Figure: 19 TAC §97.1005(b)

Results Driven Accountability

2020 Manual

Texas Education Agency

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Section I: Introduction

Results Driven Accountability (RDA) Framework and Reporting

Results Driven Accountability (RDA) is a local education agency[1] (LEA) level, data-driven monitoring framework developed and implemented annually by the Department of Review and Support in coordination with supporting departments within the Texas Education Agency (TEA). The 2020 RDA Manual is intended to serve as a comprehensive technical resource to the annual RDA Report and used by the TEA as one part of its annual evaluation of LEAs' performance and program effectiveness. Indicators are selected based on the following guiding principles.

Guiding Principles of the RDA

- **Principle 1: Partnership and transparency with stakeholders**
  - **Public Input and Accessibility.** The design, development, and implementation of RDA are informed by public input received through stakeholder meetings, the public comment period included in the annual rule adoption of the RDA manual, and ongoing virtual meeting opportunities with LEA and regional partners. The information RDA generates is available to the public.
  - **End-User Design.** Information guides and reports will seek to make sense of the data for practitioner use and decision-making purposes.
- **Principle 2: Drives Improved Results and High Expectations**
  - **LEA Effectiveness.** RDA is intended to assist LEAs in their efforts to improve local performance.
  - **Statutory Requirements.** RDA is designed to meet statutory requirements.
  - **Indicator Design.** RDA indicators reflect critical areas of student performance, program effectiveness, and data integrity.
  - **Progressive Standards.** RDA cut points will be adjusted over time to ensure continued student achievement and progress to achieve high expectations.
- **Principle 3: Protects Children and Families**
  - **Maximum Inclusion.** RDA evaluates a maximum number of LEAs by using appropriate alternatives to analyze the performance of LEAs with small numbers of students.
  - **Annual Statewide Evaluation.** RDA ensures the annual evaluation of all LEAs in the state.
- **Principle 4: Differentiated Incentives and Supports to LEAs**
  - **Individual Program Accountability.** RDA is structured to ensure low performance in one program area cannot be offset by high performance in other program areas or lead to interventions in program areas where performance is high.
- **Principle 5: Responsive to Needs**
  - **System Evolution.** RDA is a dynamic system in which indicators are added, revised, or deleted in response to changes and developments that occur outside of the system, including new legislation and the development of new assessments.
  - **Coordination.** RDA is part of an overall agency coordination strategy for the student outcomes-based evaluation of LEAs.

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

The 2020 RDA manual includes several key changes from 2019.

Overall, the format of the RDA manual has changed. Indicator grouping under three identified domains has created a shift in some indicators to be reordered and numbered.

Domain I captures indicators of Academic Achievement
Domain II captures indicators of Post-Secondary Readiness
Domain III captures indicators of Disproportionate Analysis

Due to changes in monitoring structures and requirements for certain federal and state programs, and to eliminate duplication of monitoring activities, some program areas have been removed from the RDA report. Those include Career and Technical Education (CTE) indicators, Title I -Part A, and Migrant. These programs continue to be monitored through Every Student Succeeds Act (ESSA) reporting and requirements.

Other changes are marked in the manual as "New!" for easy reference and are designed to achieve systems alignment with other state and federal accountability and monitoring objectives. An overview of the RDA 2020 changes are included below. Detailed information about specific indicators is included in Section III of this manual.

Bilingual Education, English as a Second Language, and English Learner (BE/ESL/EL) Indicators

- New Cut Points have been assigned for the following indicators:
  - BE/ESL/EL Indicator #1(i-v): BE STAAR[2] 3-8 Passing Rate
  - BE/ESL/EL Indicator #2(i-v): ESL STAAR 3-8 Passing Rate
  - BE/ESL/EL Indicator #6(i-iv): EL STAAR EOC Passing Rate
  - BE/ESL/EL Indicator #7: TELPAS Reading Beginning Proficiency Level Rate
  - BE/ESL/EL Indicator #8: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
- New report only indicators:
  - BE/ESL/EL Indicator #4: EL Dyslexia STAAR 3-8 Reading Passing Rate
  - BE/ESL/EL Indicator #11: EL Dyslexia Representation (Ages 6-21)

Other Special Populations (OSP) Indicators

- New Cut Points for combined special populations (students in Foster Care, experiencing homelessness, or Military-Connected) with Hold Harmless for certain PL assignment:
  - OSP Indicator #1(i-v): OSP STAAR 3-8 Passing Rate
  - OSP Indicator #3(i-v): OSP STAAR EOC Passing Rate
  - OSP Indicator #4: OSP Graduation Rate
  - OSP Indicator #5: OSP Annual Dropout Rate (Grades 7-12)
- New report only indicators:
  - OSP Indicator #2: OSP Dyslexia STAAR 3-8 Reading Passing Rate
  - OSP Indicator #6: OSP Dyslexia Representation (Ages 6-21)

Special Education (SPED) Indicators

- New report only indicators:
  - SPED Indicator #2: SPED Dyslexia STAAR 3-8 Reading Passing Rate
  - SPED Indicator #5: SPED STAAR Alternate 2 Participation Rate (calculation change)
  - SPED Indicator #8: SPED Dyslexia Representation (Ages 6-21)

[2] STAAR® is a registered trademark of the Texas Education Agency. The minimum level of satisfactory performance described in this manual corresponds with the labels adopted under 19 Texas Administrative Code §101.3041: Approaches Grade Level (STAAR/STAAR Spanish) and Level II: Satisfactory Academic Performance (STAAR Alternate 2)

Section II: Components of the 2020 RDA Report

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 for 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 Bilingual Education students to report in a year's data collection, then for any Bilingual Education 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.

