOC	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

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 Performance level (PL) standards are applied. Further disaggregation in each indicator of the three inclusive student populations are reported without assignment of PL application.

<b>Indicator #4</b>	<b>OSP Graduation Rate</b>
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	

<b>Data Source</b>	Data sources and methods for calculating graduation rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at <a href="https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts">https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts</a> .		
<b>Data Note(s)</b>	3, 4, 5, 6, 9	<b>PL Assignment</b>	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30	Yes	No	2	No	Class of 2021 (most current data available)

<b>Calculation</b>	total number of students (nonduplicative count) in the Grade 9 cohort identified as OSP who graduated with a high school diploma
	total number of students (nonduplicative count) in the class of 2021 identified as OSP

PL Assignment				
0	1	2	3	4
80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%	

<b>Indicator #5</b>	<b>OSP Annual Dropout Rate (Grades 7-12)</b>
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.	

<b>Data Source</b>	Data sources and methods for calculating dropout rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at <a href="https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts">https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts</a> .		
<b>Data Note(s)</b>	3, 4, 5, 6, 9	<b>PL Assignment</b>	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 5	Yes	No	2	No	2020-2021 school year (most current data available)

<b>Calculation</b>	$\frac{\text{total number of grades 7-12 OSP identified students (nonduplicative count) who dropped out}}{\text{total number of grades 7-12 OSP identified students (nonduplicative count) enrolled during the school year}}$
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PL Assignment				
0	1	2	3	4
0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%	



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 are reported.

<b>Indicator #6</b>	<b>OSP Dyslexia Representation (Ages 6-21)</b> <b>(Report Only - No PL Assigned)</b>
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.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40100 Sub-Category as enrolled in the LEA and Foster Care (E1528, foster indicator code 1), or experiencing homelessness (E1082, homeless status code 2, 3, 4, 5), or military-connected (E1529, Military-Connected code 1, 2, 3, 4, 5, 6; and as dyslexia (E1530 Dyslexia code = 1)).		
<b>Data Note(s)</b>	3, 4, 5, 6, 7, 8	<b>PL Assignment</b>	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
NA	No	No	1	No	PEIMS Fall 2021

<b>Calculation</b>	$\frac{\text{number of OSP identified with dyslexia ages 6-21}}{\text{number of OSP ages 6-21}} - \frac{\text{number of students identified with dyslexia ages 6-21}}{\text{number of students ages 6-21}}$
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<b>PL Assignment</b>
Report Only No PL Assigned

**SPED**

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Special Education  
*(SPED)*  
*Indicators (1 –18)*

## SPED Overview

The RDA framework is utilized to assign required intervention activities to a local education agency (LEA) based on annual performance on individual indicators or patterns across indicators. The 2022 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.

Domain 1	Indicator #1 (i-iv)	SPED STAAR 3-8 Passing Rate
	Indicator #2	SPED Dyslexia STAAR 3-8 Reading Passing Rate
	Indicator #3 (i-iv)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
	Indicator #4 (i-iv)	SPED STAAR EOC Passing Rate
	Indicator #5	SPED STAAR Alternate 2 Participation Rate
Domain II	Indicator #6	SPED Graduation Rate
	Indicator #7	SPED Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #8	SPED Dyslexia Representation (school-aged)
	Indicator #9	SPED Regular Early Childhood Program Rate (preschool-aged)
	Indicator #10	SPED Regular Class $\geq$ 80% Rate (school-aged)
	Indicator #11	SPED Regular Class $<$ 40% Rate (school-aged)
	Indicator #12	SPED Separate Settings Rate (school-aged)
	Indicator #13	SPED Representation (Ages 3-21)
	Indicator #14	SPED OSS and Expulsion $\leq$ 10 Days Rate (Ages 3-21)
	Indicator #15	SPED OSS and Expulsion $>$ 10 Days Rate (Ages 3-21)
	Indicator #16	SPED ISS $\leq$ 10 Days Rate (Ages 3-21)
	Indicator #17	SPED ISS $>$ 10 Days Rate (Ages 3-21)
	Indicator #18	SPED Total Disciplinary Removals Rate (Ages 3-21)

An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied. Some indicators are reported for LEA information and planning purposes and designated as Report Only. Specific indicator data notes are referenced from the chart below.

