
2019 Results Driven Accountability Manual

Texas Education Agency

Division of Review and Support

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Section I: Introduction

The Results Driven Accountability System (RDA)

Results Driven Accountability (RDA) is a local education agency¹ (LEA) level, data-driven monitoring system developed and implemented annually by the Division of Review and Support in coordination with other departments within the Texas Education Agency (TEA). The 2019 RDA Manual is intended to serve as a comprehensive technical resource used by the TEA as one part of its annual evaluation of LEAs' performance and program effectiveness.

Guiding Principles of RDA

RDA is based on the following guiding principles:

- **Principle 1: Partnership 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 RDA manuals, and ongoing Texas Education Telecommunications Network (TETN) sessions. The performance information RDA generates is available to the public.
- **Principle 2: Transparent and understandable to educators and families**
 - **End-User Design.** Information guides and reports will seek to make sense of the data for practitioner use and decision-making purposes.
- **Principle 3: Drives Improved Results**
 - **School District Effectiveness.** RDA is intended to assist school districts 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.
- **Principle 4: Protects Children and Families**
 - **Maximum Inclusion.** RDA evaluates a maximum number of school districts by using appropriate alternatives to analyze the performance of LEAs with small numbers of students.
- **Principle 5: 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 6: High Expectations.** RDA promotes high expectations for all students in all LEAs. RDA cut points will be adjusted over time to ensure continued student achievement and progress.
 - **Annual Statewide Evaluation.** RDA ensures the annual evaluation of all LEAs in the state.
- **Principle 7: 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 performance-based evaluation of LEAs.

¹ Unless otherwise noted, the term LEA includes open-enrollment charter schools.

Transitioning to RDA in 2019

The 2019 RDA includes several key changes from the 2018 Performance-Based Monitoring Analysis System (PBMAS). Many of these changes are marked in the manual as “*New!*” for easy reference. Detailed information about specific indicators is included in Section III of this manual.

Changes from PBMAS to RDA are as follows:

- The term staging has been removed from RDA language.
- The specific changes to each indicator are detailed in Section III.

Bilingual Education and English as a Second Language (BE/ESL)

For 2019, the following language was added to the BE/ESL Indicators #1 (i-v), #2 (i-v), and #5 (i-v) “English learners (ELs) in their first year in U.S. schools are excluded from these indicators unless they were administered STAAR Alternate 2.” BE/ESL Indicator #3 (i-v) is report only. BE/ESL Indicator #4 (i-v) now includes ELs who have met the criteria for BE/ESL program exit and are no longer classified as ELs in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in their first, second, third, and fourth year of monitoring as allowed by ESSA (M1-M4 students). BE/ESL Indicators #8 and BE/ESL Indicators #9 remain as Report Only indicators this year.

Career and Technical Education (CTE)

For the 2019 RDA manual, CTE Indicator #7 (CTE Nontraditional Course Completion Rate – Males) and CTE Indicator #8 (Nontraditional Course Completion Rate – Females) have been removed. The following language was added to CTE Indicator #2 (i-iv) “English learners (ELs) in their first year in U.S. schools are excluded from these indicators, unless they were administered STAAR Alternate 2” and is report only.

Every Student Succeeds Act (ESSA)

For the 2019 RDA Manual, ESSA Indicator #9-#20 have been added to collect data for students identified as Foster Care, Homeless, and Military Connected. The new indicators are report only for those populations of students participating in the STAAR 3-8, STAAR EOC, Annual Dropout, and Graduation performance. Therefore, no performance level will be assigned for ESSA Indicators #9-#20. The following language was added to ESSA Indicator #1, “English learners (ELs) in their first year in U.S. schools are excluded from these indicators, unless they were administered STAAR Alternate 2” and is report only.

Special Education (SPED)

In 2019, SPED Indicator #4: SPED STAAR Alternate 2 Participation Rate will be a report only indicator. No performance level will be assigned to the indicator. Performance levels for Significant Disproportionality SPED Indicators #9-#16 will be assigned using SD (Year 1), SD (Year 2), SD (Year 3), or SD (RP) for any racial/ethnic group if the racial/ethnic group’s risk ratio exceeds 2.5. As required by federal regulations under 34 CFR Part 300, each LEA’s indicator for Significant Disproportionality will be disaggregated data by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. Reasonable Progress will also be applied to determine significant disproportionality. Each racial/ethnic group is also disaggregated by the following disability categories for SPED Indicator #11: SPED Representation (age 3-21): (1) Intellectual Disabilities; (2) Specific Learning Disabilities; (3) Emotional Disturbance; (4) Speech/Language Impairments; (5) Other Health Impairments; and (6) Autism.

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described in this manual corresponds with the labels adopted under 19 Texas Administrative Code §101.3041: Approaches Grade Level (STAAR/STAAR Spanish) and Level II: Satisfactory Academic Performance (STAAR Alternate 2

Planning for the Future: 2020 and Beyond

Ongoing implementation of the RDA will include the addition of new indicators, revision of current indicators, and deletion of indicators that are no longer necessary. Factors independent from the RDA itself are also likely to have an impact on the future versions of RDA. These factors include the following:

- legislatively required changes to the statewide assessment program, STAAR;
- changes resulting from reauthorizations of federal statutes, including the Elementary and Secondary Education Act;
- results of any state or federal reviews, guidance, and regulations;
- changes to data collection definitions and processes; and

Section II: Components of the 2019 RDA

Data Sources

Data used in the RDA come from a variety of sources. Student assessment data are obtained from data files provided by the TEA's test contractor. 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 Education Data Systems Division. On rare occasions, a data source used in the RDA 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, PL assignments and interventions are implemented appropriately and in alignment with the system's guiding principles. Specific information about data sources is included in the description of each indicator in Section III of this manual.

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

Data Exclusions

Students described under Texas Education Code, §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 Section III of this manual.

No Data Available for an Indicator

An LEA with no data available for evaluation receives a designation of *No Data*, meaning the LEA cannot be evaluated because of an absence of data. For example, if an LEA had no migrant students to report in a year's data collection, then for any migrant indicator based on that data collection, the RDA report for the LEA will indicate a PL of *No Data*. LEAs with one or more PL designations of *No Data* should examine their local data collection and submission procedures as well as the Data Source section for each RDA indicator to confirm the accuracy of the *No Data* designation. It is the ongoing responsibility of LEAs to ensure students are coded correctly for both TSDS PEIMS and student assessment data. In addition, data validation analyses and reviews are conducted by the agency as part of its RDA activities.

Accountability Subset

Students who are enrolled in an LEA on October 26, 2018 (fall snapshot date) and test in the same LEA in the fall of 2018 or spring of 2019 are considered to be in the "accountability subset" while students who are enrolled in an LEA on October 26, 2018, but not enrolled in the same LEA for fall 2018 or spring 2019 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2018 is based on the 2017 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. For example, 79.877% is rounded to 79.9%. The intermediate results for all RDA significant disproportionality ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio value.

Masking

LEA data are released to each school district 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:

- <https://rptsvr1.tea.texas.gov/pbm/distrpts.html>
- <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 2019 RDA system include *Not Assigned (NA)* (including *Not Assigned through SA*), *0, OSA, 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 Code of Federal Regulations (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 Cut Points

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

- 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 particular indicators;
- appropriate cut points across similar indicators; and
- internal and external input.

Report Only Indicators

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.

Generally, after a period of one or two years, PLs are assigned to Report Only indicators, and LEA performance on these indicators will be evaluated. The inclusion of Report Only indicators in RDA provides LEAs with an opportunity to review current performance and plan ahead.

