



2020-2021 RDA Performance Framework October 2020

The 2020 Results Driven Accountability (RDA) Framework is inclusive of intervention processes based on two long-standing principles fundamental to the state monitoring system since its inception¹:

- Local Education Agencies (LEAs) with one or more indicators with a performance level (PL) 3² or higher are identified for interventions; and
- Interventions for those LEAs are differentiated across four determination levels (DL) to ensure that the Texas Education Agency's (TEA's) engagement and support are focused on the LEAs with the most significant student performance and program effectiveness concerns.

Within this process, there continues to be applied uniformity of performance across the included RDA program areas³, and the intervention process includes more standardization across the LEAs to ensure that variables in the scope of RDA indicators on which LEAs are evaluated is considered:

- **Uniformity Across RDA Program Areas:** RDA program areas receive differentiated interventions across RDA program areas based on an approximate 90%/10% distribution, where roughly 90% of the LEAs are identified as Meets Requirements (DL1) or Needs Assistance (DL2) and roughly 10% of the LEAs are identified as Needs Intervention (DL3) or Needs Substantial Intervention (DL4). However, in 2019-2020 impacts from the COVID-19 pandemic on available state assessment data limited the quantity of populated RDA indicators and prohibited a meaningful application of the 90/10 distribution for the RDA program areas BE/ESL/EL and OSP. BE/ESL/EL and OSP distributions for DL assignments for 2020 are based on available indicator PL assignments described below.
- **Standardization Across LEAs:** Factors like minimum size requirements, available data, and other data anomalies impact the assignment of DLs to LEAs. To address such factors, the DL process considers (a) the number of RDA indicators on which a LEA is evaluated within each program area and (b) its PL on each indicator applicable to the program area. For 2019-2020, this calculated value and program distribution for the special education (SPED) DL rating is provided below.⁴ However, DL assignments for BE/ESL/EL and OSP use cross-tabulated performance based on two indicators (see below).

The equation below is used to calculate the mean RDA program performance for each LEA:

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

Each program mean is then evaluated against a series of cut scores that represent the different DLs. An adjustment to cut scores is based on program area means and helps to ensure the continuation of the approximate 90% (DL1 and DL2)/10% (DL3 and DL4) distribution associated with different intervention activities.

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

² In the special education program, this includes the federally required elements (FREs): State Performance Plan (SPP) compliance indicators 9, 10, 11, 12 and 13; data integrity; uncorrected noncompliance; and audit findings.

³ Program areas included in the RDA Manual for monitoring and intervention activities include Bilingual education/English as a second language/English Learners (BE/ESL/EL), Other Special Populations (OSP; inclusive of students in foster care, students experiencing homelessness, and students who are military connected), and Special Education (SPED)

⁴ Each PL's value is equal to its level (i.e. PL3=3). The mean calculation formula applies to only the SPED program area in 2020 DL assignments.

2020 SPED Program Area Cut Points and Associated Determination Levels for LEAs

Determination Level	Cut Point	# of LEA	% by DL
Meets Requirements (DL1)	0.5	985	82%
Needs Assistance (DL2)	0.7	141	12%
Needs Intervention (DL3)	0.9	53	4%
Needs Substantial Intervention (DL4)	≥1	23	2%
Total		1202	100%

For 2020 SPED, the approximate 10% DL3 and DL4 LEAs is actual 4% DL3 and 2% DL4. The approximate 90% DL1 and DL2 LEAs is actual 82% DL1 and 12% DL2. Variation across the distribution of the SPED RDA program area can occur due to factors like the number of RDA indicators rated, additional FRE PLs for SPED, LEAs with a single PL3 or higher, and MSR data availability and/or data anomalies.

2020 BE/ESL/EL Indicator Criteria and Associated Determination Levels for LEAs

Determination Level	DL Criteria	# of LEAs	% by DL
Not Assigned (NA)	No data	188	15%
Meets Requirements (DL1)	No PL 1, 2, or 3	895	75%
Needs Assistance (DL2)	No PL 2, or 3	60	5%
Needs Intervention (DL3)	No PL 3	39	3%
Needs Substantial Intervention (DL4)	At least one PL 3	20	2%
Total		1202	100%

For 2020 BE/ESL/EL, the approximate 10% of DL3 and DL4 LEAs is actual 3% DL3 and 2% DL4. The approximate 90% DL1 and DL2 LEAs is actual 75% DL1, 5% DL2 and 15% Not Assigned because no data were available. Variation across the distribution can occur because of factors in the BE/ESL/EL RDA program area like the number of indicators, LEAs with a single PL3 or higher, and MSR/data availability/data anomalies like DL “Not Assigned.”

2020 OSP Indicator Criteria and Associated Determination Levels for LEAS

Determination Level	DL Criteria	# of LEAs	% by DL
Not Assigned (NA)	No data	244	20%
Meets Requirements (DL1)	No PL 1, 2, or 3	850	71%
Needs Assistance (DL2)	No PL 2, or 3	33	3%
Needs Intervention (DL3)	No PL 3	31	2%
Needs Substantial Intervention (DL4)	At least one PL 3	44	4%
Total		1202	100%

For 2020 OSP, the approximate 10% of DL3 and DL4 LEAs is actual 2% DL3 and 4% DL4. The approximate 90% DL1 and DL2 LEAs is actual 71% DL1, 3% DL2, and 20% Not Assigned because no data were available. Variation across the distribution can occur because of factors in the OSP RDA program area like the number of indicators, LEAs with a single PL3 or higher, and MSR/data availability/data anomalies like DL “Not Assigned.”