<b>Data Notes</b> (bookmarked and linked from indicators; use (Alt) + (←) to return to page)	
1	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.
2	Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career.
3	Students will count in each subject numerator if they test on STAAR Alternate 2 in the reported subject area (Mathematics, Reading/ELA, or Science).
4	Students qualifying for a Medical Exception designation are not included in calculation.
5	Will remain Report Only each year, Performance Level assignment not appropriate.
6	A complete list and descriptions of codes (i.e., instructional arrangement, discipline actions) can be found in the TEDS available at <a href="https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/">https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/</a> .
7	Significant disproportionality risk ratio calculations are based on one year of data.
8	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.
9	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.
10	The actual length of a disciplinary assignment included in this indicator must be greater than zero.
11	Student's age derived from PEIMS 40100 Sub-Category (Element E0006). School-aged is defined as students at least age five and enrolled in Kindergarten, or age six as of Oct. 29, 2021, and less than 22 as of Sep. 1, 2021.
12	PEIMS Average Daily Attendance (ADA) Code = 0 are included in both the numerator and denominator.
13	Student's age derived from PEIMS 40100 Sub-Category (Element E0006). Preschool-aged is defined as students at least three, and less than six as of Oct. 29, 2021, and age five not enrolled in Kindergarten.
14	Excludes PEIMS 40110 Sub-Category (Element E1000) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26); PEIMS 41163 Sub-Category (Element E0173) is 01 (Homebound); 02 (Hospital Class); or 30 (State Supported Living Centers – <i>Exclusion applies only to RDA Indicator 11</i> ); PEIMS 41163 Sub-Category (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf).
15	Excludes PEIMS 40110 Sub-Category (Element E1000) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26).
16	Student's age derived from PEIMS 40100 Sub-Category (Element E0006). Must at least three as of Oct. 30, 2020, and less than 22 as of Sep. 1, 2020.
17	Counted in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
18	PEIMS 40110 Sub-Category (Element E1000) student attribute 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
19	Student's age derived from PEIMS 40100 Sub-Category (Element E0006). Must be at least three as of Oct. 29, 2021, and less than 22 as of Sep. 1, 2021.
20	If an LEA's EBs representation risk ratio exceeds 2.5, it will be included on the LEA's report and assigned a PL 3

*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.

<b>Indicator #1 (i-iv)</b>	<b>SPED STAAR 3-8 Passing Rate</b>
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.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA participating in a special education program (E0794 special education indicator code = 1); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	1	<b>PL Assignment</b>	Yes

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
Denominator ≥ 30	Yes	No	2	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{number of SPED STAAR 3-8 [subject (i-iv)] passers}}{\text{number of SPED STAAR 3-8 [subject (i-iv)] takers}}$
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Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Mathematics	3-8	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
ii. Reading	3-8	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
iii. Science	5, 8	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%
iv. Social Studies	8	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%

<b>Indicator #2</b>	<b>SPED Dyslexia STAAR 3-8 Reading Passing Rate</b> <b>(Report Only - No PL Assigned)</b>
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 assessment.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA participating in a special education program (E0794 special education indicator code = 1) and as dyslexia (E1530 Dyslexia code = 1); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	1	<b>PL Assignment</b>	No

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	Yes	PEIMS Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{number of SPED students with dyslexia STAAR 3-8 Reading passers}}{\text{number of SPED students with dyslexia STAAR 3-8 Reading takers}}$
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Subjects	Grade Level	PL Assignment
Reading	3-8	Report Only No PL Assigned

<b>Indicator #3 (i-iv)</b>	<b>SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate</b>
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.	