NOTE - On March 16, 2020, Governor Greg Abbott waived the State of Texas Assessment of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year due to extensive school closures relating to the COVID-19 nation-wide pandemic event. Indicators specific to STAAR testing proficiency, participation or other reliance on non-existing 2019-2020 STAAR data will not receive 2020 RDA performance levels for those indicators. Texas' commitment to provide educators and parents with reliable information on student outcomes for mastery of grade-level content as measured on the STAAR in future years will continue. However, for 2019-2020 no data will be available for these indicators: BE/ESL/EL Indicators #1, #2, #3, #4, #5, #6, #8; OSP Indicators #1, #2, #3; and SPED Indicators #1, #2, #3, #4, #5. When there is insufficient data to make monitoring decisions, the Agency will carryover its monitoring activities from the prior year.

Accountability Subset

Students who are enrolled in an LEA on October 25, 2019 (fall snapshot date) and test in the same LEA in the fall of 2019 or spring of 2020 are considered to be in the "accountability subset" while students who are enrolled in an LEA on October 25, 2019, but not enrolled in the same LEA for fall 2019 or spring 2020 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2019 is based on the 2018 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

RDA data are released to each LEA as allowed under the Family Educational Rights and Privacy Act (FERPA). RDA data released to the public are masked to protect student confidentiality. An RDA Masking Rules document is available on both the RDA district reports and data download web pages:

- 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 2020 RDA system include Not Assigned (NA) (including Not Assigned through SA), 0, 0SA, 0 RI, 1, 1 SA, 2, 2 SA, 3, 3 SA, 3 HH, 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. HH refers to Hold Harmless, described further in this 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.

New - Targeted hold harmless provision for certain indicators. 2020 RDA provides PL results for Other Special Populations (OSP) inclusive of combined results for students in Foster Care, experiencing homelessness, or Military-Connected. Combined results will eliminate over representation of Not Assigned (NA) in single student populations included under OSP within a single year analysis. Under the targeted **Hold Harmless (HH)** provision, any LEA that would otherwise receive a PL 3 on OSP Indicator #1(i-v), a PL 3 on OSP Indicator #3(i-iii) or PL 4 on #3(iv), a PL 3 on OSP Indicator #4, or a PL 3 on OSP Indicator #5, but who would not have met minimum size requirement (MSR) in each single OSP population, will receive a PL 3 or PL 4 HH, as applicable in 2020

RDA. For 2020 RDA interventions purposes, the count of PL 3 HH under those indicators will not be added to an LEA's total PL 3 count.

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.

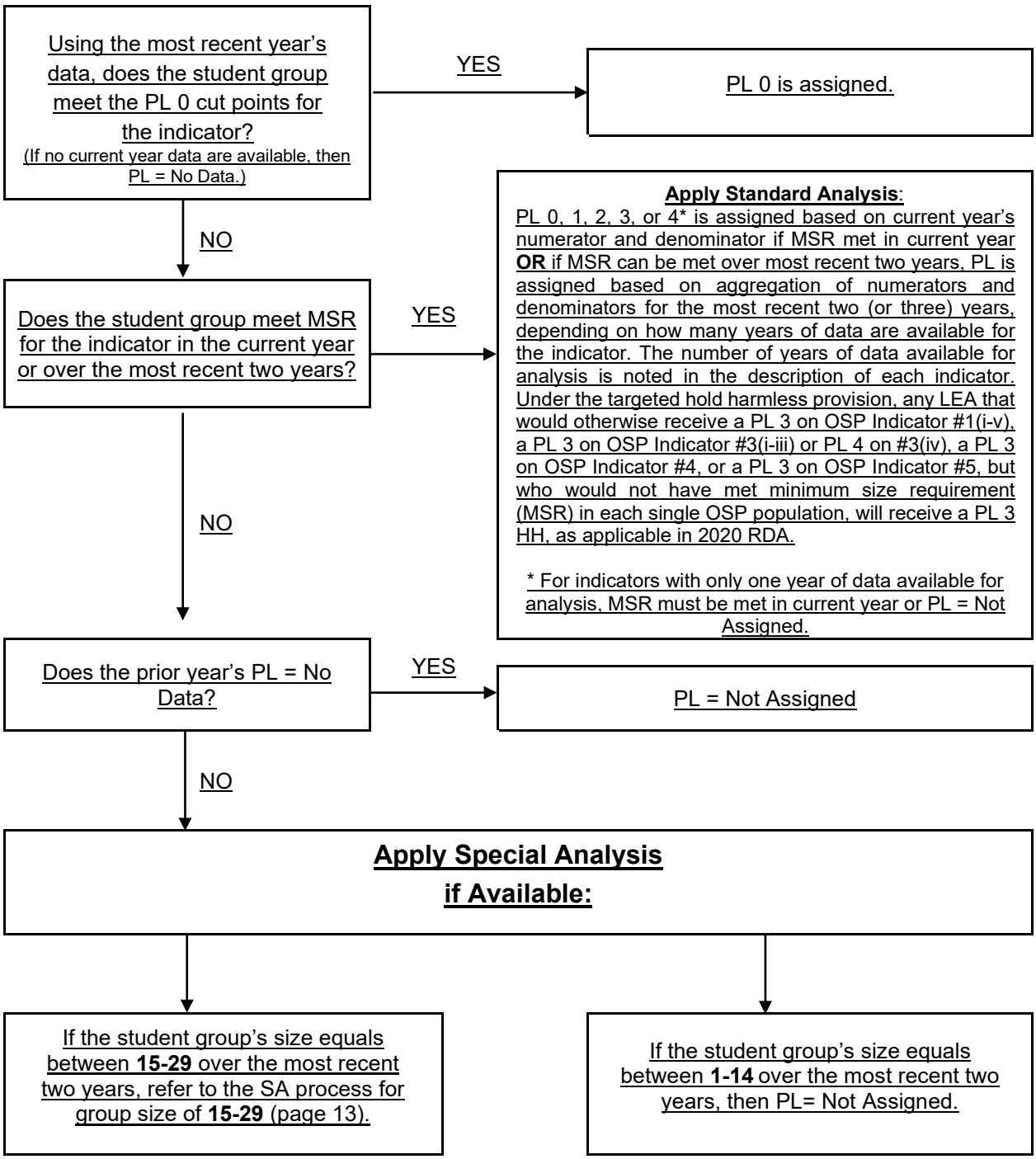
The MSR can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years, if applicable. If the MSR is met for a particular performance indicator, then an LEA is evaluated using the standard RDA analysis. Under standard analysis, when the 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.