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

The MSR is incorporated into all indicators assigned a PL. In general, LEAs must have at least thirty (30) students in the relevant segment of the student population denominator to be evaluated on an indicator using the standard RDA analysis. In addition, for certain RDA indicators, LEAs must have at least five (5) or ten (10) students in the relevant segment of the student population numerator to be evaluated using the standard RDA analysis. The MSR is noted in the description of each indicator.

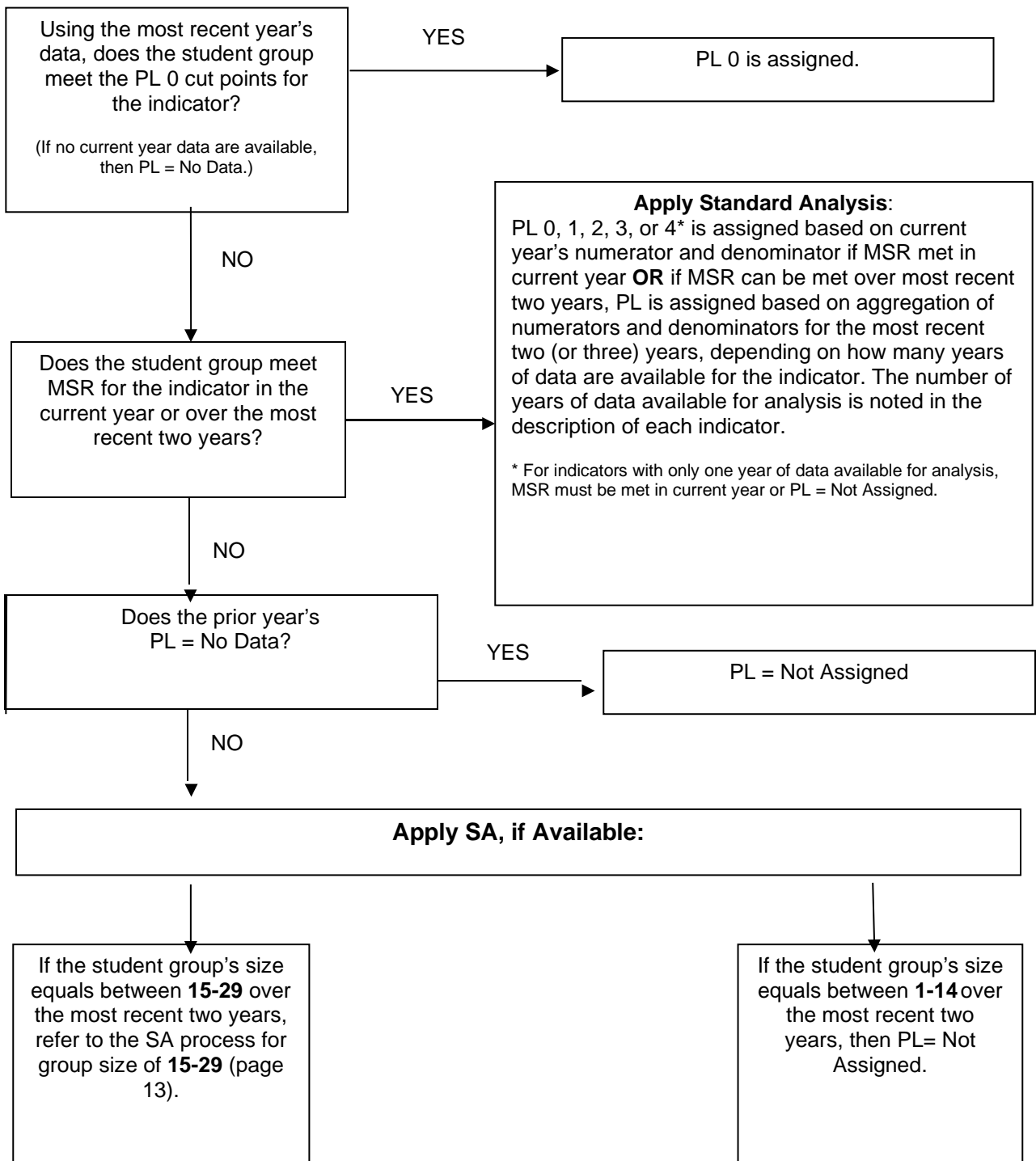
The MSR can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years, if applicable. If the MSR is met for a particular performance indicator, then an LEA is evaluated using the standard RDA analysis. Under standard analysis, when the 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 most recent 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 particular indicator, there may be one or two prior years of data aggregated with the current year's data to assign a PL. If the MSR is not met, then the LEA may be evaluated under a process called Special Analysis (SA), which is described below.

There is one exception to the MSR. If an LEA does not meet the 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 the 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 RDA reports to LEAs, along with the LEA's numerators, denominators, and rates considered in the SA process.

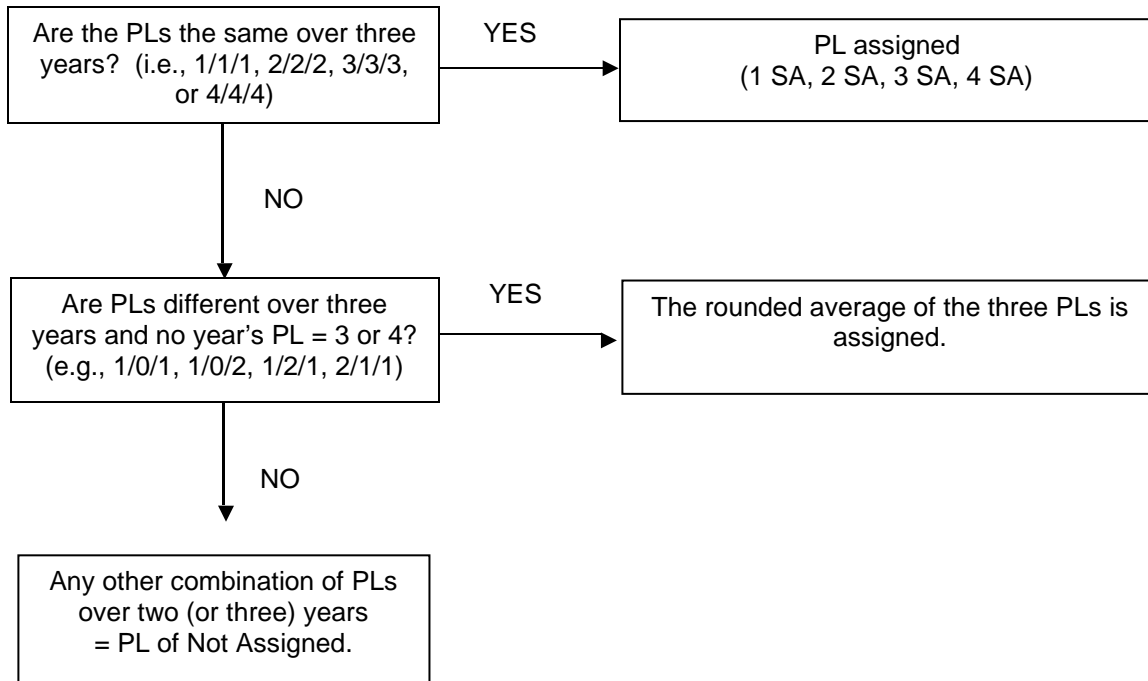
The flowcharts on the following pages depict the process for determining whether standard analysis or SA is applied in the RDA.

