

Appendix K—Results Driven Accountability (RDA)

Data source TSDS codes can be searched at the following webpage:

<https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade>

Bilingual Education (BE)

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

Indicator	Indicator #1 (i-iv)
Indicator Name	Bil STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of students served in a standard bilingual education (Bil) program who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS Enrollment Subcategory as enrolled in the LEA and in a Bil Program with LangInstruProgramSvc (E3034) = 042, 043, 044, 045 but not participating in a state-approved Alternative Methods program (LangInstruProgramSvc (E3034) = 047, 048, 049, 050, 005, or 006), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2026
Test Administrations	Spring 2027

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

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

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

Indicator	Indicator #2 (i-iv)
Indicator Name	ESL STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS Enrollment Subcategory as enrolled in the LEA and in an ESL Program with LangInstruProgramSvc (E3034) = 002 or 003 but not participating in a state-approved Alternative Methods program (LangInstruProgramSvc (E3034) = 047, 048, 049, 050, 005, or 006), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2026
Test Administrations	Spring 2027

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

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

Indicator	Indicator #3 (i-iv)
Indicator Name	AM* STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of students served through an alternative method (AM), rather than in a standard bilingual education (Bil) program or a standard English as a Second Language (ESL) program, who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS Enrollment Subcategory as enrolled in the LEA and in alternative methods for bilingual education with LangInstruProgramSvc (E3034) = 047, 048, 049, 050, 005, or 006, and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 8, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2026
Test Administrations	Spring 2027

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

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

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

Indicator	Indicator #4 (i-iv)
Indicator Name	EB (Not Served in Bil/ESL) STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of emergent bilingual (EB) students not served in a bilingual education (Bil) program or an English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS Enrollment Subcategory as enrolled in the LEA as EB, with parent permission with ParentalPermission (E0896) = C, but not participating in a state-approved Alternative Methods program (LangInstruProgramSvc (E3034) = 047, 048, 049, 050, 005, or 006), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	2, 6, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2026
Test Administrations	Spring 2027

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

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

Indicator	Indicator #5 (i-iv)
Indicator Name	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS Enrollment Subcategory as enrolled in the LEA and having met the criteria for emergent bilingual student reclassification, no longer classified as EB, in PEIMS in their first, second, third, or fourth year of monitoring as allowed by ESSA with EmergentBilingualIndicator (E0790) = F, S, 3, or 4, and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	2, 10
MSR	Denominator ≥ 30
RI	No
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2026
Test Administrations	Spring 2027

$$\text{Calculation} = \frac{\text{Number of EB students YsAR STAAR 3 – 8 [subject (i – iv)] passers}}{\text{Number of EB students YsAR STAAR 3 – 8 [subject (i – iv)] takers}} \times 100$$

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

Indicator	Indicator #6 (i-iv)
Indicator Name	EB STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Data Source	Students reported by the LEA in the PEIMS Enrollment Subcategory as enrolled in the LEA as EB and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 6, 9, 10
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025 and Fall 2026
Test Administrations	Summer 2026, Fall 2026, and Spring 2027

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

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

Indicator	Indicator #7
Indicator Name	TELPAS Reading Beginning Proficiency Level Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.
Data Source	Students reported by the LEA in the PEIMS Enrollment Subcategory as enrolled in the LEA for two consecutive years and reported as tested on the TELPAS reading assessment for two consecutive years.
Data Note(s)	3
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025 and Fall 2026
Test Administrations	Spring 2026 and Spring 2027

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

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

Indicator	Indicator #8
Indicator Name	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of emergent bilingual (EB) students in U.S. schools for multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.
Data Source	Students reported by the LEA in the PEIMS Enrollment Subcategory as enrolled in the LEA and received a TELPAS Composite Rating.
Data Note(s)	4, 5
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	No
Year(s) Available	2
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2026
Test Administrations	Spring 2027

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

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

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

Indicator	Indicator #9
Indicator Name	EB Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percentage of emergent bilingual (EB) students who graduated with a high school diploma within four years.
Data Source	Data sources and methods for calculating graduation rate are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout .
Data Note(s)	7
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2026 (most current data available)
Test Administrations	NA

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

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

Indicator	Indicator #10
Indicator Name	EB Annual Dropout Rate (Grades 7–12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percentage of emergent bilingual (EB) students in grades 7–12 who dropped out of school during a given academic year.
Data Source	Data sources and methods for calculating the dropout rate are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout .
Data Note(s)	NA
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2025-2026 school year (most current data available)
Test Administrations	NA