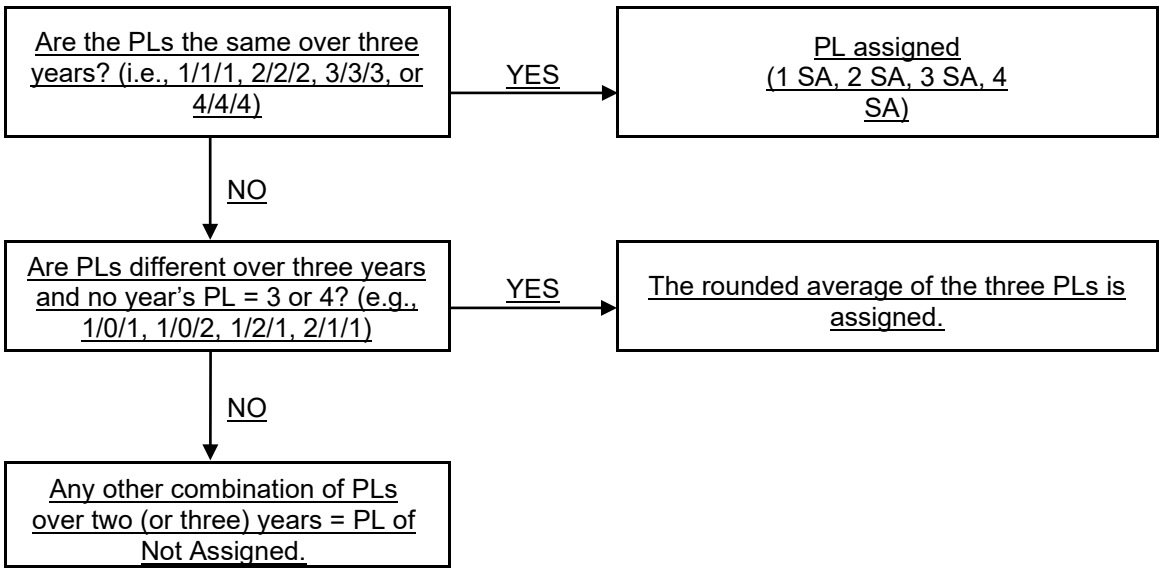
The flowcharts on the following pages depict the process for determining whether standard analysis or SA is applied in the RDA.

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 2020 RDA report.

Required Improvement (RI)

The RDA framework and report, by design, has a built-in improvement component. Because the system includes a range of PLs, LEAs that demonstrate improvement from one year to the next can progress from one PL to another. For example, an LEA with 74% of its special education students graduating with a high school diploma in four years received a PL 1 in the 2019 RDA. If that same LEA is able to improve its special education graduation rate to 80% in 2020, it would receive a PL 0 because its performance meets the 2020 PL 0 cut point.

In addition to the system's built-in improvement component, the 2020 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:

Actual Change:		**RI:**
Performance in 2020 – Performance in 2019	≥	$\frac{\text{Minimum PL 0 for 2020 – Performance in 2019}}{\text{Number of years to reach minimum PL 0 cut point}}$

EXAMPLE OF RI USING SPED INDICATOR #6: SPED Graduation Rate

1. Calculate the **Actual Change** for the LEA's SPED graduation rate:

$$\textbf{Actual Change:}\quad \frac{72.0\% - 60.0\%}{(2020) - (2019)} = 12.0$$

2. Calculate the **RI** for the LEA's SPED graduation rate:

$$\textbf{RI:}\quad \frac{\frac{80.0\% - 60.0\%}{2}}{(2021-2019)} = 10.0$$

Note: The 2021 target year allows LEAs one year beyond 2020 to reach the 2020 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 LEA meets **RI** and receives a PL of 0 RI.

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.

