Chapter 12—Results Driven Accountability (RDA)

RDA Framework and Guiding Principles

The Results Driven Accountability (RDA) chapter of the *2027 Accountability Manual* is a technical resource to the annually issued RDA Report that is used by the Texas Education Agency (TEA) as one part of its annual evaluation of local educational agency (LEA) performance and program effectiveness. The RDA system is structured according to a general framework that consists of indicators selected based on the RDA guiding principles.

RDA Framework

RDA is an LEA level, data-driven monitoring framework implemented annually by the TEA.[1] The RDA framework consists of indicators for three program areas: Bilingual Education, Other Special Populations (OSP), and Special Education (SPED). Each program area is grouped into three domains.

- **Domain I: Academic Achievement**
- **Domain II: Post-Secondary Readiness**
- **Domain III: Disproportionate Analysis (SPED only)**

The program area indicators that are not "No PL Assigned" are each assigned at least one performance level (PL). Some indicators, like those used for state assessment, consist of multiple PLs for each subject area tested. To assign the PL(s) for an indicator, the LEA's performance is compared to cut points established for the applicable indicator with consideration for the applied PL standards.

RDA Guiding Principles

The RDA indicators are selected based on the following five guiding principles.

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 chapter in the accountability 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 are reviewed for possible adjustment over time to ensure continued student achievement and progress to achieve high expectations.

[1]Unless otherwise noted, the terms, LEA and districts, include open-enrollment charter schools.

Principle 3: Protects Students 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.

2027 RDA Changes

Special Education Discipline Indicators

In accordance with House Bill 6 (89th Texas Legislative Session, 2025), TEA removed three special education discipline indicators from LEA determinations starting with the 2025 RDA (2024–25). Their PLs appear in 2025 and 2026 RDA reports for reporting only; beginning in 2027, they receive no PLs and are used solely for federally required SD reporting.

- SPED Indicator: Out-of-School Suspension (OSS) and Expulsion >10 Days Rate (Ages 3–21)
- SPED Indicator: In-School Suspension (ISS) >10 Days Rate (Ages 3–21)

  SPED Indicator: Total Disciplinary Removals Rate (Ages 3–21)

Significant Disproportionality Risk Ratio Threshold

The significant disproportionality (SD) risk ratio threshold has been revised from 2.5 to 3.0 to align with peer-state practices and with flexibility permitted by the U.S. Department of Education's Office of Special Education Programs (OSEP).

Components of the RDA Report

Data Sources

Data used in the RDA report comes from a variety of sources. Student assessment data are obtained from data files provided by the TEA's test contractor[2]. 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

[2]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 (TAC), §101.3041: Approaches Grade Level (STAAR/STAAR Spanish) and Level II: Satisfactory Academic Performance (STAAR Alternate 2).

Education Data Systems Division. On rare occasions, a data source used in the RDA report 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 the data sources is included for each indicator in Appendix K.

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

Data Exclusions

Students described under Texas Education Code (TEC) §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 Appendix K.

Accountability Subset

Students who are enrolled in an LEA on the TSDS PEIMS Fall Snapshot and test in the same LEA in the fall of 2026 or spring of 2027 are in the "accountability subset" while students who are enrolled in an LEA on PEIMS Fall Snapshot, but not enrolled in the same LEA for fall 2026 or spring 2027 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2026 is based on the 2025 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 (e.g., 79.877% is rounded to 79.9%). The intermediate results for all RDA significant disproportionality ratios are not rounded (e.g., 0.2526315789473684 = 240/950). 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 at https://rptsvr1.tea.texas.gov/pbm/distrpts.html and 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 2027 RDA system include Not Assigned (NA) (including Not Assigned through SA), 0, 0 SA, 0 RI, 1, 1 SA, 2, 2 SA, 3, 3 SA, 4, 4 SA, 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. SD refers to Significant Disproportionality and is used to meet federal requirements under 34 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.

Changes to RDA PL Cut Points

As part of the annual RDA development cycle, the cut points for each RDA indicator are evaluated. A decision to adjust PL cut points for one or more indicators is based on the following considerations:

- 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 the indicators
- appropriate cut points across similar indicators
- internal and external input

Indicators without PL Assignment

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.

Data notes in Appendix K indicate which RDA indicators for which PL Assignment is not planned.

Minimum Size Requirement (MSR) and Special Analysis (SA)