<b>Data Source</b>	Reported by LEA (a) on the previous year’s PEIMS 40110 Sub-Category as enrolled in the LEA and receiving special education services or reported on the previous year’s PEIMS 42400 and 42500 Sub-Categories as in attendance and receiving special education services; and (b) on the current year’s PEIMS 40110 Sub- Category as enrolled in the LEA and also reported on the STAAR and STARR Spanish assessments as not participating in a special education program (E0794 special education.		
<b>Data Note(s)</b>	NA	<b>PL Assignment</b>	Yes

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
Denominator ≥ 30	No	No	2	Yes	PEIMS Fall 2020, Summer 2021, and Fall 2021	Spring 2022

<b>Calculation</b>	$\frac{\text{number of SPED YAE STAAR 3-8 [subject (i-iv)] passers}}{\text{number of SPED YAE STAAR 3-8 [subject (i-iv)] takers}}$
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Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Mathematics	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
ii. Reading	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iii. Science	5, 8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
iv. Social Studies	8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	

<b>Indicator #4 (i-iv)</b>	<b>SPED STAAR EOC Passing Rate</b>
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.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA participating in a special education program (E0794 special education indicator code = 1); and also reported on the STAAR and STAAR Alternate 2 assessments.		
<b>Data Note(s)</b>	1, 2	<b>PL Assignment</b>	Yes

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
Denominator ≥ 30	Yes	No	2	Yes	PEIMS Fall 2020 and Fall 2021	Summer 2021, Fall 2021, and Spring 2022

<b>Calculation</b>	$\frac{\text{number of SPED STAAR EOC [subject (i-iv)] passers}}{\text{number of SPED STAAR EOC [subject (i-iv)] takers}}$
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Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Algebra I	EOC	65.0% - 100%	55.0% - 64.9%	40.0% - 54.9%	25.0% - 39.9%	0% - 24.9%
ii. Biology	EOC	75.0% -100%	65.0% - 74.9%	55.0% - 64.9%	35.0% - 54.9%	0% - 34.9%
iii. U.S. History	EOC	70.0% -100%	60.0% - 69.9%	50.0% - 59.9%	35.0% - 49.9%	0% - 34.9%
iv. English I and II	EOC	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%



<b>Indicator #5 (i-iii)</b>	<b>SPED STAAR Alternate 2 Participation Rate</b> <b>(Report Only - No PL Assigned)</b>
Measures the percent of all students who were tested on STAAR Alternate 2 in Mathematics (including Algebra I), Reading/ELA (including English I and II), or Science (including Biology).	

<b>Data Source</b>	Reported by LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA participating in a special education program (E0794 special education indicator code = 1); and also reported on the STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, TELPAS Alternate, SAT, and ACT assessments.		
<b>Data Note(s)</b>	3, 4, 5	<b>PL Assignment</b>	No

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	No	PEIMS Fall 2021	Summer 2021, Fall 2021, and Spring 2022

<b>Calculation</b>	$\frac{\text{number of SPED STAAR Alternate 2 [subject (i-iii)] takers}}{\text{number of all students assessed in [subject (i-iii)]}}$
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Subjects	Grade Level	PL Assignment
i. Mathematics	All tested	Report Only No PL Assigned
ii. Reading/ELA	All tested	
iii. Science	All tested	

Note – RDA reports will include disaggregate information by race/ethnicity, including (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, for each subject area reported in this indicator that began in 2021 to meet federal reporting and monitoring requirements. These data will be in report only format and no PL assignments will be made.

*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.

<b>Indicator #6</b>	<b>SPED Graduation Rate</b>
Measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.	