Actual Change:		**RI:**
Performance in 2020 – Performance in 2019	≤	$\frac{\text{Maximum PL 0 for 2020 - performance in 2019}}{\text{Number of years to reach maximum PL 0 cut point}}$

EXAMPLE OF RI USING SPED INDICATOR #7: SPED Annual Dropout Rate Grades 7-12)

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

$$\textbf{Actual Change:} \quad \frac{3.8\% - 8.1\%}{(2020) - (2019)} = -4.3$$

2. Calculate the **RI** for the LEA's SPED annual dropout rate:

$$\textbf{RI:} \quad \frac{\frac{1.8\% - 8.1\%}{2}}{(2021\text{-}2019)} = -3.2$$

Note: The 2021 target year allows LEAs one year beyond 2020 to reach the 2020 minimum PL 0 cut point of 1.8%.

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

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

Significant Disproportionality in Certain Indicators

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. Therefore, the state must calculate a risk ratio for each LEA in seven racial/ethnic groups for each analysis category within areas of identification (representation), placement, and discipline. LEAs that exceed the state established risk ratio threshold of 2.5 for any racial/ethnic group category will be assigned a PL designation of significant disproportionate (SD). A first year designation of SD is assigned as SD Year 1, two consecutive years in the same racial/ethnic group category is assigned as SD Year 2, and three consecutive years as SD Year 3, unless reasonable progress (RP) is met. (Additional information regarding SD RP is included later in this section) Only the most recent 3 consecutive years of available data are analyzed for SD Year 3 and RP purposes.

Risk Ratio: Methodology Identification, Placement, and Discipline

Identification

$$\frac{\text{\# children with disabilities from racial/ethnic group}}{\text{\# children from racial/ethnic group}} \div \frac{\text{\# all other children with disabilities}}{\text{\# all other children}}$$

Identification in Disability

$$\frac{\text{\# children from racial/ethnic group in disability category}}{\text{\# children with disabilities from racial/ethnic group}} \div \frac{\text{\# all other children in disability category}}{\text{\# all other children with disabilities}}$$

Placement

$$\frac{\text{\# children from racial/ethnic group in placement category}}{\text{\# children with disabilities from racial/ethnic group}} \div \frac{\text{\# all other children in placement category}}{\text{\# all other children with disabilities}}$$

Discipline

$$\frac{\text{\# children with disabilities from racial/ethnic group in discipline category}}{\text{\# children with disabilities from racial/ethnic group}} \div \frac{\text{\# all other children with disabilities in discipline category}}{\text{\# all other children with disabilities}}$$

Risk Ratio: Example for Identification (Representation)

		NUMERATORS	DENOMINATORS
	Sample District's Data	SPED Students	All Students
		340	3,456
District Rate		SPED Asian	Asian Students
SPED Asian	*(240/950) X 100* = **25.3**	240	950
		Other SPED	Other Students
All other Students	*(100/2506) X 100* = **4.0**	100	2,506
Risk Ratio = 25.3/4.0 = **6.3** (SD designation applied for PL)			

Risk Ratio: Example for Identification in Disability

		NUMERATORS	DENOMINATORS
	Sample District's Data	SPED Students	All Students
		420	3,225
District Rate		Asian with Autism	SPED Asian
SPED Asian with Autism	*(25/54) X 100* = **46.3**	25	54
		Other with Autism	Other SPED
All other students with Autism	*(18/366) X 100* = **4.9**	18	366
Risk Ratio = 46.3/4.9 = **9.4** (SD designation assigned for PL)			

Risk Ratio: Example for Disciplinary Placements

		NUMERATORS	DENOMINATORS
	Sample District's Data	SPED Students	All Students
		535	5,260
District Rate		Af/Am ISS > 10 days	SPED All Af/Am
SPED African American In-School Suspension > 10 days	*(124/248) X 100* = **50.0**	124	248
		All Oth ISS > 10 days	All Other SPED
All Other Students In-School Suspension > 10 days	*(62/287) X 100* = **21.6**	62	287
Risk Ratio = 50.0/21.6 = **2.3** (No SD designation made)			

Given there are seven racial/ethnic groups and a total of 14 regulation defined categories for required analysis, LEA data are analyzed in 98 separate categories for significant disproportionality.

Graphic Display – 98 Required Categories for Analysis under § 300.647 (b)(2) determining significant disproportionality.

Categories		Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	**Total of 98 possible (49+14+35)**
Representation	Identification of children ages 3 through 21 with a disability	✓	✓	✓	✓	✓	✓	✓	**Representation = 49**
	Identification of children ages 3 through 21 with:	✓	✓	✓	✓	✓	✓	✓	
	1. Intellectual disabilities	✓	✓	✓	✓	✓	✓	✓	
	2. Specific learning disabilities	✓	✓	✓	✓	✓	✓	✓	
	3. Emotional disturbance	✓	✓	✓	✓	✓	✓	✓	
	4. Speech or language impairments	✓	✓	✓	✓	✓	✓	✓	
	5. Other health impairments	✓	✓	✓	✓	✓	✓	✓	
	6. Autism	✓	✓	✓	✓	✓	✓	✓	
Placement	Placements of children ages 6 through 21 into particular educational settings:	✓	✓	✓	✓	✓	✓	✓	**Placement = 14**
	1. Inside a regular class less than 40 percent of the day								
	2. Inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities or private schools	✓	✓	✓	✓	✓	✓	✓	
Discipline	Placements of children ages 3 through 21 into particular disciplinary settings:	✓	✓	✓	✓	✓	✓	✓	**Discipline = 35**
	1. Out-of-school suspensions and expulsions of 10 days or fewer								
	2. Out-of-school suspensions and expulsions of more than 10 days	✓	✓	✓	✓	✓	✓	✓	
	3. In-school suspensions of 10 days or fewer	✓	✓	✓	✓	✓	✓	✓	
	4. In-school suspensions of more than 10 days	✓	✓	✓	✓	✓	✓	✓	
	5. Total disciplinary removals including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer	✓	✓	✓	✓	✓	✓	✓	