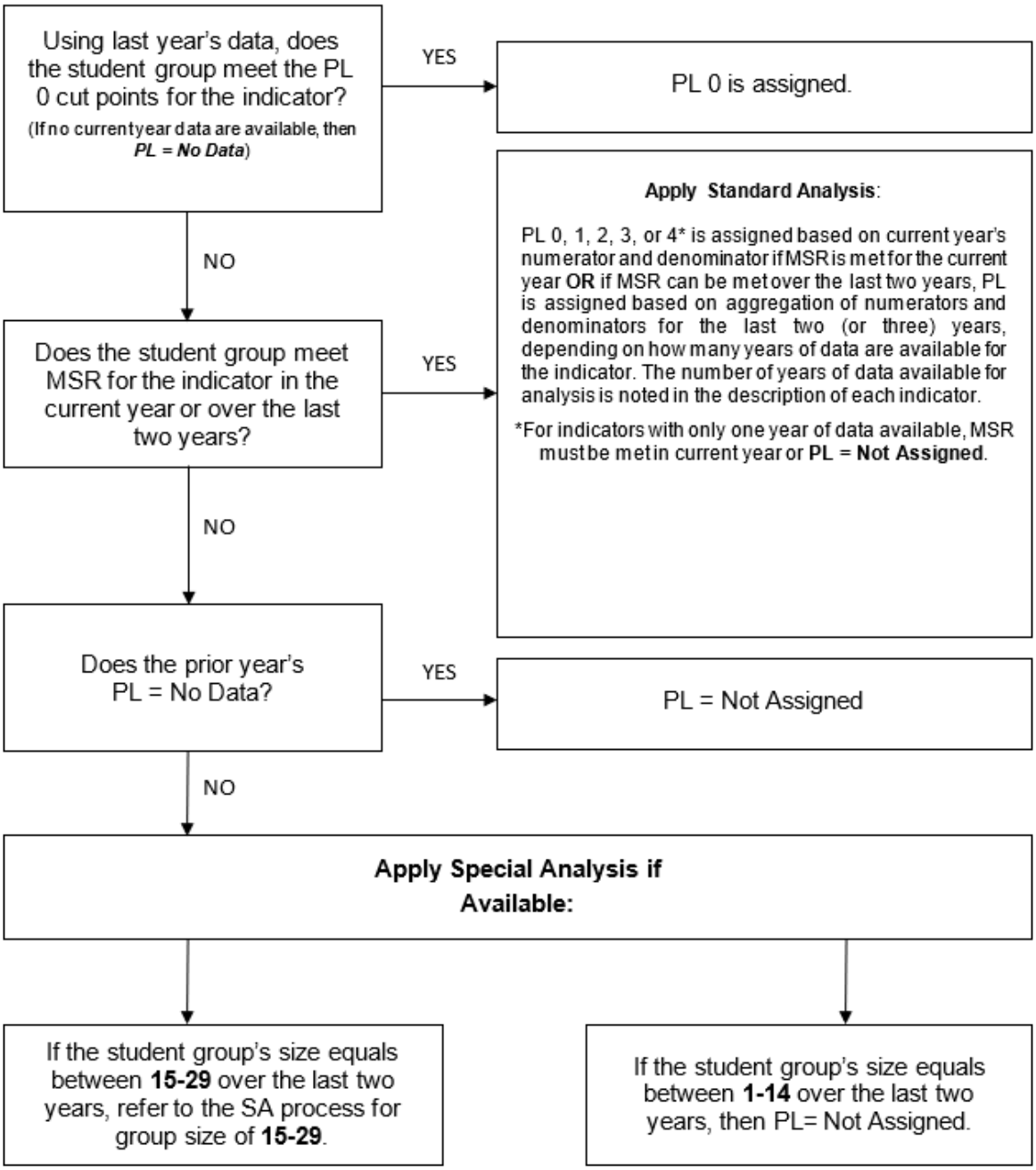
The MSR is incorporated into all indicators assigned a PL. LEAs must have a minimum n-size of at least 30 students in the denominator for the relevant segment of the student population to be evaluated on an indicator using the standard RDA analysis. In addition, for certain RDA indicators, LEAs must have a minimum cell size of at least 5 or 10 students in the numerator for the relevant segment of the student population to be evaluated using the standard RDA analysis.

The MSR can be met either in the current year or through the aggregation of numerators and denominators over the last 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 last 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 indicator, there may be one or two prior years of data aggregated with the current school year data to assign a PL. If the MSR is not met, then the LEA may be evaluated under the Special Analysis (SA) process.

There is one exception to the MSR. If an LEA does not meet 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.

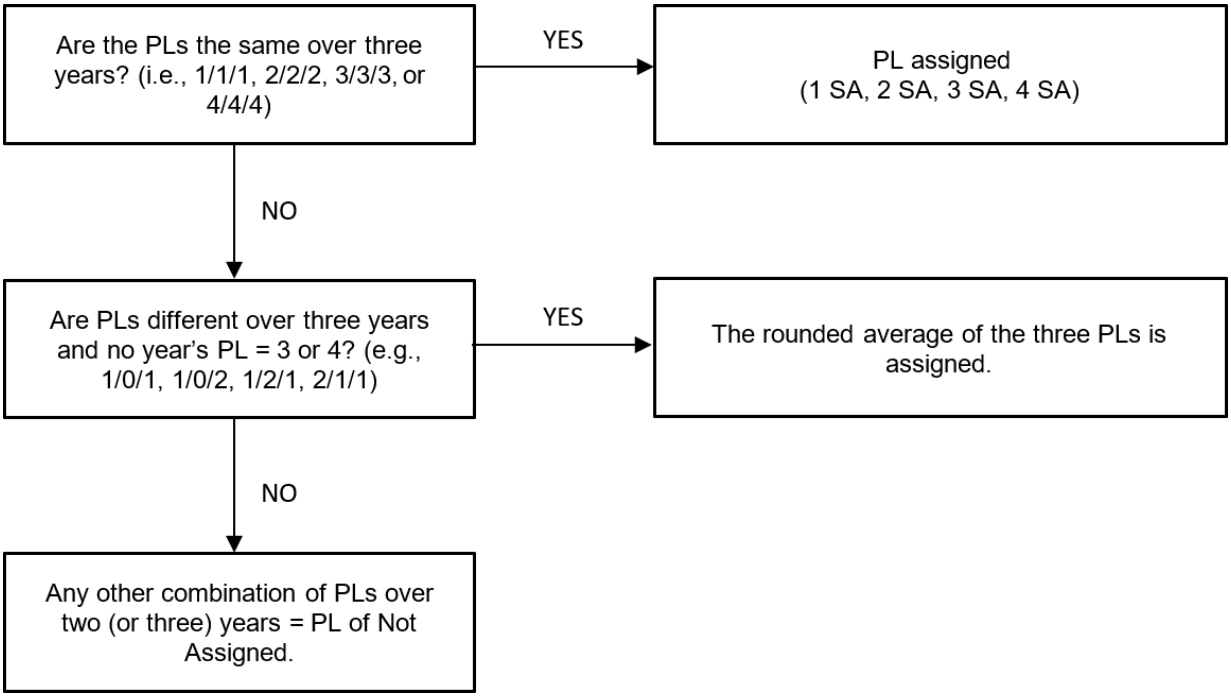
The SA process evaluates the performance of LEAs that do not meet MSR. PLs established using the SA process will have "SA" appended (NA SA, 0 SA, 1 SA, 2 SA, 3 SA, 4 SA) and will be included on the RDA reports to LEAs, along with the LEA's numerators, denominators, and rates used in the SA process. The following flowcharts depict whether standard analysis or SA is applied in the RDA.