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

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

Other Special Populations (OSP)

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

Indicator	Indicator #1 (i-iv)
Indicator Name	OSP STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of students in foster care, experiencing homelessness, or identified as military-connected who met the minimum level of satisfactory performance or higher on the STAAR grades 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS Student Basic Information Subcategory as enrolled in the LEA and identified as in Foster Care with FosterCareType (E1528) = 1, or Homeless with HomelessStatus (E1082) = 2, 3, 4, 5, or Military-Connected with MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6, and reported on the STAAR, STAAR Spanish and STAAR Alternate 2 assessments.
Data Note(s)	11, 12, 13, 14, 15, 16, 18
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2026
Test Administrations	Spring 2027

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

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

Indicator	Indicator #2 (i-iv)
Indicator Name	OSP STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of students in foster care, experiencing homelessness, or identified as military-connected who met the minimum level of satisfactory performance or higher on the STAAR grades 3–8 and EOC assessments.
Data Source	Students reported by the LEA in the PEIMS Student Basic Information Subcategory as enrolled in the LEA and identified as in Foster Care with FosterCareType (E1528) = 1, or Homeless with HomelessStatus (E1082) = 2, 3, 4, 5, or Military-Connected with MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6, and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	11, 12, 13, 14, 15, 16, 17, 18
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025 and Fall 2026
Test Administrations	Summer 2026, Fall 2026, and Spring 2027

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

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

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

Indicator	Indicator #3
Indicator Name	OSP Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percentage of students in foster care, experiencing homelessness, or identified as military-connected who graduated with a high school diploma within four years.
Data Source	Data sources and methods for calculating the graduation rate of foster care (FosterCareType (E1528) = 1), homeless (HomelessStatus (E1082) = 2, 3, 4, 5), or military-connected (MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6) students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout .
Data Note(s)	13, 14, 15, 16
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2026 (most current data available)
Test Administrations	NA

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

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

Indicator	Indicator #4
Indicator Name	OSP Annual Dropout Rate (Grades 7–12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percentage of students in foster care, experiencing homelessness, or identified as military-connected in grades 7–12 who dropped out during a given academic year.
Data Source	Data sources and methods for calculating the graduation rate of foster care (FosterCareType (E1528) = 1), homeless (HomelessStatus (E1082) = 2, 3, 4, 5), or military-connected (MilitaryConnectedStudent (E1529) = 1, 2, 3, 5, 6) students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout .
Data Note(s)	13, 14, 15, 16
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2025- 2026 school year (most current data available)
Test Administrations	NA

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

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

Special Education (SPED)

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

Indicator	Indicator #1 (i-iv)
Indicator Name	SPED STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by the LEA in the PEIMS Enrollment Subcategory as enrolled in the LEA and in a Special Education Program with ProgramType (E1337) = 33, and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	19, 35
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2026
Test Administrations	Spring 2027

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

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

Indicator	Indicator #2 (i-iv)
Indicator Name	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of students formerly served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3–8 assessments.
Data Source	Students reported by LEAs (a) on the previous year’s PEIMS Enrollment Subcategory as enrolled in the LEA and in a Special Education Program with ProgramType (E1337) = 33, or reported on the previous year’s PEIMS Basic Attendance and Flexible Attendance Subcategories as in attendance and in a Special Education Program with ProgramType (E1337) = 33; and (b) on the current year’s PEIMS Enrollment Subcategory as enrolled in the LEA and also reported on the STAAR and STAAR Spanish assessments as not participating in a special education program.
Data Note(s)	35
MSR	Denominator ≥ 30
RI	No
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025, Summer 2026, and Fall 2026
Test Administrations	Spring 2027

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

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

Indicator	Indicator #3 (i-iv)
Indicator Name	SPED STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percentage of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Data Source	Students reported by the LEA in the PEIMS Enrollment Subcategory as enrolled in the LEA and in a Special Education Program with ProgramType (E1337) = 33 and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	19, 34, 35
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2025 and Fall 2026
Test Administrations	Summer 2026, Fall 2026, and Spring 2027

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

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

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

Indicator	Indicator #4
Indicator Name	SPED Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percentage of students served in special education (SPED) who graduated with a high school diploma within four years.
Data Source	Data sources and methods for calculating graduation rate of special education students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout .
Data Note(s)	NA
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2026 (most current data available)
Test Administrations	NA