<b>Data Source</b>	Data sources and methods for calculating graduation rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at <a href="https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts">https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts</a> .		
<b>Data Note(s)</b>	NA	<b>PL Assignment</b>	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30	Yes	No	3	No	Class of 2021 (most current data available)

<b>Calculation</b>	$\frac{\text{number of students in the Grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 2021 served by special education}}$
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PL Assignment				
0	1	2	3	4
80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%	

<b>Indicator #7</b>	<b>SPED Annual Dropout Rate (Grades 7-12)</b>
Measures the percent of students in Grades 7-12 served in special education (SPED) who dropped out in a given school year.	

<b>Data Source</b>	Data sources and methods for calculating dropout rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at <a href="https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts">https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts</a> .		
<b>Data Note(s)</b>	NA	<b>PL Assignment</b>	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 5	Yes	Yes	3	No	2020-2021 school year (most current data available)

<b>Calculation</b>	$\frac{\text{number of grades 7-12 students served in special education who dropped out}}{\text{number of grades 7-12 students served in special education enrolled during the school year}}$
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PL Assignment				
0	1	2	3	4
0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%	

*SPED Domain III – Disproportionate Analysis (Indicators 8-18)*

Indicator(s) included in SPED Domain III relate to disproportionate and significant disproportionate 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 Part 300 for calculations and designations of significant disproportionality.

**Special Note – An LEA is obligated to identify and provide a free appropriate public education to all students with disabilities who require special education services.**

<b>Indicator #8</b>	<b>SPED Dyslexia Representation (school-aged)</b> <b>(Report Only - No PL Assigned)</b>
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.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA participating in a special education program (E0794 special education indicator code = 1 and with Child Count Funding Type 3); and as dyslexia (E1530 Dyslexia code = 1).		
<b>Data Note(s)</b>	5, 11	<b>PL Assignment</b>	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
NA	No	No	1	No	PEIMS Fall 2021

<b>Calculation</b>	$\frac{\text{number of SPED identified with dyslexia (school-aged)}}{\text{number of SPED (school-aged)}} - \frac{\text{number of students identified with dyslexia (school-aged)}}{\text{number of students (school-aged)}}$
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<b>PL Assignment</b>
Report Only No PL Assigned

<b>Indicator #9</b>	<b>SPED Regular Early Childhood Program Rate (preschool-aged)</b>
Measures the percent of students ages 3-4, and age5 not enrolled in Kindergarten, served in special education (SPED) who were placed in a regular early childhood program.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40110 and 41163 Sub-Categories (E0832, E1077, and E0173) as enrolled in the LEA with Child Count Funding Type 3 (denominator) and reported with Preschool Program for Children with Disabilities (PPCD) service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92 (numerator).		
<b>Data Note(s)</b>	6, 12, 13	<b>PL Assignment</b>	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	Yes	Yes	3	No	PEIMS Fall 2021

<b>Calculation</b>	number of students (preschool-aged), served in special education reported with PPCD service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92
	number of students(preschool-aged), served in special education

PL Assignment				
0	1	2	3	4
30.0% - 100%	20.0% - 29.9%	10.1% - 19.9%	0% - 10.0%	

<b>Indicator #10</b>	<b>SPED Regular Class ≥80% Rate (school-aged)</b>
Measures the percent of students (school-aged) served in special education (SPED) in the regular class 80% or more of the day.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40110 and 41163 Sub-Categories (E0832 and E0173) as enrolled in the LEA with Child Count Funding Type 3 (denominator) and placed in instructional settings 00, 40, 41, 81, 82, 91, 92, and 97 (numerator).		
<b>Data Note(s)</b>	6, 11, 12	<b>PL Assignment</b>	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	Yes	Yes	3	No	PEIMS Fall 2021

<b>Calculation</b>	$\frac{\text{number of students (school-aged) served in special education and placed in instructional settings 00, 40, 41, 81, 82, 91, 92, and 97}}{\text{number of students (school-aged) served in special education}}$
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PL Assignment				
0	1	2	3	4
70.0% - 100%	57.0% - 69.9%	45.1% - 56.9%	0% - 45.0%	