Reasonable Progress (RP) in Certain Indicators

Texas defines LEAs who exceed the risk ratio threshold in the same category for three consecutive years and who do not meet RP as significantly disproportionate (SD Year 3). To receive an RP designation an LEA must reduce its risk ratio in each of two prior consecutive years and meet a proportionate improvement rate requirement. Per 34 CFR §300.647(d)(2), the TEA is not required to identify an LEA for Significant Disproportionality (SD) until the LEA has exceeded the risk ratio threshold and has failed to demonstrate RP. The TEA does not have the option to postpone a finding of SD if the LEA has only achieved a decrease over a multiple-year period.

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). An LEA meets RP designation in its third year of SD analysis if the difference between its current year (CY) risk ratio and its first year (PY2) risk ratio meets the rate of progress needed to fall below the SD threshold (2.5) in year four. The following equation shows a decrease in risk ratio represents the yearly progress needed to fall below the SD threshold the following year.

Proportionate Improvement Calculation

$$\underbrace{CY\ Risk\ Ratio - PY2\ Risk\ Ratio}_{\text{Two-year decrease}} \leq \underbrace{2 \times \frac{2.5 - PY2\ Risk\ Ratio}{3}}_{\text{Expected yearly decrease}}$$

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 LEAs' implementation of monitoring requirements.

Monitoring Interventions

The Department of Review and Support utilizes performance results obtained from the RDA report along with compliance data included in the RDA framework when making annual federally required determinations. Each LEA receives a determination level (DL) and may be selected for 2020 RDA interventions based on its DL status. The Department of Review and Support will provide further instructions on monitoring interventions 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: Results Driven Indicators

Bilingual Education/English as a Second Language & English Learner

(BE/ESL/EL)

Indicators (1 – 11)

BE/ESL/EL Overview

The RDA framework is utilized to assign required intervention activities to a local education agency (LEA) based on annual performance on individual indicators or patterns across indicators. The 2020 BE/ESL/EL RDA report includes 11 indicators across Domains I through III that are used to measure and ensure the academic success of English Learners (ELs) in Texas.

Domain 1	Indicator #1 (i-v).	BE STAAR 3-8 Passing Rate
	Indicator #2 (i-v)	ESL STAAR 3-8 Passing Rate
	Indicator #3 (i-v)	EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate
	Indicator #4	EL Dyslexia STAAR 3-8 Reading Passing Rate
	Indicator #5 (i-v)	EL Years-After-Exit (YsAE) STAAR 3-8 Passing Rate
	Indicator #6 (i-iv)	EL STAAR EOC Passing Rate
	Indicator #7	TELPAS Reading Beginning Proficiency Level Rate
	Indicator #8	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
Domain II	Indicator #9	EL Graduation Rate
	Indicator #10	EL Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #11	EL Dyslexia Representation (Ages 6-21)

An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied. Some indicators are reported for LEA information and planning purposes and designated as Report Only. Specific indicator data notes are referenced from the chart below.

Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page)	
1	English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.
2	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.
3	Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career.
4	Denominator is based on students who were in grades 2-12 in spring 2019 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2020.
5	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 English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator.
6	Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information.
7	If a student takes TELPAS for any current year administration, the student will be reported as LEP = C.
8	Will remain Report Only each year, Performance Level assignment not appropriate.
9	Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 25, 2019, and less than 22 as of September 1, 2019.
10	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.
11	Based on students reported in PEIMS as Els at any time while attending Grades 9-12 in a Texas Public School

BE/ESL/EL Domain I – Academic Achievement (Indicators 1-8)

Indicators included in BE/ESL/EL Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program, and the Texas English Language Proficiency Assessment System (TELPAS).

Indicator #1 (i-v)	**BE STAAR 3-8 Passing Rate (New! – Cut Points Assigned)**
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.	

Data Source	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and participating in a state-approved bilingual program (E1042 bilingual program indicator code = 2, 3, 4, or 5); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
Data Note(s)	1, 2	**PL Assignment**	Yes

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30	No	No	1	Yes	PEIMS Fall 2019	Spring 2020 and May 2020 SSI retest

Calculation

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

Subjects	**Grade Level**	**PL Assignment**				
		0	**1**	**2**	**3**	**4**
i. Mathematics	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
ii. Reading	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iii. Science	5, 8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
iv. Social Studies	8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
v. Writing	4, 7	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	

Indicator #2 (i-v)	**ESL STAAR 3-8 Passing Rate (New! – Cut Points Assigned)**
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.	

Data Source	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and participating in a state- approved ESL (E1043 ESL program indicator codes = 2, or 3); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
Data Note(s)	1, 2	**PL Assignment**	**Yes**

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30	No	No	1	Yes	PEIMS Fall 2019	Spring 2020 and May 2020 SSI retest

Calculation

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

Subjects	**Grade Level**	**PL Assignment**				
		0	**1**	**2**	**3**	**4**
i. Mathematics	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
ii. Reading	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iii. Science	5, 8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
iv. Social Studies	8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
v. Writing	4, 7	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	

Indicator #3 (i-v)	**EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate (Report Only - No PL Assigned)**
Measures the percent of English learners (ELs) not served in a BE or ESL program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.	