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

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

Indicator	Indicator #5
Indicator Name	SPED Annual Dropout Rate (Grades 7–12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percentage of students in grades 7–12 served in special education (SPED) who dropped out during a given academic year.
Data Source	Data sources and methods for calculating dropout rate of special education students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout .
Data Note(s)	NA
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2025- 2026 school year (most current data available)
Test Administrations	NA

$$\text{Calculation} = \frac{\text{Number of grades 7 – 12 students in SPED who dropped out}}{\text{Number of grades 7 – 12 students in SPED during the school year}} \times 100$$

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

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

Indicator	Indicator #6
Indicator Name	SPED Regular Early Childhood Program Rate (preschool-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percentage of students ages 3–4, and age 5 not enrolled in kindergarten, served in special education (SPED) who were placed in a regular early childhood program.
Data Source	Students reported by the LEA in the PEIMS Enrollment and Special Education Program Subcategories (ChildCountFunding (E0832), InstructionalSetting (E0173) and ECSEServiceLocation (E1077) as enrolled in the LEA with Child Count Funding Type = 3 (denominator), ECSEService Location = 1 or 4 and Instructional Setting = 00, 40, 41, 81, 82, 91, and 92 (numerator).
Data Note(s)	20, 26, 27
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2026
Test Administrations	NA
SD Analysis	NA
Risk Ratio Threshold	NA

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

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

Indicator	Indicator #7
Indicator Name	SPED Regular Class ≥80% Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percentage of school-aged students served in special education (SPED) who were in a regular class for 80% or more of the day.
Data Source	Students reported by the LEA in the PEIMS Enrollment and Special Education Program Subcategories (ChildCountFunding (E0832) and InstructionalSetting (E0173)) as enrolled in the LEA with Child Count Funding Type = 3 (denominator) and Instructional Setting = 00, 40, 41, 81, 82, 91, 92, and 97 (numerator).
Data Note(s)	20, 25, 26
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2026
Test Administrations	NA
SD Analysis	NA
Risk Ratio Threshold	NA

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

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

Indicator	Indicator #8
Indicator Name	SPED Regular Class <40% Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percentage of school-aged students served in special education (SPED) who were in a regular class for less than 40% of the day, disaggregated by race/ethnicity.
Data Source	Students reported by the LEA in the PEIMS Enrollment and Special Education Program Subcategories (ChildCountFunding (E0832) and InstructionalSetting (E0173)) as enrolled in the LEA with Child Count Funding Type = 3 (denominator) and Instructional Settings = 08, 44, 85, 88, and 95 (numerator).
Data Note(s)	20, 21, 22, 23, 25, 26, 28
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2026
Test Administrations	NA
SD Analysis	Significant disproportionality (SD) calculations are disaggregated for each local educational agency (LEA) by the seven federal race/ethnicity categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races (20 USC, §1418(d); 34 CFR, §300.647(b)(2)).
Risk Ratio Threshold	> 3.0 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable (34 CFR 300.647(a)(7)).

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

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

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

Indicator	Indicator #9
Indicator Name	SPED Separate Settings Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the percentage of school-aged students served in special education (SPED) who were placed in separate settings, disaggregated by race/ethnicity.
Data Source	Students reported by the LEA in the PEIMS Enrollment and Special Education Program Subcategories (ChildCountFunding (E0832) and InstructionalSetting (E0173)) as enrolled in the LEA with Child Count Funding Type = 3 (denominator) and Instructional Settings = 30, 50, 60, 70, 71, 86, 87, and 96 (numerator).
Data Note(s)	20, 21, 22, 23, 25, 26, 28
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Falls 2026
Test Administrations	NA
SD Analysis	Significant disproportionality (SD) calculations are disaggregated for each local educational agency (LEA) by the seven federal race/ethnicity categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races (20 USC, §1418(d); 34 CFR, §300.647(b)(2)).
Risk Ratio Threshold	> 3.0 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable (34 CFR 300.647(a)(7)).

