

2026 RDA Data Schedule

Introduction

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

BE/ESL/EB

Domain I: Academic Achievement

Indicator	Description	Measurement	Data Source	Test Administration
Indicator #1 (i-iv)	Bil STAAR 3-8 Passing Rate (<i>PL Assignment</i>)	Measures the percent of students served in a standard bilingual education (Bil) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.	PEIMS Fall 2025 (December 11, 2025)	Spring 2026
Indicator #2 (i-iv)	ESL STAAR 3-8 Passing Rate (<i>PL Assignment</i>)	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.	PEIMS Fall 2025 (December 11, 2025)	Spring 2026
Indicator #3 (i-iv)	AM STAAR 3-8 Passing Rate (<i>PL Assignment</i>)	Measures the percent of students served through an alternative method (AM) rather than served in a standard bilingual education (Bil) program or a standard English as a second language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.	PEIMS Fall 2025 (December 11, 2025)	Spring 2026
Indicator #4 (i-iv)	EB (Not Served in Bil/ESL) STAAR 3-8 Passing Rate (<i>PL Assignment</i>)	Measures the percent of emergent bilingual (EB) students not served in a bilingual education (Bil) program or an English as a second language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.	PEIMS Fall 2025 (December 11, 2025)	Spring 2026
Indicator #5 (i-iv)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate (<i>PL Assignment</i>)	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.	PEIMS Fall 2025 (December 11, 2025)	Spring 2026
Indicator #6 (i-iv)	EB STAAR EOC Passing Rate (<i>PL Assignment</i>)	Measures the percent of emergent bilingual (EB) students who met the minimum level of	PEIMS Fall 2024 and Fall 2025	Summer 2025, Fall 2025, and Spring 2026

		satisfactory performance or higher on the STAAR EOC assessments.	(December 12, 2024; December 11, 2025)	
Indicator #7	TELPAS Reading Beginning Proficiency Level Rate (<i>PL Assignment</i>)	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.	PEIMS Fall 2024 and Fall 2025 (December 12, 2024; December 11, 2025)	Spring 2025 and Spring 2026
Indicator #8	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (<i>PL Assignment</i>)	Measures the percent of emergent bilingual (EB) students in U.S. schools for multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.	PEIMS Fall 2025 (December 11, 2025)	Spring 2026

Domain II: Post-Secondary Readiness

Indicator	Description	Measurement	Data Source	Test Administration
Indicator #9	EB Graduation Rate (<i>PL Assignment</i>)	Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.	Class of 2025 (most currently available data)	NA
Indicator #10	EB Annual Dropout Rate (Grades 7-12) (<i>PL Assignment</i>)	Measures the percent of emergent bilingual (EB) students in grades 7-12 who dropped out in a given school year.	2024-25 school year (most current data available)	NA

Other Special Populations (OSP)

Domain I: Academic Achievement

Indicator	Description	Measurement	Data Source	Test Administration
Indicator #1 (i-iv)	OSP STAAR 3-8 Passing Rate (<i>PL Assignment</i>)	Measures the percent of students in foster care, experiencing homelessness, or military connected who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.	PEIMS Fall 2025 (December 12, 2024)	Spring 2026
Indicator #2 (i-iv)	OSP STAAR EOC Passing Rate (<i>PL Assignment</i>)	Measures the percent of students in foster care, experiencing homelessness, or military connected who met the minimum level of satisfactory performance or higher on the STAAR 3–8 EOC assessments.	PEIMS Fall 2024 and Fall 2025 (December 12, 2024; December 11, 2025)	Summer 2026, Fall 2025, and Spring 2026

Domain II: Post-Secondary Readiness

Indicator	Description	Measurement	Data Source	Test Administration
Indicator #3	OSP Graduation Rate (<i>PL Assignment</i>)	Measures the percent of students in foster care, experiencing homelessness, or military connected who graduated with a high school diploma in four years.	Class of 2025 (most current data available)	NA
Indicator #4	OSP Annual Dropout Rate (Grades 7-12) (<i>PL Assignment</i>)	Measures the percent of students in foster care, experiencing homelessness, or military connected in grades 7-12 who dropped out in a given school year.	2024-25 school year (most current data available)	NA