<b>Indicator #11</b>	<b>SPED Regular Class &lt;40% Rate (school-aged)</b>
Measures the percent of students (school-aged) served in special education (SPED) in the regular class less than 40% of the day.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40110 and 41163 Sub-Categories (E0832 and E0173) as enrolled in the LEA with Child Count Funding Type 3 (denominator) and placed in instructional settings 08, 44, 85, 88, and 95 (numerator).		
<b>Data Note(s)</b>	6, 7, 8, 9, 11, 12, 14	<b>PL Assignment</b>	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	Yes	Yes	3	No	PEIMS Fall 2021

<b>Calculation</b>	$\frac{\text{number of students (school-aged) served in special education and placed in instructional settings 08, 44, 85, 88, and 95}}{\text{number of students (school-aged) served in special education}}$
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PL Assignment				
0	1	2	3	4
0% - 10.0%	10.1% - 18.9%	19.0% - 20.9%	21.0% - 100%	
Significant Disproportionality Analysis also included				

<b>Significant Disproportionality Analysis</b>
As required by federal regulations under 34 CFR Part 300, 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 Section II: Components of the 2022 RDA Report for more information regarding <a href="#">significant disproportionality and calculation examples</a> .

<b>SD Risk Ratio</b>	$\frac{\text{racial/ethnic group's <40\%rate}}{\text{other students' <40\% rate}}$
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<b>Rate Threshold</b>	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable
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<b>Indicator #12</b>	<b>SPED Separate Settings Rate (school-aged)</b> <b>(Report Only - No PL Assigned)</b>
Measures the percent of students (school-aged) served in special education (SPED) in separate settings.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40110 and 41163 Sub-Categories (E0832 and E0173) as enrolled in the LEA with Child Count Funding Type 3 (denominator) and placed in instructional settings 30, 50, 60, 70, 71, 86, 87, and 96 (numerator).		
<b>Data Note(s)</b>	6, 7, 8, 9, 11, 12, 14	<b>PL Assignment</b>	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Fall 2021

<b>Calculation</b>	$\frac{\text{number of students (school-aged) served in special education and placed in instructional settings 30, 50, 60, 70, 71, 86, 87, and 96}}{\text{number of students (school-aged) served in special education}}$
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<b>PL Assignment</b>
Report Only No PL Assigned <i>Significant Disproportionality Analysis only included</i>

<b>Significant Disproportionality Analysis</b>
As required by federal regulations under 34 CFR Part 300, 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 Section II: Components of the 2022 RDA Report for more information regarding <a href="#">significant disproportionality and calculation examples</a> .

<b>SD Risk Ratio</b>	$\frac{\text{racial/ethnic group's separate settings rate}}{\text{other students' separate settings rate}}$
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<b>Rate Threshold</b>	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable
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<b>Indicator #13</b>	<b>SPED Representation (Ages 3-21)</b> <b>(Report Only - No PL Assigned)</b>
Measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.	

<b>Data Source</b>	Reported by LEA in the PEIMS 40110 and 41163 Sub-Categories (E0832) as enrolled in the LEA (denominator) with Child Count Funding Type 3 and receiving special education services (numerator).		
<b>Data Note(s)</b>	7, 8, 9, 12, 15, 19, 20	<b>PL Assignment</b>	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Fall 2021

<b>Calculation</b>	$\frac{\text{number of [racial/ethnic group] enrolled students ages 3-21 served in special education}}{\text{number of [racial/ethnic group] students ages 3-21 enrolled}}$
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PL Assignment
Report Only No PL Assigned <i>Significant Disproportionality Analysis only included</i>

Significant Disproportionality Analysis 1 & 2
As required by federal regulations under 34 CFR Part 300, 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 Section II: Components of the 2022 RDA Report for more information regarding <a href="#">significant disproportionality and calculation examples</a> .
The 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.