RDA PL Assignment and SA Determination Process



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

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



Note: Group size is based on the sum of the most recent two years. Previous years' PLs are determined based on the relevant years' numerators, denominators, and rates presented on the LEA's 2019 RDA report.

Required Improvement (RI)

RDA, 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 74% of its migrant students graduating with a high school diploma in four years received a PL 1 in the 2018 PBMAS. If that same LEA is able to improve its migrant graduation rate to 80% in 2019 RDA, it will receive a PL 0 because its performance meets the 2019 PL 0 cut point.

In addition to the system's built-in improvement component, the 2019 RDA will again include RI for certain indicators. The indicator descriptions in Section III of this manual will indicate if RI is available for an indicator. Examples of two RDA RI calculations are provided below.

RI Calculations

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

$$\begin{array}{rcl} \text{Actual Change:} & & \text{RI:} \\ \text{performance in 2019} - \text{performance in 2018} & \geq & \frac{\text{minimum PL 0 cut point for 2019} - \text{performance in 2018}}{\text{number of years to reach minimum PL 0 cut point}} \end{array}$$

EXAMPLE OF RI USING ESSA INDICATOR #8: Migrant Graduation Rate

1. Calculate the **Actual Change** for the district's migrant graduation rate:

$$\begin{array}{rcl} \text{Actual Change:} & & \\ 72.0\% - 60.0\% & = & 12.0 \\ (2019) & (2018) & \end{array}$$

2. Calculate the **RI** for the district's migrant graduation rate:

$$\begin{array}{rcl} \text{RI:} & & \\ \frac{80.0\% - 60.0\%}{2 (2020-2018)} & = & 10.0 \end{array}$$

Note: The 2020 target year allows districts one year beyond 2019 to reach the 2019 minimum PL 0 cut point of 80.0%.

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.)
4. Result: the district meets **RI** and receives a PL of 0RI.

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

$$\begin{array}{l} \text{Actual Change:} \\ \text{performance in 2019} - \text{performance in 2018} \end{array} \leq \begin{array}{l} \text{RI:} \\ \frac{\text{maximum PL 0 cut point for 2019} - \text{performance in 2018}}{\text{number of years to reach maximum PL 0 cut point}} \end{array}$$

EXAMPLE OF RI USING SPECIAL EDUCATION INDICATOR #6: SPED Annual Dropout Rate (Grades 7-12)	
1.	<p>Calculate the Actual Change for the LEA's SPED annual dropout rate:</p> $\begin{array}{r} \text{Actual Change:} \\ 3.8\% - 8.1\% = -4.3 \\ (2019) \quad (2018) \end{array}$
2.	<p>Calculate the RI for the LEA's SPED annual dropout rate:</p> $\begin{array}{r} \text{RI:} \\ \frac{1.8\% - 8.1\%}{2 (2020-2018)} = -3.2 \end{array}$
<p>Note: The 2020 target year allows LEAs one year beyond 2019 to reach the 2019 maximum PL 0 cut point of 1.8%.</p>	
<p>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 <i>negative</i> numbers.)</p>	
4.	<p>Result: the district meets RI and receives a PL of 0RI.</p>

Reasonable Progress (RP)

IDEA requires state agencies to identify LEAs that place students with disabilities in more restrictive settings, or discipline children from any racial or ethnic group at markedly higher rates than their peers. Per 34 CFR §300.647(d)(2), the TEA is not required to identify an LEA for Significant Disproportionality (SD) until the LEA has exceeded the risk ratio threshold and has failed to demonstrate RP. RP designation requires an LEA to reduce its risk ratio in each of two prior consecutive years. 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.

RP Calculations

The TEA will use the Proportionate Improvement Method for calculating RP. This method requires an LEA to achieve a two-year decrease in SD risk ratio proportional to the difference between the threshold (2.5) and an LEA's first-year risk ratio (SD Year 1). The following equation shows a decrease in risk ratio represents the yearly progress needed to fall below the SD threshold the following year. An LEA meets RP designation in its third year of SD 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 (2.5) in year four.

Proportionate Improvement Calculation

$$CY \text{ Risk Ratio} - PY2 \text{ Risk Ratio} \leq 2 * \frac{2.5 - PY2 \text{ Risk Ratio}}{3}$$

System Safeguards

System safeguard activities are conducted by TEA to ensure the integrity of the RDA system. These activities include data validation analyses of leaver data, student assessment data, and discipline data. Random or other means of selection are also implemented to verify system effectiveness and districts' implementation of monitoring requirements.

Monitoring Interventions

The Division of Review and Support will notify each LEA selected for a 2019 RDA intervention of its performance and determination status. Review and Support will provide further instructions via the listserv for "To the Administrator Addressed" (TAA) correspondence. It is each LEA's obligation to access TAA correspondence; Please visit the Review and Support website for registration information: https://tea.texas.gov/Academics/Special_Student_Populations/Review_and_Support/Review_and_Support/

Section III: Performance Indicators

*Bilingual Education/English as a Second Language
(BE/ESL)*

Indicators (1 – 9)

BE/ESL Indicator #1(i-v): BE STAAR 3-8 Passing Rate (Report Only) (New!)

This indicator measures the percent of students served in Bilingual Education (BE) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing). English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.

Calculation

$$\frac{\text{number of BE STAAR 3-8 [subject (i-v)] passers}}{\text{number of BE STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as participating in a state-approved bilingual program (bilingual program indicator codes 2, 3, 4, or 5).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSIretest
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No performance levels are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- The BE STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

BE/ESL Indicator #2(i-v): ESL STAAR 3-8 Passing Rate (Report Only) (New!)

This indicator measures the percent of students served in English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing). English learners (ELs) in their first year in U.S. Schools are excluded from this indicator unless they were administered the STAAR Alternate 2.

Calculation

$$\frac{\text{number of ESL STAAR 3-8 [subject (i-v)] passers}}{\text{number of ESL STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as participating in a state-approved ESL program (ESL program indicator codes 2 or 3).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSIretest
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No performance levels are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- The ESL STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

BE/ESL Indicator #3(i-v): ELs (Not Served in BE/ESL) STAAR 3-8 Passing Rate (Report Only) (New!)

This indicator measures the percent of English learners (ELs) not served in a bilingual education (BE) or English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of ELs (Not Served in BE/ESL) STAAR 3-8 [subject (i-v)] passers}}{\text{number of ELs (Not Served in BE/ESL) STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as EL (LEP = C³) but not participating in a state-approved bilingual or English as a second language program (Bilingual = 0 and ESL = 0).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSIretest
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No performance levels are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- ELs (Not Served in BE/ESL) STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

³ In addition, if a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the data file used for the RDA (formerly PBMAS).

BE/ESL Indicator #4(i-v): ELs Years-After-Exit (YsAE) STAAR 3-8 Passing Rate

This indicator measures the percent of certain former English learners (ELs) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of ELs YsAE STAAR 3-8 [subject (i-v)] passers}}{\text{number of ELs YsAE STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as having met the criteria for BE/ESL program exit, no longer classified as EL in TSDS PEIMS, and in their first year, second, third, or fourth year of monitoring as allowed by ESSA (M1-M4 indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSIretest
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's EL YsAE STAAR 3-8 passing rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
4(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
4(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
4(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
4(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
4(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The ELs YsAE STAAR 3-8 passing rate is based on STAAR and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

BE/ESL Indicator #5(i-iv): ELs STAAR EOC Passing Rate (Report Only) **(New!)**

This indicator measures the percent of English learners (ELs) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts). English learners (ELs) in their first year in U.S. Schools are excluded from this indicator unless they were administered the STAAR Alternate 2.