Data Source	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EL (LEP = C) but not participating in a state-approved bilingual or English as a second language program (Bilingual = 0 and ESL = 0); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
Data Note(s)	2, 7, 10	**PL Assignment**	No

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
NA	No	No	1	Yes	PEIMS Fall 2019	Spring 2020 and May 2020 SSI retest

Calculation

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

Subjects	**Grade Level**	**PL Assignment**
i. Mathematics	3-8	Report Only No PL Assigned
ii. Reading	3-8	
iii. Science	5, 8	
iv. Social Studies	8	
v. Writing	4, 7	

Indicator #4	**EL Dyslexia STAAR 3-8 Reading Passing Rate (New!-Indicator) (Report Only - No PL Assigned)**
Measures the percent of English learners (ELs) identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.	

Data Source	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EL (LEP = C) and as dyslexia (E1530 Dyslexia code = 1); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
Data Note(s)	1, 2, 7, 10	**PL Assignment**	No

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
NA	No	No	1	Yes	PEIMS Fall 2019	Spring 2020 and May 2020 SSI retest

Calculation

$$\frac{\text{number of ELs with dyslexia STAAR 3-8 Reading passers}}{\text{number of ELs with dyslexia STAAR 3-8 Reading takers}}$$

Subjects	**Grade Level**	**PL Assignment**
Reading	3-8	Report Only No PL Assigned

Indicator #5 (i-v)	**EL Years-After-Exit (YsAE) STAAR 3-8 Passing Rate**
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.	

Data Source	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and having met the criteria for BE/ESL program exit, no longer classified as EL in PEIMS; and in their first, second, third, or fourth year of monitoring as allowed by ESSA (M1-M4 indicator code); and also reported on the STAAR and STAAR Alternate 2 assessments.		
Data Note(s)	2	**PL Assignment**	Yes

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30	No	No	2	Yes	PEIMS Fall 2019	Spring 2020 and May 2020 SSI retest

Calculation

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

Subjects	**Grade Level**	**PL Assignment**				
		0	**1**	**2**	**3**	**4**
i. Mathematics	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
ii. Reading	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iii. Science	5, 8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
iv. Social Studies	8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
v. Writing	4, 7	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	

Indicator #6 (i-iv)	**EL STAAR EOC Passing Rate (New! – Cut Points Assigned)**
Measures the percent of English learners (ELs) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.	

Data Source	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EL (LEP = C); and also reported on the STAAR and STAAR Alternate 2 assessments.		
Data Note(s)	1, 2, 3, 7, 10	**PL Assignment**	Yes

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30	No	No	1	Yes	PEIMS Fall 2018 and Fall 2019	Summer 2019, Fall 2019, and Spring 2020

Calculation

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

Subjects	**Grade Level**	**PL Assignment**				
		0	**1**	**2**	**3**	**4**
i. Algebra I	EOC	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
ii. Biology	EOC	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%	
iii. U.S. History	EOC	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iv. English I and II	EOC	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

Indicator #7	**TELPAS Reading Beginning Proficiency Level Rate (New! – Cut Points Assigned)**
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.	

Data Source	Reported by LEAs in the 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.		
Data Note(s)	4	**PL Assignment**	Yes

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30; Numerator ≥ 5	No	No	1	Yes	PEIMS Fall 2018 and Fall 2019	Spring 2019 and Spring 2020

Calculation

$$\frac{\text{number of ELs grades 2-12 TELPAS reading scored beginning proficiency level in current year}}{\text{number of ELs grades 2-12 TELPAS reading tested current and previous year}}$$

Subjects	**Grade Level**	**PL Assignment**				
		0	**1**	**2**	**3**	**4**
Reading	2-12	0% - 7.5%	7.6% - 10.9%	11% - 13.9%	14.0% - 100%	

Indicator #8	**TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (New! – Cut Points Assigned)**
Measures the percent of English learners (ELs) in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.	

Data Source	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and received a TELPAS Composite Rating.		
Data Note(s)	5, 6	**PL Assignment**	Yes

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30; Numerator ≥ 5	No	No	1	Yes	PEIMS Fall 2019	Spring 2020

Calculation

$$\frac{\text{number of ELs grades 5-12 in U.S. schools five or more years TELPAS Composite rating of beginning or intermediate}}{\text{number of ELs grades 5-12 in U.S. schools five or more years with a TELPAS Composite rating}}$$

Subjects	**Grade Level**	**PL Assignment**				
		0	**1**	**2**	**3**	**4**
Language Domains	5-12	0% - 19.4%	19.5% - 30.7%	30.8% - 36.5%	36.6% -100%	

BE/ESL/EL Domain II – Post-Secondary Readiness (Indicators 9-10)

Indicators included in BE/ESL/EL Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied.

Indicator #9	**EL Graduation Rate**
Measures the percent of English Learners (ELs) who graduated with a high school diploma in four years.	

Data Source	Data sources and methods for calculating graduation rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/acctres/dropcomp_index.html.		
Data Note(s)	11	**PL Assignment**	Yes

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30	Yes	No	3	No	Class of 2019 (most current data available)

Calculation

$$\frac{\text{number of ELs in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of ELs in the class of 2019}}$$

PL Assignment				
0	**1**	**2**	**3**	**4**
80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%	

Indicator #10	**EL Annual Dropout Rate (Grades 7-12)**
Measures the percent of English learners (ELs) in Grades 7-12 who dropped out in a given school year.	