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

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

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #10
Indicator Name	SPED Representation (Ages 3–21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the percentage of enrolled students ages 3–21 who received special education (SPED) services, disaggregated by race/ethnicity.
Data Source	Students reported by the LEA in the PEIMS Enrollment and Special Education Program Subcategories (ChildCountFunding (E0832) and ProgramType (E1337)) as enrolled in the LEA (denominator) with Child Count Funding Type = 3 and Program Type = 33 (numerator).
Data Note(s)	21, 22, 23, 26, 29, 33
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Falls 2026
Test Administrations	NA
SD Analysis	Significant disproportionality (SD) calculations are disaggregated for each local educational agency (LEA) by the seven federal race/ethnicity categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races (20 USC, §1418(d); 34 CFR, §300.647(b)(2)). The SD calculations are also disaggregated for each LEA by six disability categories: Intellectual Disabilities, Specific Learning Disabilities, Emotional Disturbance, Speech/Language Impairments, Other Health Impairments, and Autism.
Risk Ratio Threshold	> 3.0 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable (34 CFR 300.647(a)(7)).

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

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

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

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #11
Indicator Name	SPED OSS and Expulsion ≤10 Days Rate (Ages 3–21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the percentage of students ages 3–21 served in special education (SPED) who were reported with out-of-school suspension (OSS) or expulsion for 10 or fewer school days, disaggregated by race/ethnicity.
Data Source	Students reported by LEA in the PEIMS Basic Attendance, Special Education Attendance, Flexible Attendance, and Special Education Flexible Attendance Subcategories as in attendance (denominator) and reported (with ten or fewer cumulative actual days removed) on the PEIMS Disciplinary Action Subcategory with Discipline (E1005) 01, 02, 03, 04, 05, 25, 30, 50, 51, 52, or 53 (numerator).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2026
Test Administrations	NA
SD Analysis	Significant disproportionality (SD) calculations are disaggregated for each local educational agency (LEA) by the seven federal race/ethnicity categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races (20 USC, §1418(d); 34 CFR, §300.647(b)(2)).
Risk Ratio Threshold	> 3.0 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable (34 CFR 300.647(a)(7)).

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

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

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #12
Indicator Name	SPED OSS and Expulsion >10 Days Rate (Ages 3–21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the percentage of students ages 3–21 served in special education (SPED) who received out-of-school suspension (OSS) or expulsion for more than 10 school days, disaggregated by race/ethnicity.
Data Source	Students reported by LEA in the PEIMS Basic Attendance, Special Education Attendance, Flexible Attendance, and Special Education Flexible Attendance Subcategories as in attendance (denominator) and reported (with more than ten cumulative actual days removed) on the PEIMS Disciplinary Action Subcategory with Discipline (E1005) 01, 02, 03, 04, 05, 25, 30, 50, 51, 52, or 53 (numerator).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2026
Test Administrations	NA
SD Analysis	Significant disproportionality (SD) calculations are disaggregated for each local educational agency (LEA) by the seven federal race/ethnicity categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races (20 USC, §1418(d); 34 CFR, §300.647(b)(2)).
Risk Ratio Threshold	> 3.0 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable (34 CFR 300.647(a)(7)).

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

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

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #13
Indicator Name	SPED ISS ≤10 Days Rate (Ages 3–21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the percentage of students ages 3–21 served in special education (SPED) who were reported with in-school suspension (ISS) for 10 or fewer school days, disaggregated by race/ethnicity.
Data Source	Students reported by LEA in the PEIMS Basic Attendance, Special Education Attendance, Flexible Attendance, and Special Education Flexible Attendance Subcategories as in attendance (denominator) and reported (with ten or fewer cumulative actual days ISS) on the PEIMS Disciplinary Action Subcategory with Discipline (E1005) 06 or 26 (numerator).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2026
Test Administrations	NA
SD Analysis	Significant disproportionality (SD) calculations are disaggregated for each local educational agency (LEA) by the seven federal race/ethnicity categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races (20 USC, §1418(d); 34 CFR, §300.647(b)(2)).
Risk Ratio Threshold	> 3.0 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable (34 CFR 300.647(a)(7)).

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

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

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #14
Indicator Name	SPED ISS >10 Days Rate (Ages 3–21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the percentage of students ages 3–21 served in special education (SPED) who were reported with in-school suspension (ISS) for more than 10 school days, disaggregated by race/ethnicity.
Data Source	Students reported by LEA in the PEIMS Basic Attendance, Special Education Attendance, Flexible Attendance, and Special Education Flexible Attendance Subcategories as in attendance (denominator) and reported (with more than ten cumulative actual days ISS) on the PEIMS Disciplinary Action Subcategory with Discipline (E1005) 06 or 26 (numerator).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2026
Test Administrations	NA
SD Analysis	Significant disproportionality (SD) calculations are disaggregated for each local educational agency (LEA) by the seven federal race/ethnicity categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races (20 USC, §1418(d); 34 CFR, §300.647(b)(2)).
Risk Ratio Threshold	> 3.0 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable (34 CFR 300.647(a)(7)).