Calculation

$$\frac{\text{number of ELs STAAR EOC [subject (i-iv)] passers}}{\text{number of ELs STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as EL (LEP = C⁴).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No performance levels are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- The ELs STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

⁴In addition, if a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the data file used for the RDA (formerly PBMAS).

BE/ESL Indicator #6: ELs Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of English learners (ELs) in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 ELs students who dropped out}}{\text{number of Grades 7-12 ELs students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of ELs dropouts are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each district's Grades 7-12 ELs annual dropout rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
6	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

BE/ESL Indicator #7: ELs Graduation Rate

This indicator measures the percent of English learners (ELs) who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of ELs in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of ELs in the class of 2018}}$$

Data Source

- For additional information about data sources and methods for calculating the ELs graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of ELs cohort members are available to districts through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each district's ELs graduation rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
7	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

- Graduation data are for the class of 2018 and are the most current data available for use in the 2019RDA.
- This indicator is based on students reported in TSDS PEIMS as ELs at any time while attending Grades 9-12 in a Texas public school.

BE/ESL Indicator #8: TELPAS Reading Beginning Proficiency Level Rate (Report Only)

This indicator measures the percent of English learners (ELs) tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.

Calculation

$$\frac{\text{number of ELs in Grades 2-12 who scored at the Beginning proficiency level on the TELPAS reading assessment in the current year}}{\text{number of ELs in Grades 2-12 tested on the TELPAS reading assessment in the current and previous year}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA for two consecutive years and also reported as tested on the TELPAS reading assessment for two consecutive years.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2018 and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No performance levels are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- The denominator is based on students who were in Grades 2-12 in the spring of 2018 and who, as a result of either grade retention or grade promotion, were in Grades 2-12 in the spring of 2019.

BE/ESL Indicator #9: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (Report Only)

This indicator measures the percent of English learners (ELs) in U.S. schools' multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.

Calculation

$$\frac{\text{number of ELs in Grades 5-12 in U.S. schools five or more years who received a TELPAS Composite Rating of Beginning or Intermediate}}{\text{number of ELs in Grades 5-12 in U.S. schools five or more years who received a TELPAS Composite Rating}}$$

Data Source

The data for this indicator is based on the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA which also received a TELPAS Composite Rating.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No performance levels are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- ELs (Grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate (a) English STAAR reading assessment (for students enrolled in Grades 5-8); or (b) the English I or II STAAR EOC assessment (for students enrolled in Grades 5-12) are not included in the numerator of this indicator.
- Years in U.S. schools: The campus testing coordinator is responsible for submitting these data in consultation with the Language Proficiency Assessment Committee (LPAC) and verifying the information for accuracy and consistency.

CTE

*Career and Technical Education
(CTE)*

Indicators (1 – 6)

CTE Indicator #1(i-iv): CTE STAAR EOC Passing Rate

This indicator measures the percent of Career and Technical Education (CTE) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's CTE STAAR EOC passing rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
1(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
1(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(iv): English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The CTE STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

CTE Indicator #2(i-iv): CTE ELs STAAR EOC Passing Rate (Report Only) (New!)

This indicator measures the percent of Career and Technical Education (CTE) English learners (ELs) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts). English learners (ELs) in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.

Calculation

$$\frac{\text{number of CTE ELs STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE ELs STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as EL (LEP = C⁵) and a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No performance levels are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- The CTE ELs STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

⁵ In addition, if a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the data file used for the RDA (formerly PBMAS).

CTE Indicator #3(i-iv): CTE Economically Disadvantaged STAAR EOC Passing Rate

This indicator measures the percent of Career and Technical Education (CTE) students who are economically disadvantaged and met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE economically disadvantaged STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE economically disadvantaged STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as economically disadvantaged (economic disadvantage indicator codes 01, 02, and 99) and a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's CTE economically disadvantaged STAAR EOC passing rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
3(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
3(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
3(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
3(iv): English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The CTE economically disadvantaged STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

CTE Indicator #4(i-iv): CTE SPED STAAR EOC Passing Rate

This indicator measures the percent of Career and Technical Education (CTE) students served in special education who met the minimum level satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE special education STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE special education STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as a participant in a special education program (special education indicator code) and a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's CTE SPED STAAR EOC passing rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3	PL 4
4(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
4(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%	
4(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
4(iv): English language arts	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

Notes

- The CTE SPED STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

CTE Indicator #5: CTE Annual Dropout Rate (Grades 9-12)

This indicator measures the percent of Career and Technical Education (CTE) students in Grades 9-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 9-12 CTE students who dropped out}}{\text{number of Grades 9-12 CTE students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of CTE dropouts are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's Grades 9-12 CTE annual dropout rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
5	0% - 2.8%	2.9% - 4.3%	4.4% - 6.3%	6.4% - 100%

Notes

- Only students with TSDS PEIMS CTE status code 2 (Coherent Sequence) are included in the calculation of this indicator.
- Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

CTE Indicator #6: CTE Graduation Rate

This indicator measures the percent of Career and Technical Education (CTE) students who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of CTE students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of CTE students in the class of 2018}}$$

Data Source

- For additional information about data sources and methods for calculating the CTE graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of CTE cohort members are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's CTE graduation rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
6	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

- Only students with TSDS PEIMS CTE status code 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Graduation data are for the class of 2018 and are the most current data available for use in the 2019RDA.

*Every Student Succeeds Act
(ESSA)*

Indicators (1 – 20)

ESSA Indicator #1(i-v): Title I, Part A STAAR 3-8 Passing Rate (Report Only) (New!)

This indicator measures the percent of Title I, Part A students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing). English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.

Calculation

$$\frac{\text{number of Title I, Part A STAAR 3-8 [subject (i-v)] passers}}{\text{number of Title I, Part A STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as Title I, Part A (Title I, Part A indicator codes 6, 7, or 9).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No performance levels are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- The Title I, Part A STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

ESSA Indicator #2(i-iv): Title I, Part A STAAR EOC Passing Rate

This indicator measures the percent of Title I, Part A students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of Title I, Part A STAAR EOC [subject (i-iv)] passers}}{\text{number of Title I, Part A STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as Title I, Part A (Title I, Part A indicator codes 6, 7, or 9).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's Title I, Part A STAAR EOC passing rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
2(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
2(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(iv): English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The Title I, Part A STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

ESSA Indicator #3: Title I, Part A Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of Title I, Part A students in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 Title I, Part A students who dropped out}}{\text{number of Grades 7-12 Title I, Part A students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of Title I, Part A dropouts are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's Grades 7-12 Title I, Part A annual dropout rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
3	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

ESSA Indicator #4: Title I, Part A Graduation Rate

This indicator measures the percent of Title I, Part A students who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of Title I, Part A students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of Title I, Part A students in the class of 2018}}$$

Data Source

- For additional information about data sources and methods for calculating the Title I, Part A graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of Title I, Part A cohort members are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's Title I, Part A graduation rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
4	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

Graduation data are for the class of 2018 and are the most current data available for use in the 2019 RDA.

ESSA Indicator #5(i-v): Migrant STAAR 3-8 Passing Rate

This indicator measures the percent of migrant students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing). Please check the wording for percent of migrant students?