<b>SD Risk Ratio 1</b>	$\frac{\text{racial/ethnic group's representation rate}}{\text{other students' representation rate}}$
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<b>SD Risk Ratio 2</b>	$\frac{\text{racial/ethnic group's disability category rate}}{\text{other students' disability category rate}}$
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<b>Rate Threshold</b>	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable
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<b>Indicator #14</b>	<b>SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)</b> <b>(Report Only - No PL Assigned)</b>
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	

<b>Data Source</b>	Reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days removed) on the PEIMS 44425 Sub-Category with Action Code (E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).		
<b>Data Note(s)</b>	6, 7, 8, 9, 10, 16, 17, 18	<b>PL Assignment</b>	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Summer 2021

<b>Calculation</b>	$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 for } \leq 10 \text{ days}}{\text{number of students served in special education in attendance}}$
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<b>PL Assignment</b>
Report Only No PL Assigned <i>Significant Disproportionality Analysis only included</i>

<b>Significant Disproportionality Analysis</b>
As required by federal regulations under 34 CFR Part 300, 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 Section II: Components of the 2022 RDA Report for more information regarding <a href="#">significant disproportionality and calculation examples</a> .

<b>SD Risk Ratio</b>	$\frac{\text{racial/ethnic group's OSS and expulsion rate } \leq 10 \text{ days}}{\text{other students' OSS and expulsion rate } \leq 10 \text{ days}}$
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<b>Rate Threshold</b>	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable
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<b>Indicator #15</b>	<b>SPED OSS and Expulsion &gt;10 Days Rate (Ages 3-21)</b> <b>(Report Only - No PL Assigned)</b>
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.	

<b>Data Source</b>	Reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days removed) on the PEIMS 44425 Sub-Category with Action Code (E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).		
<b>Data Note(s)</b>	6, 7, 8, 9, 10, 16, 17, 18	<b>PL Assignment</b>	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Summer 2021

<b>Calculation</b>	$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 for >10 days}}{\text{number of students served in special education in attendance}}$
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<b>PL Assignment</b>
Report Only No PL Assigned <i>Significant Disproportionality Analysis only included</i>

<b>Significant Disproportionality Analysis</b>
As required by federal regulations under 34 CFR Part 300, 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 Section II: Components of the 2022 RDA Report for more information regarding <a href="#">significant disproportionality and calculation examples</a> .

<b>SD Risk Ratio</b>	$\frac{\text{racial/ethnic group's OSS and expulsion rate >10 days}}{\text{other students' OSS and expulsion rate >10 days}}$
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<b>Rate Threshold</b>	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable
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<b>Indicator #16</b>	<b>SPED ISS ≤10 Days Rate (Ages 3-21)</b> <b>(Report Only - No PL Assigned)</b>
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.	

<b>Data Source</b>	Reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days ISS) on the PEIMS 44425 Sub-Category with Action Code (E1005) 06 or 26 (numerator).		
<b>Data Note(s)</b>	6, 7, 8, 9, 10, 16, 17, 18	<b>PL Assignment</b>	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Summer 2021

<b>Calculation</b>	$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 06 or 26 for } \leq 10 \text{ days}}{\text{number of students served in special education in attendance}}$
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<b>PL Assignment</b>
Report Only No PL Assigned
<i>Significant Disproportionality Analysis only included</i>

<b>Significant Disproportionality Analysis</b>
As required by federal regulations under 34 CFR Part 300, 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 Section II: Components of the 2022 RDA Report for more information regarding <a href="#">significant disproportionality and calculation examples</a> .

<b>SD Risk Ratio</b>	$\frac{\text{racial/ethnic group's ISS rate } \leq 10 \text{ days}}{\text{other students' ISS rate } \leq 10 \text{ days}}$
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<b>Rate Threshold</b>	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable
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<b>Indicator #17</b>	<b>SPED ISS &gt;10 Days Rate (Ages 3-21)</b> <b>(Report Only - No PL Assigned)</b>
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.	