RDA PL Assignment and SA Determination Process



Note: For indicators eligible for the SA process that have an MSR in both the denominator and the numerator, the LEA's group size is determined by the smallest denominator or numerator over the last two years.

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



Note: Group size is based on the sum of the last two years. Previous years' PLs are determined based on the relevant years' numerators, denominators, and rates shown on the LEA's 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 a 74% special education graduation rate received a PL 1 in the 2026 RDA. If the LEA improves its special education graduation rate to 80% in 2027, it would receive a PL 0 because its performance meets the 2027 PL 0 cut point.

In addition to the system's built-in improvement component, the 2027 RDA will again include RI for certain indicators. The indicator descriptions in Appendix K will indicate if RI is available for an indicator. The following examples show two RDA RI calculations for both positive numbers and negative numbers.

RI Calculation (Positive Numbers)

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

RI Equations

$$Actual\ Change = performance\ in\ 2027 - performance\ in\ 2026$$

$$Required\ Improvement\ (RI) = \frac{minimum\ PL\ 0\ for\ 2027 - performance\ in\ 2026}{number\ of\ years\ to\ reach\ minimum\ PL\ 0\ cut\ point}$$

RI Designation

$$RI\ Designation\ =\ Actual\ Change\ \geq\ Required\ Improvement$$

Example

The RI positive numbers example uses "RDA SPED Indicator #4: SPED Graduation Rate" and is based on rates for 2026 and 2027 and the targeted minimum cut off graduation rate for a PL 0.

- 2026 LEA SPED Graduation Rate = 60.0%
- 2027 LEA SPED Graduation Rate = 72.0%
- 2027 Minimum PL 0 Cut Point = 80.0%

Step 1: Calculate the Actual Change for the LEA's SPED Graduation Rate

$$12.0 =\ 72.0\% - 60.0\%$$

$$Actual\ Change =\ 12.$$

Step 2: Calculate the RI for the LEA's SPED graduation rate. The 2028 target year affords LEAs an additional year beyond 2027 to reach the 2027 minimum PL 0 cut point of 80.0%.

$$10.0 = \frac{80.0\% - 60.0\%}{2}$$

$$Required\ Improvement\ (RI) =\ 10.0$$

Step 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.)

$$RI\ Designation\ =\ 12.0\ >10.0$$

Step 4: Based on the RI designation, the LEA meets RI and would receive a PL 0 RI.

RI Calculation (Negative Numbers)

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

RI Equations

$$Actual\ Change =\ performance\ in\ 2027 - performance\ in\ 2026$$

$$Required\ Improvement\ (RI) = \frac{maximum\ PL\ 0\ for\ 2027 - performance\ in\ 2026}{number\ of\ years\ to\ reach\ maximum\ PL\ 0\ cut\ point}$$

RI Designation

$$RI\ Designation\ =\ Actual\ Change\ \leq\ Required\ Improvement$$

Example

The RI negative numbers example uses "RDA SPED Indicator #5: SPED Annual Dropout Rate (Grades 7–12)" and is based on rates for 2026 and 2027 and the targeted maximum cut off dropout rate for a PL 0.

- 2026 LEA SPED Annual Dropout Rate = 8.1%
- 2027 LEA SPED Annual Dropout Rate = 3.8%
- 2027 Maximum Annual Dropout Rate PL 0 Cut Point = 1.8%

Step 1: Calculate the Actual Change for the LEA's SPED annual dropout rate

$$-4.3 = 3.8\% - 8.1\%$$

$$Actual\ Change = -4.3$$

Step 2: Calculate the RI for the LEA's SPED annual dropout rate. The 2028 target year affords LEAs an additional year beyond 2027 to reach the 2027 maximum PL 0 cut point of 1.8%.

$$-3.2 = \frac{1.8\% - 8.1\%}{2}$$

$$Required\ Improvement\ (RI) = -3.2$$

Step 3: Compare the two numbers to see if the Actual Change is less than or equal to the RI: -4.3 < -3.2. (Reductions in annual dropout rates are measured in negative numbers.)

$$RI\ Designation = -4.3 < -3.2$$

Step 4: Based on the RI designation, the LEA meets RI and would receive a PL 0 RI.