Calculation

$$\frac{\text{number of migrant STAAR 3-8 [subject (i-v)] passers}}{\text{number of migrant STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as a migrant student (migrant student indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's migrant STAAR 3-8 passing rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
5(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
5(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
5(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
5(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
5(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The migrant STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

ESSA Indicator #6(i-iv): Migrant STAAR EOC Passing Rate

This indicator measures the percent of migrant students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of migrant STAAR EOC [subject (i-iv)] passers}}{\text{number of migrant STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as a migrant student (migrant student indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components

PL Assignment

Each LEA's migrant STAAR EOC passing rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
6(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
6(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
6(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
6(iv): English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The migrant STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

ESSA Indicator #7: Migrant Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of migrant students in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 migrant students who dropped out}}{\text{number of Grades 7-12 migrant students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant dropouts are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's Grades 7-12 migrant annual dropout rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
7	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

ESSA Indicator #8: Migrant Graduation Rate

This indicator measures the percent of migrant students who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of migrant students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of migrant students in the class of 2018}}$$

Data Source

- For additional information about data sources and methods for calculating the migrant graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant cohort members are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's migrant graduation rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
8	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

Graduation data for the class of 2018 and the most current data available for use in the 2019 RDA.

ESSA Indicator #9: Foster Care STAAR 3-8 Passing Rate (Report Only) (New!)

This indicator measures the percent of students in Foster Care who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of foster care students STAAR 3-8 [subject (i-v)] passers}}{\text{number of foster care students STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and participating in Foster Care (E1528, foster indicator code 1).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- For the purposes of this section, the general term foster care includes all students in the managing conservatorship of the Texas Department of Family and Protective Services.
- The Foster Care student STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

ESSA Indicator #10: Foster Care STAAR EOC Passing Rate (Report Only) **(New!)**

This indicator measures the percent of students in Foster Care who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of Foster Care STAAR EOC [subject (i-iv)] passers}}{\text{number of Foster Care STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and participating in Foster Care (E1528, foster indicator code 1).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- For the purposes of this section, the term foster care includes all students in the managing conservatorship of the Texas Department of Family and Protective Services.
- The foster care STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

ESSA Indicator #11: Foster Care Annual Dropout Rate (Grades 7-12) (Report Only) (New!)

This indicator measures the percent of students in Foster Care in Grades 7-12 who dropped out in a given school year.

Calculation:

$$\frac{\text{number of Grades 7-12 students in foster care who dropped out}}{\text{number of Grades 7-12 students in foster care who are in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of students in foster care who dropped out are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

ESSA Indicator #12: Foster Care Graduation Rate (Report Only) (New!)

This indicator measures the percent of students in Foster Care who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of students in foster care in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of students in foster care in the class of 2018}}$$

Data Source

- For additional information about data sources and methods for calculating the foster care student graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of foster care student cohort members are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- Graduation data are for the class of 2018 and are the most current data available for use in the 2019 RDA.
- This indicator is based on students reported in TSDS PEIMS as Foster Care at any time while attending Grades 9-12 in a Texas public school.

ESSA Indicator #13: Homeless STAAR 3-8 Passing Rate (Report Only) (New!)

This indicator measures the percent of students experiencing homelessness who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of homeless students STAAR 3-8 [subject (i-v)] passers}}{\text{number of homeless students STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and experiencing homelessness (E1082, homeless status code 2, 3, 4, 5).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- For the purposes of this section, the definition of “homeless” is the education definition used in the McKinney-Vento Homeless Assistance Act.
- The homeless student STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

ESSA Indicator #14: Homeless STAAR EOC Passing Rate (Report Only) **(New!)**

This indicator measures the percent of students experiencing homelessness who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of homeless STAAR EOC [subject (i-iv)] passers}}{\text{number of homeless STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and experiencing homelessness (E1082, homeless status code 2, 3, 4, 5).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- The homeless STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

ESSA Indicator #15: Homeless Annual Dropout Rate (Grades 7-12) (Report Only) (New!)

This indicator measures the percent of students experiencing homelessness in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 homeless students who dropped out}}{\text{number of Grades 7-12 homeless students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of homeless student dropouts are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

ESSA Indicator #16: Homeless Graduation Rate (Report Only) (New!)

This indicator measures the percent of students experiencing homelessness who graduated with a high school diploma in four years.

Calculation:

$$\frac{\text{number of homeless students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of homeless students in the class of 2018}}$$

Data Source

- For additional information about data sources and methods for calculating the Homeless student graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of homeless student cohort members are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- Graduation data are for the class of 2018 and are the most current data available for use in the 2019RDA.
- This indicator is based on students reported in TSDS PEIMS as Homeless at any time while attending Grades 9-12 in a Texas public school.

ESSA Indicator #17: Military STAAR 3-8 Passing Rate (Report Only) (New!)

This indicator measures the percent of Military-Connected students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of military STAAR 3-8 [subject (i-v)] passers}}{\text{number of military STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and military-connected (E1529, Military-Connected code 1, 2, 3, 4).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- For the purposes of this section, the definition of a military student is defined as a dependent of a member of: (1) the United States military serving in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty; (2) the Texas National Guard; or (3) a reserve force of the United States military, as described in TEC § 25.006 (d 1-3).
- The military student STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

ESSA Indicator #18: Military STAAR EOC Passing Rate (Report Only) (New!)

This indicator measures the percent of Military-Connected students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of military STAAR EOC [subject (i-iv)] passers}}{\text{number of military STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and Military-Connected (E1529, military-connected code 1, 2, 3, 4).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- The military STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

ESSA Indicator #19: Military Annual Dropout Rate (Grades 7-12) (Report Only) (New!)

This indicator measures the percent of Military-Connected students in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 Military students who dropped out}}{\text{number of Grades 7-12 Military students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of military student dropouts are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes

Notes

Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

ESSA Indicator #20: Military Graduation Rate (Report Only) (New!)

This indicator measures the percent of Military-Connected students who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of military students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of military students in the class of 2018}}$$

Data Source

- For additional information about data sources and methods for calculating the Military student graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of military student cohort members are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes

Notes

Graduation data are for the class of 2018 and are the most current data available for use in the 2019 RDA.

SPED

*Special Education
(SPED)*

Indicators (1 – 16)

2019 SPED Indicators	
SPED Indicator #1(i-v): SPED STAAR 3-8 Passing Rate	Implemented continually based on 34 CFR Part 200
SPED Indicator #2(i-v): SPED year-After-Exit (YAE) STAAR 3-8 Passing Rate	
SPED Indicator #3(i-iv): SPED STAAR EOC Passing Rate	
SPED Indicator #4: SPED STAAR Alternate 2 Overall Participation Rate	Supports 34 CFR §300.160
SPED Indicator #5: SPED Annual Dropout Rate (Grades 7-12)	Implemented continually based on 34 CFR Part 300
SPED Indicator #6: SPED Graduation Rate	
SPED Indicator #7: SPED Regular Early Childhood Program Rate (Ages 3-5)	Implemented continually based on 34 CFR Part 300
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SPED Indicator #1(i-v): SPED STAAR 3-8 Passing Rate

This indicator measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of SPED STAAR 3-8 [subject (i-v)] passers}}{\text{number of SPED STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's special education STAAR 3-8 passing rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3	PL 4
1(i): Mathematics	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
1(ii): Reading	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
1(iii): Science	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%
1(iv): Social Studies	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%
1(v): Writing	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%

Notes

- The special education STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

SPED Indicator #2(i-v): SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

This indicator measures the percent of students formerly served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of SPED YAE STAAR 3-8 [subject (i-v)] passers}}{\text{number of SPED YAE STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students (a) reported by the LEA on the previous year's TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and receiving special education services or reported on the previous year's TSDS PEIMS 42400 and 42500 Sub-Categories as in attendance and receiving special education services; and (b) reported by the LEA on the current year's TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as not participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: No
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2017, Summer 2018, and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's SPED YAE STAAR 3-8 passing rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
2(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The SPED YAE STAAR 3-8 passing rate is based on STAAR, and STAAR Spanish results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).