<b>Data Source</b>	Reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days ISS) on the PEIMS 44425 Sub-Category with Action Code (E1005) 06 or 26 (numerator).		
<b>Data Note(s)</b>	6, 7, 8, 9, 10, 16, 17, 18	<b>PL Assignment</b>	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Summer 2021

<b>Calculation</b>	$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 06 or 26 for >10 days}}{\text{number of students served in special education in attendance}}$
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<b>PL Assignment</b>
Report Only No PL Assigned
<i>Significant Disproportionality Analysis only included</i>

<b>Significant Disproportionality Analysis</b>
As required by federal regulations under 34 CFR Part 300, 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 Section II: Components of the 2022 RDA Report for more information regarding significant disproportionality and calculation examples.

<b>SD Risk Ratio</b>	$\frac{\text{racial/ethnic group's ISS rate >10 days}}{\text{other students' ISS rate >10 days}}$
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<b>Rate Threshold</b>	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable
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<b>Indicator #18</b>	<b>SPED Total Disciplinary Removals Rate (Ages 3-21)</b>
Measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED).	

<b>Data Source</b>	Reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and the number of removals reported on the PEIMS 44425 Sub-Category as Action Code (E1005) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60 (numerator).		
<b>Data Note(s)</b>	6, 7, 8, 9, 10, 16, 17, 18	<b>PL Assignment</b>	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	Yes	Yes	3	No	PEIMS Summer 2021

<b>Calculation</b>	$\frac{\text{number of times students ages 3-21 served in special education were reported with action codes 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60}}{\text{number of students served in special education in attendance}}$
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PL Assignment				
0	1	2	3	4
0% - 19.0%	19.1% - 29.9%	30.0% - 50.9%	51.0% - 80.9%	81.0% - max
<b>Significant Disproportionality Analysis also included</b>				

<b>Significant Disproportionality Analysis</b>
As required by federal regulations under 34 CFR Part 300, 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 Section II: Components of the 2022 RDA Report for more information regarding <a href="#">significant disproportionality and calculation examples</a> .

<b>SD Risk Ratio</b>	$\frac{\text{racial/ethnic group's total disciplinary removals rate}}{\text{other students' total disciplinary removals rate}}$
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<b>Rate Threshold</b>	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable
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## Section IV: Appendices

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*Appendix: A – Comments, Questions, and Review of Data*

The Texas Education Agency welcomes comments and questions concerning RDA data and assignments of LEA performance levels (PL). In addition, if an LEA determines that one or more 2022 RDA PL assignments were based on a data or calculation error attributable to the agency or one of the agency’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 2022 RDA indicators, cut points, and methodologies adopted in rule or requests based on LEAs’ data errors will not be considered.

Contact Information:			
Address	Texas Education Agency Review and Support 1701 North Congress Avenue Austin, Texas 78701-1494		
Phone	(512) 463-9414		
Email	<a href="mailto:reviewandsupport@tea.texas.gov">reviewandsupport@tea.texas.gov</a>		
Other Helpful Contact Information:			
Name	Performance Based Monitoring	Name	English Learner Support
Phone	(512) 463-9704	Phone	(512) 463-9414
Email	<a href="mailto:PBM@tea.texas.gov">PBM@tea.texas.gov</a>	Email	<a href="mailto:EnglishLearnerSupport@tea.texas.gov">EnglishLearnerSupport@tea.texas.gov</a>
Name	Special Populations	Name	Special Education
Phone	(512) 463-9581	Phone	(512) 463-9414
Email	<a href="mailto:specialpopulations@tea.texas.gov">specialpopulations@tea.texas.gov</a>	Email	<a href="mailto:specialeducation@tea.texas.gov">specialeducation@tea.texas.gov</a>
Name	Performance Reporting	Name	Student Assessment
Phone	(512) 463-9704	Phone	(512) 463-9536
Email	<a href="mailto:performance.reporting@tea.texas.gov">performance.reporting@tea.texas.gov</a>	Email	<a href="mailto:studentassessment@tea.texas.gov">studentassessment@tea.texas.gov</a>





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