Significant Disproportionality (SD) Indicators

The Individuals with Disabilities Education Act (IDEA), as indicated by 20 USC, §1418(d)(1) and 34 CFR, §300.646(a), requires each state education agency (SEA) to provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state with respect to RDA indicators in the following three areas:

Placement of students in an educational setting

- RDA Indicator #8 SPED Regular Class <40% Rate (school-aged)
- RDA Indicator #9 SPED Separate Settings Rate (school-aged)

Identification (representation) of students with a particular disability

- RDA Indicator #10 SPED Representation (Ages 3–21)

Disciplinary actions: Incidence, duration, and type of suspensions/expulsions of students

- RDA Indicator #11 SPED OSS and Expulsion ≤10 Days Rate (Ages 3–21)
- RDA Indicator #12 SPED OSS and Expulsion >10 Days Rate (Ages 3–21)
- RDA Indicator #13 SPED ISS ≤10 Days Rate (Ages 3–21)
- RDA Indicator #14 SPED ISS >10 Days Rate (Ages 3–21)
- RDA Indicator #15 SPED Total Disciplinary Removals Rate (Ages 3–21)

The TEA calculates risk ratios for LEAs in seven racial/ethnic groups within the areas of identification

(representation), placement, and discipline. LEAs that exceed (greater than) the 3.0 risk ratio threshold for a racial/ethnic group are assigned a significant disproportionality (SD) designation. For information about the collection and reporting of race/ethnicity, refer to the resource *Race and Ethnicity in Special Education: Difference Between Data Collection and Data Reporting*.

LEAs can be designated with one, two, or three years of SD for the same type/category. An LEA with a first-year SD designation is assigned to SD Year 1. An LEA with two consecutive years within the same racial/ethnic group category is assigned to SD Year 2. Lastly, an LEA with three consecutive years within the same racial/ethnic group category is assigned to SD Year 3, unless reasonable progress (RP) is achieved (Additional information regarding SD RP is included later in this section). Only the last 3 consecutive years of available data are analyzed for the purposes of SD Year 3 and RP.

Minimum size requirements for SD analysis are applied using the following criteria:

- An LEA must have at least 30 students in a particular group or the comparison group of the student population denominator and 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/ethnic groups within an LEA or within the state.
- An alternate risk ratio is applied when the comparison group in the LEA does not meet the minimum cell size (numerator) or the minimum n-size (denominator). The calculation is performed by dividing the risk of a particular outcome for one racial or ethnic group within an LEA by the risk of that outcome for students in all other racial or ethnic groups in the State.
- No risk ratio or alternate risk ratio is calculated for an LEA in a particular category if the racial/ethnic group 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).

The following section describes the risk ratio methodology and then provides example data and calculations for the identification, identification in disability, placement, and discipline risk ratios.

Because there are seven racial/ethnic groups and 14 regulation defined categories, per 34 CFR, §300.647(b)(2), LEA data are analyzed according to 98 categories of significant disproportionality.

98 Required Significant Disproportionality Categories

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

Risk Ratio Method: Identification (Representation)

Identification Risk Ratio

The following risk ratio equations for identification (representation) by special education race/ethnicity are utilized for special education RDA indicator #10

$$Rate\ 1\ =\ \frac{\begin{matrix}number\ of\ SPED\\ children\ from\ race/ethnicity\ group\end{matrix}}{\begin{matrix}number\ of\ children\ from\ race/\\ ethinicity\ group\end{matrix}}\ \times\ 100$$

$$Rate\ 2\ =\ \frac{\begin{matrix}number\ of\ all\\ other\ SPED\ children\end{matrix}}{number\ of\ all\ other\ children}\ \times\ 100$$

$$LEA\ Identification\ Risk\ Ratio\ =\ \frac{Rate\ 1}{Rate\ 2}$$

Note. The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **identification (representation) of SPED Asian Students** at an LEA.

Step 1: Identify LEA level student counts for both the numerator and the denominator.

a. Numerator = 340 SPED Students
b. Denominator = 3,456 All Students

Step 2: Calculate LEA rate for SPED Asian (Rate 1)

a. Based on the numerator in Step 1, identify the number of SPED Asian Students. For this example, there are **240 SPED Asian Students** out of 340 SPED Students.
b. Based on the denominator in Step 1, identify the number of Asian Students. For this example, there are **950 Asian Students** out of 3,456 All Students.
c. Divide the number of SPED Asian Students (numerator) by the number of All Asian Students (denominator).

$$0.2526315789473684 = \frac{240}{950}$$

d. Multiply the quotient by 100 to find Rate 1.

$$25.26315789473684 = 0.2526315789473684 \times 100$$

$$\boldsymbol{Rate\ 1} = 25.26315789473684$$

Step 3: Calculate LEA rate for All Other Students (Rate 2)

a. Based on the numerator in Step 1, identify the number of Other SPED Students (Not including SPED Asian Students). For this example, there are **100 Other SPED Students** out of 340 SPED Students.
b. Based on the denominator in Step 1, identify the number of Other Students. For this example, there are **2,506 Other Students** (Not including Asian Students) out of 3,456 All Students.

c. Divide the number of **Other SPED Students** (numerator) by the number of **Other Students** (denominator).

$$0.0399042298483639 = \frac{100}{2{,}506}$$

d. Multiply the quotient by 100 to find Rate 2.

$$3.99042298483639 = 0.0399042298483639 \times 100$$

$$\boldsymbol{Rate\ 2} = 3.99042298483639$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for identification of **SPED Asian Students**.

$$6.3 = \frac{25.26315789473684}{3.99042298483639}$$

$$\boldsymbol{Risk\ Ratio} = 6.3$$

In this case, because the risk ratio is greater than the 3.0 threshold, the LEA would receive an SD designation for the identification of **SPED Asian Students**.