Data Source	Data sources and methods for calculating dropout rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/acctres/dropcomp_index.html.		
Data Note(s)	NA	**PL Assignment**	Yes

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 5	Yes	Yes	3	No	2018-2019 school year (most current data available)

Calculation

$$\frac{\text{number of grades 7-12 ELs who dropped out}}{\text{number of grades 7-12 ELs enrolled during the school year}}$$

PL Assignment				
0	1	2	3	4
0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%	

BE/ESL/EL Domain III – Disproportionate Analysis (Indicator 11)

Indicator(s) included in BE/ESL/EL Domain III relate to disproportionate analysis measured in difference rates for certain populations. These indicator(s) are applicable as Report Only to provide LEAs and TEA with an opportunity to review results and ensure policies and procedures are not discriminatory, creating over or under representation in these populations.

Indicator #11	**EL Dyslexia Representation (Ages 6-21)** **(New! - Indicator) (Report Only - No PL Assigned)**
Measures the difference between the rate of English learners (ELs) identified with dyslexia and the rate of all students identified with dyslexia in the LEA.	

Data Source	Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EL (LEP = C); and as dyslexia (E1530 Dyslexia code = 1)		
Data Note(s)	8, 9	**PL Assignment**	No

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
NA	No	No	1	No	PEIMS Fall 2019

Calculation

$$\frac{\text{number of ELs identified with dyslexia ages 6-21}}{\text{number of ELs ages 6-21}} - \frac{\text{number of students identified with dyslexia ages 6-21}}{\text{number of students ages 6-21}}$$

PL Assignment
Report Only No PL Assigned

OSP

Other Special Populations
(OSP)

Indicators (1 – 6)

OSP Overview

The RDA framework is utilized to assign required intervention activities to a local education agency (LEA) based on annual performance on individual indicators or patterns across indicators. The 2020 OSP RDA report includes 6 indicators across Domains I through III that are used to measure and ensure the academic success of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA in Texas.

Domain 1	Indicator #1 (i-v)	OSP STAAR 3-8 Passing Rate
	Indicator #2	OSP Dyslexia STAAR 3-8 Reading Passing Rate
	Indicator #3 (i-iv)	OSP STAAR EOC Passing Rate
Domain II	Indicator #4	OSP Graduation Rate
	Indicator #5	OSP Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #6	OSP Dyslexia Representation (Ages 6-21)

An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied. Some indicators are reported for LEA information and planning purposes and designated as Report Only. Specific indicator data notes are referenced from the chart below.

Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page)	
1	Students in Foster Care, identified as homeless, or military-connected in their first year in U.S. schools are excluded from this indicator unless they were administered the STAAR Alternate 2.
2	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.
3	The general term foster care includes all students in the managing conservatorship of the Texas Department of Family and Protective Services.
4	The definition of "homeless" is the education definition used in the McKinney-Vento Homeless Assistance Act.
5	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).
6	Each OSP group will be disaggregated for report only (no performance level assignment).
7	Will remain Report Only each year, Performance Level assignment not appropriate.
8	Student's age derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 25, 2019, and less than 22 as of September 1, 2019.
9	Holds Harmless (HH) applied if applicable. See Section II: Components of the 2020 RDA Report for more information on HH application.

OSP Domain I – Academic Achievement (Indicators 1-3)

Indicators included in OSP Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program, and inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA.

Indicator #1 (i-v)	**OSP STAAR 3-8 Passing Rate** **(New! – Combined Populations Indicator)**
Measures the percent of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.	

Data Source	Reported by LEA in the PEIMS 40100 Sub-Category as enrolled in the LEA and Foster Care (E1528, foster indicator code 1), or experiencing homelessness (E1082, homeless status code 2, 3, 4, 5), or military-connected (E1529, Military-Connected code 1, 2, 3, 4, 5, 6); and also reported on the STAAR, STAAR Spanish and STAAR Alternate 2 assessments		
Data Note(s)	1, 2, 3, 4, 5, 6, 9	**PL Assignment**	Yes

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30	No	No	1	Yes	PEIMS Fall 2019	Spring 2020 and May 2020 SSI retest

Calculation

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

Subjects	**Grade Level**	**PL Assignment**				
		0	**1**	**2**	**3**	**4**
i. Mathematics	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
ii. Reading	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iii. Science	5, 8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
iv. Social Studies	8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
v. Writing	4, 7	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	

Indicator #2	OSP Dyslexia STAAR 3-8 Reading Passing Rate (New! –Indicator) (Report Only - No PL Assigned)
Measures the percent of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students who are also identified with dyslexia and met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.	

Data Source	Reported by LEA in the PEIMS 40100 Sub-Category as enrolled in the LEA and Foster Care (E1528, foster indicator code 1), or experiencing homelessness (E1082, homeless status code 2, 3, 4, 5), or military-connected (E1529, Military-Connected code 1, 2, 3, 4, 5, 6); and as dyslexia (E1530 Dyslexia code = 1); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
Data Note(s)	1, 2, 3, 4, 5, 6	PL Assignment	No

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	Yes	PEIMS Fall 2019	Spring 2020 and May 2020 SSI retest

Calculation

$$\frac{\text{total number of OSP students with dyslexia STAAR 3-8 Reading passers}}{\text{total number of OSP with dyslexia STAAR 3-8 Reading takers}}$$

Subjects	Grade Level	PL Assignment
Reading	3-8	Report Only No PL Assigned

Indicator #3 (i-iv)	OSP STAAR EOC Passing Rate (New! – Combined Populations Indicator)
Measures the percent of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.	