SPED Indicator #3(i-iv): SPED STAAR EOC Passing Rate

This indicator measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of SPED STAAR EOC [subject (i-iv)] passers}}{\text{number of SPED STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's SPED STAAR EOC passing rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3	PL 4
3(i): Mathematics	65.0% - 100%	55.0% - 64.9%	40.0% - 54.9%	25.0% - 39.9%	0% - 24.9%
3(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	35.0% - 54.9%	0% - 34.9%
3(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	35.0% - 49.9%	0% - 34.9%
3(iv): English language arts	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

Notes

- The SPED STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

SPED Indicator #4: SPED STAAR Alternate 2 Overall Participation Rate (Report Only) (New!)

This indicator measures the percent of students in Grades 3-9 who were tested on STAAR Alternate 2 in all subjects applicable to the student's grade level.

Calculation

$$\frac{\text{number of students in Grades 3-9 served in special education tested on STAAR Alternate 2 for all subjects applicable to the student's grade level}}{\text{number of students in Grades 3-9 for whom any STAAR assessment was submitted}}$$

Data Source

The data for this indicator is based on the participation of students reported by the LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the LEA for whom any state assessment was submitted.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- The SPED STAAR Alternate 2 overall participation rate denominator includes STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
- Students qualifying for a Medical Exception or a No Authentic Academic Response designation are not included in the calculation of this indicator.
- Students will count in the numerator if they test on STAAR Alternate 2 for all applicable grade-level or EOC assessments: mathematics (3-8 and Algebra I), reading (3-8 and English I), science (5, 8, and Biology), social studies (8), and writing (4, 7, and English I)

SPED Indicator #5: SPED Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of students in Grades 7-12 served in special education (SPED) who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 students served in special education who dropped out}}{\text{number of Grades 7-12 students served in special education in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of dropouts served in special education are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's Grades 7-12 SPED annual dropout rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
5	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

SPED Indicator #6: SPED Graduation Rate

This indicator measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of students in the Grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 2018 served in special education}}$$

Data Source

- For additional information about data sources and methods for calculating the special education graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of special education cohort members are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's SPED graduation rate is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
6	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

Graduation data are for the class of 2018 and are the most current data available for use in the 2019 RDA.

SPED Indicator #7: SPED Regular Early Childhood Program Rate (Ages 3-5)

This indicator measures the percent of students ages 3-5 served in special education (SPED) who were placed in a regular early childhood program.

Calculation

$$\frac{\text{number of students ages 3-5 served in special education reported with PPCD service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92}}{\text{number of students ages 3-5 served in special education}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832, E1077, and E0173) as enrolled in the LEA with Child Count Funding Type 3 (denominator) and reported with Preschool Program for Children with Disabilities (PPCD) service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA’s SPED regular early childhood program rate (ages 3-5) is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
7	30.0% - 100%	20.0% - 29.9%	10.1% - 19.9%	0% - 10.0%

Notes

- The student’s age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 and less than six as of October 26, 2018.
- Students whose TSDS PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- A complete list and descriptions of all instructional settings can be found in the Texas Education Data Standards (TEDS) available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

SPED Indicator #8: SPED Regular Class ≥80% Rate (Ages 6-21)

This indicator measures the percent of students ages 6-21 served in special education (SPED) in the regular class 80% or more of the day.

Calculation

$$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 00, 40, 41, 81, 82, 91, 92, and 97}}{\text{number of students ages 6-21 served in special education}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832 and E0173) as enrolled in the LEA with Child Count Funding Type 3 (denominator) and placed in instructional settings 00, 40, 41, 81, 82, 91, 92, and 97(enumerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's SPED regular class ≥80% rate (ages 6-21) is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
8	70.0% - 100%	57.0% - 69.9%	45.1% - 56.9%	0% - 45.0%

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 26, 2018, and less than 22 as of September 1, 2018.
- Students whose TSDS PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

SPED Indicator #9: SPED Regular Class <40% Rate (Ages 6-21)

This indicator measures the percent of students ages 6-21 served in special education (SPED) in the regular class less than 40% of the day.

Calculation

$$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 08, 44, 85, 88, and 95}}{\text{number of students ages 6-21 served in special education}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832 and E0173) as enrolled in the LEA with Child Count Funding Type 3 (denominator) and placed in instructional settings 08, 44, 85, 88, and 95 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

Each LEA's SPED regular class <40% rate (ages 6-21) is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
9	0% - 10.0%	10.1% - 18.9%	19.0% - 20.9%	21.0% - 100%

However, as required by federal regulations under 34 CFR Part 300, each LEA's SPED regular class <40% rate is also disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

Significant Disproportionality (SD) Risk Ratio	PL SD (Year1) or SD (Year 2) or SD (Year 3) or SD (RP)
	>2.5 - Max

Reasonable Progress (RP): Yes

Risk Ratio:

$$\frac{\text{racial/ethnic group's <40% rate}}{\text{other students' <40% rate}}$$

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 26, 2018, and less than 22 as of September 1, 2018.
- Students whose TSDS PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose instructional setting code on the TSDS PEIMS 41163 Sub-Category (Element E0173) is 01 (Homebound); 02 (Hospital Class); or 30 (State Supported Living Centers) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose code on the TSDS PEIMS 41163 Sub-Category (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the LEA's RDA report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #10: SPED Separate Settings Rate (Ages 6-21) (Report Only) (New!)

This indicator measures the percent of students ages 6-21 served in special education (SPED) in separate settings.

Calculation

$$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 30, 50, 60, 70, 71, 86, 87, and 96}}{\text{number of students ages 6-21 served in special education}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832 and E0173) as enrolled in the LEA with Child Count Funding Type 3 (denominator) and placed in instructional settings 30, 50, 60, 70, 71, 86, 87, and 96 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

The overall component of this indicator is Report Only for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

However, as required by federal regulations under 34 CFR Part 300, each LEA's SPED separate settings rate is also disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

Significant Disproportionality (SD) Risk Ratio	PL SD (Year1) or SD (Year 2) or SD (Year 3) or SD (RP) >2.5 - Max
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Reasonable Progress (RP): Yes

Risk Ratios:

$$\frac{\text{racial/ethnic group's separate settings rate}}{\text{other students' separate settings rate}}$$

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 26, 2018, and less than 22 as of September 1, 2018.
- Students whose TSDS PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose instructional setting code on the TSDS PEIMS 41163 Sub-Category (Element E0173) is 01 (Homebound), or 02 (Hospital Class) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose code on the TSDS PEIMS 41163 Sub-Category (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the LEA's RDA report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.

SPED Indicator #11: SPED Representation (Ages 3-21)

This indicator measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.

Calculation

$$\frac{\text{number of [racial/ethnic group] enrolled students ages 3-21 served in special education}}{\text{number of students [racial/ethnic group] ages 3-21 enrolled}}$$

Data Source

The data for this indicator utilizes the number of students reported by the LEA on the TSDS PEIMS 40110 and 41163 Sub-Categories (Element E0832) as enrolled in the LEA (denominator) with Child Count Funding Type 3 and receiving special education services (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

No PLs are assigned in 2019.