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

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

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #15
Indicator Name	SPED Total Disciplinary Removals Rate (Ages 3–21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the percentage of total disciplinary removals among students ages 3–21 served in special education (SPED), disaggregated by race/ethnicity. Each student receiving special education services contributes to the denominator once, and each removal (action code) counts once in the numerator.
Data Source	Students reported by LEA in the PEIMS Basic Attendance, Special Education Attendance, Flexible Attendance, and Special Education Flexible Attendance Subcategories as in attendance (denominator) and the number of removals reported on the PEIMS Disciplinary Action Subcategory as Discipline (E1005) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60 (numerator).
Data Note(s)	20, 21, 22, 23, 24, 30, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2026
Test Administrations	NA
SD Analysis	Significant disproportionality (SD) calculations are disaggregated for each local educational agency (LEA) by the seven federal race/ethnicity categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races (20 USC, §1418(d); 34 CFR, §300.647(b)(2)).
Risk Ratio Threshold	> 3.0 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable (34 CFR 300.647(a)(7)).

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

$$\text{Risk Ratio} = \frac{\text{Racial ethnicgroup's total disciplinary removal rate}}{\text{Other students' total disciplinary removal rate}}$$

PL Assignment
No
Significant Disproportionality Analysis ONLY included

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

Data Notes

No.	Program	Note
1	Bilingual Education	Emergent bilingual students in their first year in U.S. schools are excluded from this indicator unless they were administered the STAAR Alternate 2 assessment.
2	Bilingual Education	Students are included in the numerator if they score at Level II or higher on the STAAR Alternate 2 assessment.
3	Bilingual Education	The denominator is based on students who were in grades 2–12 in spring 2026 and, due to either grade retention or promotion, were also in grades 2–12 in spring 2027.
4	Bilingual Education	Emergent bilingual (EB) students in grades 5–12 who have attended U.S. schools for five or more years, have a TELPAS Composite Rating of Beginning or Intermediate, and met the minimum satisfactory performance level or higher on the appropriate English STAAR reading assessment (grades 5–8) or English I or II EOC assessments (grades 9–12) are not included in the numerator of this indicator.
5	Bilingual Education	The campus testing coordinator, in consultation with the Language Proficiency Assessment Committee (LPAC), is responsible for submitting and verifying the years-in-U.S.-schools information.
6	Bilingual Education	If a student takes TELPAS in any current year of administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) used for RDA.
7	Bilingual Education	Based on students reported in PEIMS as emergent bilingual (EB) at any time while enrolled in Grades 9–12 in a Texas public school.
8	Bilingual Education	A local educational agency (LEA), including school districts, districts of innovation, and open-enrollment charter schools, that cannot provide appropriately certified teachers for the bilingual (Bil) program must request an exception from the commissioner of education. For the ESL program to be included in this indicator, the LEA must request a waiver. In both cases, the LEA must obtain approval to offer a temporary alternative methods program under 19 TAC, §89.1207(a) for bilingual education and §89.1207(b) for the ESL program.
9	Bilingual Education	Students in the Accountability Subset are counted only once in both the numerator and the denominator per subject across all applicable collections and test administrations.
10	Bilingual Education	Students are included in the numerator if they score at Approaches Grade Level or higher on the STAAR assessment.
11	OSP	Students in foster care, identified as homeless, or military-connected who are in their first year in U.S. schools are excluded from this indicator unless they were administered the STAAR Alternate 2 assessment.
12	OSP	Students are included in the numerator if they score at Level II or higher on the STAAR Alternate 2 assessment.
13	OSP	The term “foster care” includes all students in the managing conservatorship of the Texas Department of Family and Protective Services (DFPS).
14	OSP	The term “homeless” refers to the educational definition outlined in the McKinney-Vento Homeless Assistance Act.
15	OSP	The term “military-connected student” is defined under TEC, §25.006 (d) (1-2) .
16	OSP	Each OSP group will be disaggregated for reporting purposes only, with no performance level assigned.
17	OSP	Students in the Accountability Subset are counted only once in both the numerator and the denominator per subject, across all applicable collections and test administrations.
18	OSP	Students are included in the numerator if they achieve Approaches Grade Level or higher on the STAAR assessment.
19	SPED	Students with individualized education programs (IEPs) are included in the numerator if they