Risk Ratio Method: Identification (Representation) in Disability

The following risk ratio equations for identification (representation) in disability by special education race/ethnicity are utilized for special education RDA indicator #10.

$$Rate\ 1 = \frac{number\ of\ SPED\ children\ from\ race/ethnicity\ group\ and\ disability\ category}{number\ of\ SPED\ children\ from\ race/ethnicitygroup}$$

$$Rate\ 2 = \frac{number\ of\ SPED\ children\ from\ disability\ category}{number\ of\ all\ other\ SPED\ children}$$

$$LEA\ Identification\ in\ Disability\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note: The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **identification (representation) in disability of SPED Asian Autism Students** at an LEA.

Step 1: Identify the number of SPED students at LEA

Number of SPED Students = 420

Step 2: Calculate LEA rate for SPED Asian Autism (Rate 1)

a. Based on the number of SPED students from Step 1, identify the number of SPED Asian Autism Students. For this example, there are **25 SPED Asian Autism Students**.

b. Based on the number of SPED students from Step 1, identify the number of SPED Asian Students. For this example, there are **54 SPED Asian Students**.

c. Divide the number of SPED Asian Autism Students (numerator) by the number of SPED Asian Students (denominator).

$$0.462962962962963 = \frac{25}{54}$$

d. Multiply the quotient by 100 to find Rate 1.

$$46.2962962962963 = 0.462962962962963 \times 100$$

$$\boldsymbol{Rate\ 1} = 46.2962962962963$$

Step 3: Calculate LEA rate for All Other Students with Autism (Rate 2)

a. Numerator: Based on the number of SPED students from Step 1, identify the number of Other SPED Students with Autism (Not including SPED Asian Autism Students). For this example, there are **18 Other SPED Students with Autism**.

b. Denominator: Based on the number of SPED students from Step 1, identify the number of Other SPED Students. For this example, there are **366 Other SPED Students** (Not including the 54 SPED Asian Students) out of the 420 SPED Students (Check: 366 + 54 = 420).

c. Divide the number of **Other SPED Students with Autism** (numerator) by the number of **Other SPED Students** (denominator).

$$0.0491803278688525 = \frac{18}{366}$$

d. Multiply the quotient by 100 to find Rate 2.

$$4.91803278688525 = 0.0491803278688525 \times 100$$

$$\boldsymbol{Rate\ 2} = 4.91803278688525$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for identification in disability of SPED Asian Autism Students.

$$9.4 = \frac{46.2962962962963}{4.91803278688525}$$

$$\boldsymbol{Risk\ Ratio} = 9.4$$

In this case, because the risk ratio is greater than the 3.0 threshold, the LEA would receive an SD designation for **SPED Asian Autism Students**.

Risk Ratio Method: Placement

The following risk ratio equations for special education students' placement by race/ethnicity are utilized for special education RDA indicators #8 and #9.

$$Rate\ 1 = \frac{number\ of\ SPED\ students\ from\ race/ethnicity\ group\ in\ placement\ category}{number\ of\ SPED\ students\ from\ race/ethnicity\ group}$$

$$Rate\ 2 = \frac{number\ of\ all\ other\ SPED\ children\ in\ placement\ category}{number\ of\ all\ other\ SPED\ children}$$

$$LEA\ Placement\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note: The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **placement of SPED Asian Regular Class < 40% Students** at an LEA.

Step 1: Identify the number of SPED students at LEA

Number of SPED Students = 535

Step 2: Calculate LEA rate for SPED Asian Regular Class < 40% (Rate 1)

a. Based on the number of SPED students from Step 1, identify the number of SPED Asian Regular Class < 40% Students. For this example, there are 126 SPED Asian Regular Class< 40%.
b. Based on the number of SPED students from Step 1, identify the number of SPED Asian Students. For this example, there are 248 SPED Asian Students.
c. Divide the number of SPED Asian Regular Class < 40% Students (numerator) by the number of SPED Asian Students (denominator).

$$0.5080645161290323 = \frac{126}{248}$$

d. Multiply the quotient by 100 to find Rate 1.

50.80645161290323 = 0.5080645161290323 × 100

$$\boldsymbol{Rate\ 1} = 50.80645161290323$$

Step 3: Calculate LEA rate for All Other SPED Regular Class < 40% Students (Rate 2)

a. Based on the number of SPED students from Step 1, identify the number of Other SPED Regular Class <40% Students. For this example, there are **62 Other SPED Regular Class < 40% Students**.
b. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students. For this example, there are **287 All Other SPED Students** (Not including SPED Asian Students) out of 535 SPED Students (Check: 248 + 287 = 535).
c. Divide the number of **Other SPED Regular Class < 40% Students** (numerator) by the number of **All**

Other SPED Students (denominator).

$$0.2160278745644599 = \frac{62}{287}$$

d. Multiply the quotient by 100 to find Rate 2.

$$21.60278745644599 = 0.2160278745644599 \times 100$$

$$\boldsymbol{Rate\ 2} = 21.60278745644599$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for placement of **SPED Asian Regular Class < 40% Students**.

$$2.4 = \frac{50.80645161290323}{21.60278745644599}$$

$$\boldsymbol{Risk\ Ratio} = 2.4$$

In this case, because the risk ratio is less than the 3.0 threshold, the LEA would not receive an SD designation for **SPED Asian Regular Class < 40% Students**.