However, as required by federal regulations under 34 CFR Part 300, each LEA's SPED representation rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and

(7) Two or More Races. Furthermore, the data for each racial/ethnic group is also disaggregated by the following disability categories: (1) Intellectual Disabilities; (2) Specific Learning Disabilities; (3) Emotional Disturbance; (4) Speech/Language Impairments; (5) Other Health Impairments; and (6) Autism. PLs of significant disproportionality will be assigned for any racial/ethnic group or disability category if the racial/ethnic group's or disability category's risk ratio exceeds 2.5.

Significant Disproportionality (SD) Risk Ratio	PL SD (Year1) or SD (Year 2) or SD (Year 3) or SD (RP)
	>2.5 - Max

Reasonable Progress (RP): Yes
Risk Ratio:

$$\frac{\text{racial/ethnic group's representation}}{\text{rate other students' representation rate}}$$

$$\frac{\text{racial/ethnic group's disability category}}{\text{other students' disability category rate}}$$

Notes

- An LEA is obligated to identify and provide a free appropriate public education to all students with disabilities who require special education services.
- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least three as of October 26, 2018, and less than 22 as of September 1, 2018.
- Students whose TSDS PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element 1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group or disability category. However, if an LEA meets the MSR for a particular racial/ethnic group or disability category but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the risk for "other students" in the state. If an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the LEA's RDA report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.
- If an LEA's ELs representation risk ratio exceeds 2.5, it will be included on the LEA's report and assigned a PL 3.

SPED Indicator #12: SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for ten or fewer school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 for } \leq 10 \text{ days}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days removed) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2018

PL Assignment

The overall component of this indicator is Report Only for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

However, as required by federal regulations under 34 CFR Part 300, each LEA's SPED OSS and expulsion rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

Significant Disproportionality (SD) Risk Ratio	PL SD (Year1) or SD (Year 2) or SD (Year 3) or SD (RP) >2.5 - Max
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Reasonable Progress: Yes

Risk Ratios:

$$\frac{\text{racial/ethnic group's OSS and expulsion rate } \leq 10 \text{ days}}{\text{other students' OSS and expulsion rate } \leq 10 \text{ days}}$$

Notes

- For SD PLs based on 2017-2018 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least three as of October 27, 2017, and less than 22 as of September 1, 2017.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the LEA's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #13: SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for more than 10 school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 for >10 days}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days removed) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2018

PL Assignment

The overall component of this indicator is Report Only for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

However, as required by federal regulations under 34 CFR Part 300, each LEA's SPED OSS and expulsion rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

Significant Disproportionality (SD) Risk Ratio	PL SD (Year1) or SD (Year 2) or SD (Year 3) or SD (RP)
	>2.5 - Max

Reasonable Progress (RP): Yes

Risk Ratio:

$$\frac{\text{racial/ethnic group's OSS and expulsion rate >10 days}}{\text{other students' OSS and expulsion rate >10 days}}$$

Notes

- For SD PLs based on 2017-2018 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least three as of October 27, 2017, and less than 22 as of September 1, 2017.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the LEA's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #14: SPED ISS ≤10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for ten or fewer school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 06 or 26 for } \leq 10 \text{ days}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days ISS) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 06 or 26 (numerator).

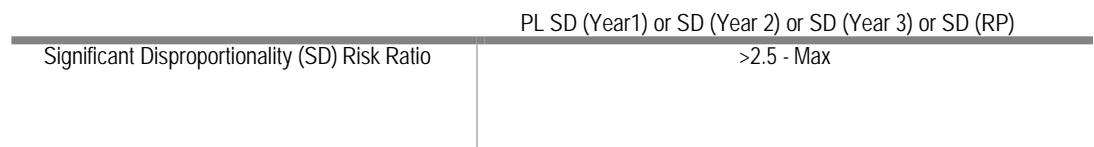
Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2018

PL Assignment

The overall component of this indicator is Report Only for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

However, as required by federal regulations under 34 CFR Part 300, each LEA's SPED ISS rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.



Reasonable Progress (RP): Yes

Risk Ratio:

$$\frac{\text{racial/ethnic group's ISS rate } \leq 10 \text{ days}}{\text{other students' ISS rate } \leq 10 \text{ days}}$$

Notes

- For SD PLs based on 2017-2018 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least three as of October 27, 2017, and less than 22 as of September 1, 2017.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the LEA's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #15: SPED ISS >10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for more than ten school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 06 or 26 for >10 days}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days ISS) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 06 or 26 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer2018

PL Assignment

The overall component of this indicator is Report Only for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

However, as required by federal regulations under 34 CFR Part 300, each LEA's SPED ISS rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

Significant Disproportionality (SD) Risk Ratio	PL SD (Year1) or SD (Year 2) or SD (Year 3) or SD (RP) >2.5 - Max

Reasonable Progress (RP): Yes

Risk Ratio:

$$\frac{\text{racial/ethnic group's ISS rate >10 days}}{\text{other students' ISS rate >10 days}}$$

Notes

- For SD PLs based on 2017-2018 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least three as of October 27, 2017, and less than 22 as of September 1, 2017.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the LEA's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #16: SPED Total Disciplinary Removals Rate (Ages 3-21)

This indicator measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED).

Calculation

$$\frac{\text{number of times students ages 3-21 served in special education were reported with action codes 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and the number of removals reported on the TSDS PEIMS 44425 Sub-Category as Action Code (Element E1005) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2018

PL Assignment

Each LEA's SPED total discipline removals rate (ages 3-21) is compared to the RDA cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL1	PL 2	PL 3	PL 4
16	0% - 19.0%	19.1% - 29.9%	30.0% - 50.9%	51.0% - 80.9%	81.0-max

However, as required by federal regulations under 34 CFR Part 300, each LEA's SPED total disciplinary removals rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

Significant Disproportionality (SD) Risk Ratio	PL SD (Year1) or SD (Year 2) or SD (Year 3) or SD (RP)
	>2.5 - Max

Reasonable Progress (RP): Yes

Risk Ratio:

$$\frac{\text{racial/ethnic group's total disciplinary removals rate}}{\text{other students' total disciplinary removals rate}}$$

Notes

- For SD PLs based on 2017-2018, the student’s age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least three as of October 27, 2017, and less than 22 as of September 1, 2017.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison “other students” group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for “other students” in the state. If an LEA’s significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the LEA’s report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

Section IV: Appendices

Appendix: A – Comments, Questions, and Review of Incorrect PL Assignments

The Texas Education Agency welcomes comments and questions concerning RDA LEA PLs. In addition, if an LEA determines that one or more 2019 RDA PL assignments were based on a data or calculation error attributable to the agency or one of the agency’s data contractors, the LEA should submit specific information about the error, no later than September 13, 2019, to the address below. Requests based on disagreement with the 2019 RDA indicators, cut points, and methodologies adopted in rule or requests based on LEAs’ data errors will not be considered.

Contact Information:	
Address:	Texas Education Agency Review and Support 1701 North Congress Avenue Austin, Texas 78701-1494
Phone:	(512) 463-9414
E-mail:	reviewandsupport@tea.texas.gov
Other Helpful Contact Information:	
Name: Governance & Accountability Phone: (512) 463-9581 Email: curriculum@tea.texas.gov	Name: Bilingual Education/English Language Learners Phone: (512) 463-9581 Email: curriculum@tea.texas.gov
Name: Career and Technical Education Phone: (512) 463-9581 Email: curriculum@tea.texas.gov	Name: Special Education Phone: (512) 463-9414 Email: specialeducation@tea.texas.gov
Name: Performance Reporting Phone: (512) 463-9704 Email: performance.reporting@tea.texas.gov	Name: Student Assessment Phone: (512) 463-9536 Email: studentassessment@tea.texas.gov
Name: Special Student Populations Phone: (512) 463-9414 Email: curriculum@tea.texas.gov	

Appendix: B – ESC Contacts

Results Driven Accountability Contact information is updated by each education service center (ESC) and can be found at <http://tea4avholly.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>, using the Search RESCs function.