Special Education (SPED)

Domain I: Academic Achievement

Indicator	Description	Measurement	Data Source	Test Administration
Indicator #1 (i-iv)	SPED STAAR 3-8 Passing Rate (<i>PL Assignment</i>)	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.	PEIMS Fall 2025 (December 11, 2025)	Spring 2026
Indicator #2(i-iv)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate (<i>PL Assignment</i>)	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.	PEIMS Fall 2024, Summer 2025, and Fall 2025 (December 12, 2024; June 20, 2024; December 11, 2025)	Spring 2026
Indicator #3(i-iv)	SPED STAAR EOC Passing Rate (<i>PL Assignment</i>)	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.	PEIMS Fall 2024 and Fall 2025 (December 12, 2024; December 11, 2025)	Summer 2025, Fall 2025, and Spring 2026

Domain II: Post-Secondary Readiness

Indicator	Description	Measurement	Data Source	Test Administration
Indicator #4	SPED Graduation Rate (<i>PL Assignment</i>)	Measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.	Class of 2025 (most current data available)	NA
Indicator #5	SPED Annual Dropout Rate (Grades 7-12) (<i>PL Assignment</i>)	Measures the percent of students in grades 7-12 served in special education (SPED) who dropped out in a given school year.	2024-25 school year (most current data available)	NA

Domain II: Disproportionate Analysis

Indicator	Description	Measurement	Data Source	Test Administration
Indicator #6	SPED Regular Early Childhood Program Rate (<i>PL Assignment</i>)	Measures the percent of students ages 3-4, and age 5 not enrolled in kindergarten, served in special education (SPED) who were placed in a regular early childhood program.	PEIMS Fall 2025 (December 11, 2025)	NA
Indicator #7	SPED Regular Class ≥80% Rate (school-aged) (<i>PL Assignment</i>)	Measures the percent of students (school-aged) served in special education (SPED) in the regular class for 80% or more of the day.	PEIMS Fall 2025 (December 11, 2025)	NA
Indicator #8	SPED Regular Class <40% Rate (school-aged) (<i>PL Assignment</i>)	Measures the percent of students (school-aged) served in special education (SPED) in the regular class less than 40% of the day.	PEIMS Fall 2025 (December 11, 2025)	NA
Indicator #9	SPED Separate Settings Rate (school-aged) (<i>No PL Assignment</i>)	Measures the percent of students (school-aged) served in special education (SPED) in separate settings.	PEIMS Fall 2025 (December 11, 2025)	NA
Indicator #10	SPED Representation (Ages 3-21) (<i>No PL Assignment</i>)	Measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.	PEIMS Fall 2025 (December 11, 2025)	NA
Indicator #11	SPED OSS and Expulsion ≤10 School Days Rate (Ages 3-21) (<i>No PL Assignment</i>)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with out-of-school suspension (OSS) or expulsion for 10 or fewer school days.	PEIMS Summer 2025 (June 20, 2025)	NA

Indicator #12	SPED OSS and Expulsion > 10 School Days Rate (Ages 3-21) (<i>No PL Assignment</i>)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) with out-of-school suspension (OSS) or expulsion for more than 10 school days.	PEIMS Summer 2025 (June 20, 2025)	NA
Indicator #13	SPED ISS ≤10 Days Rate (Ages 3-21) (<i>No PL Assignment</i>)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for 10 or fewer school days.	PEIMS Summer 2025 (June 20, 2025)	NA
Indicator #14	SPED ISS >10 Days Rate (Ages 3-21) (<i>No PL Assignment</i>)	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for more than 10 school days.	PEIMS Summer 2025 (June 20, 2025)	NA
Indicator #15	SPED Total Disciplinary Removals Rate (Ages 3-21) (<i>No PL Assignment</i>)	Measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED); each student receiving special education services contributes to the denominator one time and each removal (action code) counts towards the numerator one time.	PEIMS Summer 2025 (June 20, 2025)	NA

Document Information

This document is based on the [2026 Accountability Manual](#) (effective date: June 26, 2026 (updated August 12, 2026))

- [Chapter 12 – Results Driven Accountability \(RDA\)](#)
- [Appendix K – RDA Data Sources](#)

Acronyms

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

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