Risk Ratio Method: Discipline

The following risk ratio equations for discipline by special education race/ethnicity are utilized for special education RDA indicators 11, 12, 13, 14 and 15.

$$Rate\ 1 = \frac{number\ of\ SPED\ children\ from\ race/ethnicity\ group\ in\ discipline\ category}{number\ of\ SPED\ children\ from\ race/ethinicity\ group}$$

$$Rate\ 2 = \frac{number\ of\ all\ other\ SPED\ children\ in\ discipline\ category}{number\ of\ all\ other\ SPED\ children}$$

$$LEA\ Discipline\ Risk\ Ratio = \frac{Rate\ 1}{Rate\ 2}$$

Note: The intermediate results (i.e., the calculations for both Rate 1 and Rate 2) for all RDA SD risk ratios are not rounded to increase precision. However, the final SD risk ratio is round to one decimal place.

Example

The following example shows the risk ratio calculation performed in four steps for the **discipline of SPED African American/Black In-School Suspension > 10 Days** at an LEA.

Step 1: Identify the number of SPED students at LEA

Number of SPED Students = 535

Step 2: Calculate LEA rate for SPED African American In-School Suspension > 10 Days (Rate 1)

a. Based on the number of SPED students from Step 1, identify the number of SPED African American In-School Suspension > 10 Days. For this example, there are **126 SPED African**

American/Black In-School Suspension > 10 Days.

b. Based on the number of SPED students from Step 1, identify the number of SPED All African American/Black Students. For this example, there are **248 All SPED African American/Black Students**.

c. Divide the number of **SPED African American/Black In-School Suspension > 10 Days** (numerator) by the number of **All SPED African American/Black Students** (denominator).

$$0.5080645161290323 = \frac{126}{248}$$

d. Multiply the quotient by 100 to find Rate 1.

$$50.80645161290323 = 0.5080645161290323 \times 100$$

$$\boldsymbol{Rate\ 1} = 50.80645161290323$$

Step 3: Calculate LEA rate for All Other SPED Students with In-School Suspension > 10 Days (Rate 2)

a. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students with In-School Suspension > 10 Days. For this example, there are **62 All Other SPED Students with In-School Suspension > 10 Days**.

b. Based on the number of SPED students from Step 1, identify the number of All Other SPED Students. For this example, there are **287 All Other SPED Students** (Not including SPED African American/ Black Students) out of 535 SPED Students (Check: 248 + 287 = 535).

c. Divide the number of **All Other SPED Students with In-School Suspension > 10 Days**(numerator) by the number of **All Other SPED Students** (denominator).

$$0.2160278745644599 = \frac{62}{287}$$

d. Multiply the quotient by 100 to find Rate 2.

$$21.60278745644599 = 0.2160278745644599 \times 100$$

$$\boldsymbol{Rate\ 2} = 21.60278745644599$$

Step 4: Calculate LEA Risk Ratio

Divide Rate 1 (numerator) by Rate 2 (denominator) and the resulting quotient represents the risk ratio for discipline of **SPED African American/Black In-School Suspension > 10 Days**.

$$2.4 = \frac{50.80645161290323}{21.60278745644599}$$

$$\boldsymbol{Risk\ Ratio} = 2.4$$

In this case, because the risk ratio is less than the 3.0 threshold, the LEA would not receive an SD designation for **SPED African American/Black In-School Suspension > 10 Days**.

Reasonable Progress (RP) in Certain Indicators

Texas defines LEAs who exceed the 3.0 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 SD until the LEA has exceeded the 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. However, if an LEA with an SD Year 3 designation reaches RP but exceeds the risk ratio threshold in the same SD area the following year, then the LEA returns to an SD Year 3 designation.

RP Proportionate Improvement Calculations

The Proportionate Improvement Method requires an LEA to achieve a two-year decrease in SD risk ratio proportional to the difference between the threshold (3.0) and an LEA's first-year risk ratio (SD Year 1, **PY2**). 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 in year four. The RP calculation is demonstrated below using the following example.**Example**This example shows how RP is calculated in three steps using the following variables.

- SD Year 1 (baseline, **PY2**) risk ratio = 4.9
- SD Year 2 (**PY**) risk ratio = 4.0
- SD Year 3 (**CY**) risk ratio) = 3.2
- Risk-ratio threshold (**T**) = 3.0

Step 1 Compute the expected two-year decrease:

The equation produces the total two-year expected decrease (since multiplied by 2).

$$\text{Expected two-year decrease} = 2 \times \frac{T - \text{PY2}}{3} = 2 \times \frac{3.0 - 4.9}{3} = 2 \times \frac{-1.9}{3} = -1.27$$

Step 2 Compute the observed two-year decrease (actual):

$$\text{Observed Two-year decrease} = \text{CY} - \text{PY2} = 3.2 - 4.9 = -1.7$$

Step 3 Determine Reasonable Progress (compare observed to expected):

If the observed numeric value for the two-year decrease is less than or equal to the expected numeric value for the two-year decrease, then the LEA is assigned Reasonable Progress (RP).

- **Decision rule:** Assign RP if

$$\text{Observed Two-Year Decrease} \leq \text{Expected Two-Year Decrease}$$

$$-1.7 \leq -1.27 \Rightarrow \text{RP} = \text{True (Meets RP)}$$

The observed decrease (–1.7) is less than the expected decrease (–1.27). Therefore, the determination for an RP designation is True, and the LEA is assigned RP.

System Safeguards

TEA conducts system safeguards to ensure RDA system integrity. These safeguards include validation analyses of leaver data, student assessment data, and discipline data (see Data Validation Manuals). Randomization or other means of LEA selection are implemented to verify system effectiveness and implementation of monitoring requirements.

RDA Program Area Indicators

Bilingual Education

The Bilingual Education program area includes 10 indicators that measure the academic achievement and post-secondary readiness of students identified as emergent bilingual (EB) in Texas.