Full Name	Region	City	Phone	Email Address
BELINDA GORENA	REG 1	EDINBURG	(956) 984-6173	bgorena@esc1.net
JOANNE FERGUSON	REG 2	CORPUS CHRISTI	(361) 561-8520	joanne.ferguson@esc2.us
NORMA TORRES-MARTINEZ	REG 2	CORPUS CHRISTI	(361) 561-8407	norma.torres-martinez@esc2.us
MARTHA ROSE	REG 2	CORPUS CHRISTI	(361) 561-8523	martha.rose@esc2.us
DAN BAEN	REG 2	CORPUS CHRISTI	(361) 561-8415	dan.baen@esc2.us
LINDA RIDDLE	REG 2	CORPUS CHRISTI	(361) 561-8508	linda.riddle@esc2.us
LISA HERNANDEZ	REG 3	VICTORIA	(361) 573-0731 ext:270	lhernandez@esc3.net
MOLLY KRESTA	REG 3	VICTORIA	(361) 573-0731 ext:226	mkresta@esc3.net
KENDA MATSON	REG 3	VICTORIA	(361) 573-0731 ext:321	KMatson@esc3.net
DIONNE HUGHES	REG 3	VICTORIA	(361) 573-0731 ext:212	dhughes@esc3.net
MITZI MCAFFEE	REG 3	VICTORIA	(361) 573-0731 ext:214	MMcafee@esc3.net
DR LINDA HALL	REG 4	HOUSTON	(713) 744-6399	lhall@esc4.net
MONELLE ROUGEAU	REG 4	HOUSTON	(713) 744-6581	monelle.rougeau@esc4.net
ITZIL WELCH	REG 4	HOUSTON	(713) 744-4487	itzil.welch@esc4.net
ANGEL LOZANO	REG 4	HOUSTON	(713) 744-6596	angel.lozano@esc4.net
DANETTE THORNTON	REG 4	HOUSTON	(713) 744-6578	danette.thornton@esc4.net
MONICA MAHFOUZ	REG 5	BEAUMONT	(409) 951-1702	mmahfouz@esc5.net
TAMMY WALKER	REG 6	HUNTSVILLE	(936) 435-8360	twalker@esc6.net
LAURA REDDEN	REG 6	HUNTSVILLE	(936) 435-8293	lredden@esc6.net
JESSICA HASSELL	REG 6	HUNTSVILLE	(936) 435-8355	JHASSELL@ESC6.NET
TALLY STOUT	REG 6	HUNTSVILLE	(936) 435-8371	TSTOUT@ESC6.NET
BETH NESMITH	REG 6	HUNTSVILLE	(936) 435-8243	bnesmith@esc6.net
DR CATHERINE GEORGE	REG 6	HUNTSVILLE	(936) 435-8207	cgeorge@esc6.net

SANDY CAMMARATA-GARCIA	REG 6	HUNTSVILLE	(936) 435-8235	sgarcia@esc6.net
DR STEVE JOHNSON	REG 6	HUNTSVILLE	(936) 435-8290	sjohnson@esc6.net
SARAH WRIGHT	REG 6	HUNTSVILLE	(936) 435-8400	swright@esc6.net
JAYNE TAVENNER	REG 6	HUNTSVILLE	(936) 435-8242	jtavenner@esc6.net
DARA FULLER	REG 6	HUNTSVILLE	(936) 435-8313	dfuller@esc6.net
HENRYETT LOVELY	REG 7	KILGORE	(903) 988-6854	hlovely@esc7.net
MS SHIRLEY AGAN	REG 8	MT PLEASANT	(903) 572-8551 ext:2769	sagan@reg8.net
MR WAYNE SNYDER	REG 8	MT PLEASANT	(903) 572-8551 ext:2649	wsnyder@reg8.net
MRS DEBRA CROOMS	REG 8	MT PLEASANT	(903) 575-2733	dcrooms@reg8.net
MRS RICHELE LANGLEY	REG 8	MT PLEASANT	(903) 575-2605	rlangley@reg8.net
MR LEONARD BELES	REG 8	MT PLEASANT	(903) 572-8551 ext:2740	lbeles@reg8.net
MS KAREN J THOMPSON	REG 8	MT PLEASANT	(903) 572-8551 ext:2616	karen.thompson@reg8.net
MS KERRI BOWLES	REG 8	MT PLEASANT	(903) 572-8551 ext:2720	kbowles@reg8.net
KENNY MILLER	REG 9	WICHITA FALLS	(940) 322-6928	kenny.miller@esc9.net
MICKI WESLEY	REG 9	WICHITA FALLS	(940) 322-6928	micki.wesley@esc9.net
CINDY MOSES	REG 9	WICHITA FALLS	(940) 322-6928	cindy.moses@esc9.net
DARREN FRANCIS	REG 9	WICHITA FALLS	(940) 322-6928 ext:302	darren.francis@esc9.net
KIM GILSON	REG 10	RICHARDSON	(972) 348-1480	KIM.GILSON@region10.org
MRS MICHAEL MILBURN	REG 10	RICHARDSON	(972) 348-1632	MICHAEL.MILBURN@region10.org
BECKY BOOK	REG 10	RICHARDSON	(972) 348-1434	becky.book@region10.org
ANNA GRIFFITHS	REG 10	RICHARDSON	(972) 348-1360	anna.griffiths@region10.org
KATHY DUNIVEN	REG 11	WHITE SETTLEMENT	(817) 740-7583	kduniven@esc11.net
GRETCHEN KROOS	REG 11	WHITE SETTLEMENT	(817) 740-7630	gkroos@esc11.net
LAURA MCKEAN	REG 11	WHITE SETTLEMENT	(817) 740-7608	lmckean@esc11.net

STEPHANIE KUCERA	REG 12	WACO	(254) 297-1154	skucera@esc12.net
CARIE DOWNES	REG 12	WACO	(254) 297-1252	cdownes@esc12.net
ELLEN HOGAN	REG 12	WACO	(254) 297-1195	ehogan@esc12.net
CHRIS GRIFFIN	REG 12	WACO	(254) 297-1163	cgriffin@esc12.net
CHRISTINE HOLECEK	REG 12	WACO	(254) 297-1284	cholecek@esc12.net
NATALIE WEBER	REG 13	AUSTIN	(512) 919-5174	natalie.weber@esc13.txed.net
LISA WHITE	REG 14	ABILENE	(325) 675-8616	lwhite@esc14.net
EMILIA MORENO	REG 14	ABILENE	(325) 675-8674	emoreno@esc14.net
LAURA STRUBE	REG 15	SAN ANGELO	(325) 481-4065	laura.strube@esc15.net
JOHN SHAFFER	REG 15	SAN ANGELO	(325) 658-6571 ext:4096	john.shaffer@esc15.net
DAVID BEDFORD	REG 15	SAN ANGELO	(325) 658-6571 ext:4023	david.bedford@esc15.net
SHIRLEY CLARK	REG 16	AMARILLO	(806) 677-5130	shirley.clark@esc16.net
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