

DATE:	November 13, 2025
SUBJECT:	2025 RDA: Public Reports, Determinations, and Monitoring
CATEGORY:	RDA Data and Reports
NEXT STEPS:	Share with appropriate school system and education service center (ESC) staff

This letter informs Texas public school systems that the Results Driven Accountability (RDA) masked public reports and program area determinations driving general supervision and monitoring activities for the 2025-26 school year are now available on TEA's [Results Driven Accountability Data and Reports](#) webpage. This notice provides information about the 2025 RDA framework, recent legislative changes affecting special education determinations, and required monitoring activities.

2025 RDA Masked Public Reports

The RDA masked district reports and data download for the three program areas, including bilingual education/English as a second language/emergent bilingual (BE/ESL/EB), other special populations (OSP), and special education (SPED), are now published on the [RDA – District Reports](#) webpage. The special education reports also include results for significant disproportionality (SD). Information about these reports is contained in the [2025 RDA Chapter 12](#) and [Appendix K](#) of the [2025 Accountability Manual](#). The reports are masked to protect student privacy and confidentiality in accordance with regulatory guidance, [OSEP QA 23-01](#), and the [Family Educational Rights and Privacy Act \(FERPA\)](#).

Based on the RDA indicators and performance levels (PLs), annual determinations are assigned to each school system's program areas using four determination levels (DLs): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). For special education, these determinations align with federal requirements under [34 C.F.R. §300.603\(b\)](#). While BE/ESL/EB and OSP determinations are based solely on program-specific RDA indicators, special education determinations also incorporate PLs for four Federally Required Elements (FREs). RDA SPED discipline indicators contain PLs but are excluded from the PL mean and DL calculations per [TEC, §37.028](#), following [House Bill 6](#) (89th Legislature, Regular Session, 2025).

These DLs directly inform the type and intensity of monitoring activities, interventions, and sanctions that school systems will receive during the 2025-26 school year.

RDA overview training and the determination methodology are available at the following links:

- [RDA Overview for Federal Programs](#) (Webinars for school systems and Education Service Centers [ESCs])
- [2025 RDA Special Education Determination Level Framework](#)
- [2025 RDA BE/ESL/EB and OSP Determination Level Framework](#)

Activities, Interventions, and Sanctions

For the 2025-26 school year, school systems are selected for RDA activities, interventions and sanctions, in accordance with [34 C.F.R. §§300.604](#) and [303.704](#), based on their 2025

determinations. Historically, school system determination levels have guided the selection for targeted monitoring and informed agency decisions regarding onsite visits. Beginning with the 2025-26 school year, TEA will begin field testing a **multi-factor risk assessment model**, with full implementation anticipated in the 2026-27 school year. This enhanced model will incorporate additional data elements alongside determination levels to assess school system risk and identify the need for targeted supports.

Additional information on 2025-2026 RDA intervention requirements and the submission calendar for each program area can be found in the resources below:

- [2025–2026 Special Populations Monitoring Results Driven Accountability Intervention and Submission Calendar \(for BE/ESL/EB and OSP\)](#)
- [2025–2026 Special Education Results Driven Accountability Intervention and Submission Calendar](#)

TEA will host a [self-assessment overview training](#) for the BE/ESL/EB and OSP program areas on December 3, 2025.

Data Issues and Unanticipated Circumstances

If an unanticipated circumstance impacts a school system's ability to meet the required intervention timelines, information detailing the circumstance, along with a projected date for completing the interventions, should be submitted to TEA. Such a request does not alter the other requirements contained in this correspondence or other monitoring documents, but it will be considered.

If TEA identifies data accuracy or integrity issues, either during a data review or during the implementation of the required intervention activities, the school system will be required to address procedural concerns and institute systematic improvements for collecting and submitting data. Data accuracy or data integrity issues may also result in the school system being subjected to escalated oversight, interventions, and/or sanctions. Should data accuracy or data integrity issues be identified from other monitoring activities TEA is required to conduct, including monitoring activities related to accreditation determinations or compliance with federal formula or discretionary grant requirements, the school system will receive notification in a timely manner from appropriate TEA staff.

Contact Information

For assistance with submitting information about unanticipated circumstances or addressing general questions, contact:

Division of Monitoring, Review, and Support
Office of Special Populations and Student Supports

- Phone: (512) 463-9414
- Email: reviewandsupport@tea.texas.gov