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

Domain I indicators measure the academic achievement of students identified as EB on the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment System (TELPAS).

Indicator	Description	Definition
Indicator #1 (i- iv)	Bil STAAR 3-8 Passing Rate (PL Assignment)	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.
Indicator #2 (i- iv)	ESL STAAR 3-8 Passing Rate (PL Assignment)	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.
Indicator #3 (i- iv)	AM STAAR 3-8 Passing Rate (PL Assignment)	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.
Indicator #4 (i- iv)	EB (Not Served in Bil/ESL) STAAR 3-8 Passing Rate (PL Assignment)	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.

Indicator	Description	Definition
Indicator #5 (i- iv)	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate (PL Assignment)	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.
Indicator #6 (i- iv)	EB STAAR EOC Passing Rate (PL Assignment)	Measures the percentage of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Indicator #7	TELPAS Reading Beginning Proficiency Level Rate (PL Assignment)	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.

Indicator #8	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (PL Assignment)	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.

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

Domain II indicators measure the post-secondary readiness of students identified as EB.

Indicator	Description	Definition
Indicator #9	EB Graduation Rate (PL Assignment)	Measures the percentage of emergent bilingual (EB) students who graduated with a high school diploma within four years.
Indicator #10	EB Annual Dropout Rate (Grades 7-12) (PL Assignment)	Measures the percentage of emergent bilingual (EB) students in grades 7–12 who dropped out of school during a given academic year.

Other Special Populations (OSP)

The OSP program area includes four indicators that measure the academic achievement and post-secondary readiness of students in foster care, experiencing homelessness, or identified as military-connected.

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

Domain I indicators measure the academic achievement of students in foster care, experiencing homelessness, or identified as military-connected on the State of Texas Assessments of Academic Readiness (STAAR).

Indicator	Description	Definition
Indicator #1 (i- iv)	OSP STAAR 3-8 Passing Rate (PL Assignment)	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.
Indicator #2 (i- iv)	OSP STAAR EOC Passing Rate (PL Assignment)	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.

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

Domain II indicators measure the post-secondary readiness of students in foster care, experiencing homelessness, or identified as military-connected.

Indicator	Description	Definition
Indicator #3	OSP Graduation Rate (PL Assignment)	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.
Indicator #4	OSP Annual Dropout Rate (Grades 7-12) (PL Assignment)	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 school year.

Special Education (SPED)

The SPED program area includes 15 indicators that measure the academic achievement, post-secondary readiness, and disproportionate analysis of students receiving special education services in Texas.

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

Domain I indicators measure the academic achievement of students in special education on the State of Texas Assessments of Academic Readiness (STAAR).

Indicator	Description	Definition
Indicator #1 (i-iv)	SPED STAAR 3–8 Passing Rate (PL Assignment)	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.
Indicator #2 (i-iv)	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate (PL Assignment)	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.
Indicator #3 (i-iv)	SPED STAAR EOC Passing Rate (PL Assignment)	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.

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

Domain II indicators measure the post-secondary readiness of students in special education.

Indicator	Description	Definition
Indicator #4	SPED Graduation Rate (PL Assignment)	Measures the percentage of students served in special education (SPED) who graduated with a high school diploma within four years.
Indicator #5	SPED Annual Dropout Rate (Grades 7–12) (PL Assignment)	Measures the percentage of students in grades 7–12 served in special education (SPED) who dropped out during a given school year.

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

Domain III indicators include disproportionality analyses for students receiving special education services. Indicators 8–15 assess significant disproportionality (SD) in alignment with 34 CFR, §300.647.

Indicator	Description	Definition
Indicator #6	SPED Regular Early Childhood Program Rate (preschool-aged) (PL Assignment)	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.
Indicator #7	SPED Regular Class ≥80% Rate (school-aged) (PL Assignment)	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.
Indicator #8	SPED Regular Class <40% Rate (school-aged) (PL Assignment)	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.
Indicator #9	SPED Separate Settings Rate (school-aged) (No PL Assigned)	Measures the percentage of school-aged students served in special education (SPED) who were placed in separate settings, disaggregated by race/ethnicity.
Indicator #10	SPED Representation (Ages 3–21) (No PL Assigned)	Measures the percentage of enrolled students ages 3–21 who received special education (SPED) services, disaggregated by race/ethnicity.
Indicator #11	SPED OSS and Expulsion ≤10 Days Rate (Ages 3–21) (No PL Assigned)	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.

Indicator	Description	Definition
Indicator #12	SPED OSS and Expulsion >10 Days Rate (Ages 3–21) (No PL Assigned)	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.
Indicator #13	SPED ISS ≤10 Days Rate (Ages 3–21) (No PL Assigned)	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.
Indicator #14	SPED ISS >10 Days Rate (Ages 3–21) (No PL Assigned)	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.
Indicator #15	SPED Total Disciplinary Removals Rate (Ages 3–21) (No PL Assigned)	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.

RDA PL Assignments for Determinations

TEA assigns annual determination levels (DLs) to the RDA program areas: Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). DLs for the BE and OSP program areas are based solely on RDA indicator performance levels (PLs), while DLs for the special education (SPED) program area are required under 20 USC, §1416(a) and 34 CFR, §300.600(a)(2) and are based on both the RDA indicator PLs and the federally required elements (FREs). The FREs include four additional areas beyond the RDA indicators: compliance with State Performance Plan (SPP) indicators (FRE 1), valid, reliable, and timely submission of data (FRE 2), the status of uncorrected noncompliance (FRE 3), and timely correction of related financial audit findings (FRE 4).