No.	Program	Note
		score at Level II or higher on the STAAR Alternate 2 assessment.
20	SPED	A complete list and descriptions of codes (e.g., instructional arrangements and discipline actions) are available in the Texas Education Data Standards (TEDS) at the following link https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade .
21	SPED	Risk ratio calculations for significant disproportionality (SD) are based on one year of data.
22	SPED	In accordance with federal regulations (34 CFR §300.647), the significant disproportionality (SD) risk ratio is not calculated when a local educational agency (LEA) does not meet the minimum size requirement (MSR) for a specific racial or ethnic group. However, if the LEA meets the MSR for that group but not for the comparison group of “other students”, the regulations require the use of an alternate risk ratio. This alternate risk ratio calculation uses the rates for “other students” at the state level. If an LEA’s SD determination is based on the alternate risk ratio, it will be noted in the LEA’s Results Driven Accountability (RDA) report.
23	SPED	The intermediate calculations for significant disproportionality (SD) risk ratios are not rounded because retaining multiple decimal places preserve the accuracy of the final risk ratio values.
24	SPED	The length of a disciplinary assignment must be greater than zero.
25	SPED	School-aged is defined as students who are at least five years old and enrolled in kindergarten or six years old as of the 2026 Fall Snapshot (the last Friday in October), and younger than 22 years old as of September 1, 2026. The student’s age is derived from PEIMS Student Basic Information Subcategory Birth Date (E0006).
26	SPED	Students with PEIMS Average Daily Attendance (ADA) Code 0 (ADA Eligibility [E0787]) are included in both the numerator and the denominator.
27	SPED	The student’s age is derived from PEIMS Student Basic Information Subcategory Birth Date (E0006). Preschool-aged is defined as students who are at least three years old and younger than six years old as of the 2026 Fall Snapshot, and five-year-olds who are not enrolled in kindergarten.
28	SPED	Excludes students with PEIMS Enrollment Subcategory Student Attribution (E1000) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26); PEIMS Special Education Program Subcategory Instructional Setting (E0173) coded as 01 (Homebound), 02 (Hospital Class), or 30 (State Supported Living Centers — exclusion applies only to RDA Indicators 8 and 11); and PEIMS Special Education Program Subcategory Regional Day School Program for the Deaf (E0833) coded as 3 (Receiving instructional services from the Regional Day School Program for the Deaf).
29	SPED	Excludes students with PEIMS Enrollment Subcategory Student Attribution (E1000) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26).
30	SPED	The student’s age is derived from PEIMS Student Basic Information Subcategory Birth Date (E0006). The student must be at least three years old as of the 2025 Fall Snapshot (the last Friday in October) and younger than 22 years old as of September 1, 2025.
31	SPED	A student is counted in the denominator if: (a) any Special Education Attendance Subcategory was submitted for the student; (b) TotalEligSpEdMainstreamDaysPresent (E0940) on any Basic Attendance Subcategory submitted for the student contains a value other than 000; (c) any Special Education Flexible Attendance Subcategory was submitted for the student; or (d) FlexTotalEligSpEdMainstreamDaysPresent (E1049) on any Flexible Attendance Subcategory submitted for the student contains a value other than 000.
32	SPED	Students with PEIMS Enrollment Subcategory Student Attribution (E1000), student attribute 12 (private school), are not included in the calculation of this indicator in either the numerator or the denominator.
33	SPED	The student’s age is derived from PEIMS Student Basic Information Subcategory Birth Date (E0006). The student must be at least three years old as of the 2026 Fall Snapshot and

No.	Program	Note
		younger than 22 years old as of September 1, 2026.
34	SPED	Students included in the Accountability Subset are counted only once in the numerator and once in the denominator for each subject across all applicable collections and test administrations.
35	SPED	Students are included in the numerator if they achieved Approaches Grade Level or higher on STAAR.

2027 Frozen Cut Points Calculation Methodology

The 2027 frozen cut points are derived from the mean Performance Levels (PL) cut points for the 2020–21 to 2023–24 school years for each RDA program areas: BE, OSP, and SPED. These thresholds ensure consistency and comparability in performance evaluations over time. The calculation uses a weighted summation method by assigning the highest weight to the middle school years (2021–22 and 2022–23) and lower weights to 2020–21 and 2023–24 school years, balancing both recent trends and historical data while reducing the potential influence of outlier years at the start or end of the range.

BE Cut Point Table

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

OSP Cut Point Table

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

SPED Cut Point Table

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