BE PL Assignments for RDA Determinations

Domain	PL Indicator	Description
Domain I	Indicator #1 (i. Mathematics)	Bil STAAR 3–8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	Bil STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iii. Science)	Bil STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	Bil STAAR 3–8 Passing Rate
Domain I	Indicator #2 (i. Mathematics)	ESL STAAR 3–8 Passing Rate
Domain I	Indicator #2 (ii. Reading Language Arts)	ESL STAAR 3–8 Passing Rate
Domain I	Indicator #2 (iii. Science)	ESL STAAR 3–8 Passing Rate
Domain I	Indicator #2 (iv. Social Studies)	ESL STAAR 3–8 Passing Rate
Domain I	Indicator #3 (i. Mathematics)	AM STAAR 3–8 Passing Rate
Domain I	Indicator #3 (ii. Reading Language Arts)	AM STAAR 3–8 Passing Rate
Domain I	Indicator #3 (iii. Science)	AM STAAR 3–8 Passing Rate

Domain	PL Indicator	Description
Domain I	Indicator #3 (iv. Social Studies)	AM STAAR 3–8 Passing Rate
Domain I	Indicator #4 (i. Mathematics)	EB (Not Served in Bil/ESL) STAAR 3–8 Passing Rate
Domain I	Indicator #4 (ii. Reading Language Arts)	EB (Not Served in Bil/ESL) STAAR 3–8 Passing Rate
Domain I	Indicator #4 (iii. Science)	EB (Not Served in Bil/ESL) STAAR 3–8 Passing Rate
Domain I	Indicator #4 (iv. Social Studies)	EB (Not Served in Bil/ESL) STAAR 3–8 Passing Rate
Domain I	Indicator #5 (i. Mathematics)	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain I	Indicator #5 (ii. Reading Language Arts)	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain I	Indicator #5 (iii. Science)	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain I	Indicator #5 (iv. Social Studies)	EB Years-After Reclassification (YsAR) STAAR 3–8 Passing Rate
Domain I	Indicator #6 (i. Algebra I)	EB STAAR EOC Passing Rate
Domain I	Indicator #6 (ii. Biology)	EB STAAR EOC Passing Rate
Domain I	Indicator #6 (iii. U.S. History)	EB STAAR EOC Passing Rate
Domain I	Indicator #6 (iv. English I & II)	EB STAAR EOC Passing Rate
Domain I	Indicator #7	TELPAS Reading Beginning Proficiency Level Rate
Domain I	Indicator #8	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
Domain II	Indicator #9	EB Graduation Rate
Domain II	Indicator #10	EB Annual Dropout Rate (Grades 7–12)

OSP PL Assignments for RDA Determinations

Domain	PL Indicator	Description

Domain I	Indicator #1 (i. Mathematics)	OSP STAAR 3–8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	OSP STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iii. Science)	OSP STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	OSP STAAR 3–8 Passing Rate
Domain I	Indicator #2 (i. Algebra I)	OSP STAAR EOC Passing Rate
Domain I	Indicator #2 (ii. Biology)	OSP STAAR EOC Passing Rate
Domain I	Indicator #2 (iii. U.S. History)	OSP STAAR EOC Passing Rate
Domain I	Indicator #2 (iv. English I & II)	OSP STAAR EOC Passing Rate
Domain II	Indicator #3	OSP Graduation Rate
Domain II	Indicator #4	OSP Annual Dropout Rate (Grades 7–12)

SPED PL Assignments for RDA Determination

Domain	PL Indicator	Description
Domain I	Indicator #1 (i. Mathematics)	SPED STAAR 3–8 Passing Rate
Domain I	Indicator #1 (ii. Reading Language Arts)	SPED STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iii. Science)	SPED STAAR 3–8 Passing Rate
Domain I	Indicator #1 (iv. Social Studies)	SPED STAAR 3–8 Passing Rate
Domain I	Indicator #2 (i. Mathematics)	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain I	Indicator #2 (ii. Reading Language Arts)	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain I	Indicator #2 (iii. Science)	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain I	Indicator #2 (iv. Social Studies)	SPED Year-After-Exit (YAE) STAAR 3–8 Passing Rate
Domain I	Indicator #3 (i. Algebra I)	SPED STAAR EOC Passing Rate
Domain I	Indicator #3 (ii. Biology)	SPED STAAR EOC Passing Rate
Domain I	Indicator #3 (iii. U.S. History)	SPED STAAR EOC Passing Rate
Domain I	Indicator #3 (iv. English I & II)	SPED STAAR EOC Passing Rate
Domain II	Indicator #4	SPED Graduation Rate
Domain II	Indicator #5	SPED Annual Dropout Rate (Grades 7–12)
Domain III	Indicator #6	SPED Regular Early Childhood Program Rate (preschool-aged)
Domain III	Indicator #7	SPED Regular Class ≥80% Rate (school-aged)
Domain III	Indicator #8	SPED Regular Class <40% Rate (school-aged)

Comments, Questions, and Review of Data

TEA welcomes comments and questions about RDA data. If an LEA believes that a data or calculation error attributable to TEA or its data contractors, it should email the Performance Reporting Division at performance.reporting@tea.texas.gov within the 10-business-day window following the release of the LEA's unmasked confidential reports in the Accountability application of the Texas Education Agency Login (TEAL). Requests based on LEA data-submission errors or disagreement with the RDA indicators, cut points, or methodologies adopted in rule will not be considered.

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