Data Source	Reported by LEA in the PEIMS 40100 Sub-Category as enrolled in the LEA and Foster Care (E1528, foster indicator code 1), or experiencing homelessness (E1082, homeless status code 2, 3, 4, 5), or military-connected (E1529, Military-Connected code 1, 2, 3, 4, 5, 6); and also reported on the STAAR, and STAAR Alternate 2 assessments.		
Data Note(s)	1, 2, 3, 4, 5, 6, 9	**PL Assignment**	Yes

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30	No	No	1	Yes	PEIMS Fall 2018 and Fall 2019	Summer 2019, Fall 2019, and Spring 2020 Applicable

Calculation

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

Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Algebra I	EOC	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
ii. Biology	EOC	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%	
iii. U.S. History	EOC	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iv. English I and II	EOC	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

OSP Domain II – Post-Secondary Readiness (Indicators 4-5)

Indicators included in OSP Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied. Further disaggregation in each indicator of the three inclusive student populations are reported without assignment of PL application.

Indicator #4	**OSP Graduation Rate** **(New! – Combined Populations Indicator)**
Measures the percent of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students (nonduplicative count) who graduated with a high school diploma in four years	

Data Source	Data sources and methods for calculating graduation rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/acctres/dropcomp_index.html..		
Data Note(s)	3, 4, 5, 6, 9	**PL Assignment**	Yes

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30	No	No	1	No	Class of 2019 (most current data available)

Calculation

$$\frac{\text{total number of students (nonduplicative count) in the Grade 9 cohort identified as OSP who graduated with a high school diploma}}{\text{total number of students (nonduplicative count) in the class of 2019 identified as OSP}}$$

PL Assignment				
0	**1**	**2**	**3**	**4**
80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%	

Indicator #5	**OSP Annual Dropout Rate (Grades 7-12)** **(New! – Combined Populations Indicator)**
Measures the percent of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students (nonduplicative count) in Grades 7-12 who dropped out in a given school year.	

Data Source	Data sources and methods for calculating dropout rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/acctres/dropcomp_index.html.		
Data Note(s)	3, 4, 5, 6, 9	**PL Assignment**	Yes

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 5	No	No	1	No	2018-2019 school year (most current data available)

Calculation

$$\frac{\text{total number of grades 7-12 OSP identified students (nonduplicative count) served who dropped out}}{\text{total number of grades 7-12 OSP identified students (nonduplicative count) enrolled during the school year}}$$

PL Assignment				
0	1	2	3	4
0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%	

OSP Domain III – Disproportionate Analysis (Indicator 6)

Indicator(s) included in OSP Domain III relate to disproportionate analysis measured in difference rates for certain populations inclusive of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA. These indicator(s) are applicable as Report Only to provide LEAs and TEA with an opportunity to review results and ensure policies and procedures are not discriminatory, creating over or under representation in these populations. Further disaggregation in each indicator of the three inclusive student populations are reported.

Indicator #6	**OSP Dyslexia Representation (Ages 6-21)** **(New! - Indicator) (Report Only - No PL Assigned)**
Measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA.	

Data Source	Reported by LEA in the PEIMS 40100 Sub-Category as enrolled in the LEA and Foster Care (E1528, foster indicator code 1), or experiencing homelessness (E1082, homeless status code 2, 3, 4, 5), or military-connected (E1529, Military-Connected code 1, 2, 3, 4, 5, 6; and as dyslexia (E1530 Dyslexia code = 1).		
Data Note(s)	3, 4, 5, 6, 7, 8	**PL Assignment**	No

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
NA	No	No	1	No	PEIMS Fall 2019

Calculation

$$\frac{\text{number of OSP identified with dyslexia ages 6-21}}{\text{number of OSP ages 6-21}} - \frac{\text{number of students identified with dyslexia ages 6-21}}{\text{number of students ages 6-21}}$$

PL Assignment
Report Only No PL Assigned

Special Education *(SPED)*

Indicators (1 –18)

SPED Overview

The RDA framework is utilized to assign required intervention activities to a local education agency (LEA) based on annual performance on individual indicators or patterns across indicators. The 2020 SPED RDA report includes 18 indicators across Domains I through III that are used to measure and ensure the academic success of students receiving special education services in Texas.

Domain 1	Indicator #1 (i-v)	SPED STAAR 3-8 Passing Rate
	Indicator #2	SPED Dyslexia STAAR 3-8 Reading Passing Rate
	Indicator #3 (i-v)	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
	Indicator #4 (i-iv)	SPED STAAR EOC Passing Rate
	Indicator #5	SPED STAAR Alternate 2 Participation Rate
Domain II	Indicator #6	SPED Graduation Rate
	Indicator #7	SPED Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #8	SPED Dyslexia Representation (Ages 6-21)
	Indicator #9	SPED Regular Early Childhood Program Rate (Ages 3-5)
	Indicator #10	SPED Regular Class ≥80% Rate (Ages 6-21)
	Indicator #11	SPED Regular Class <40% Rate (Ages 6-21)
	Indicator #12	SPED Separate Settings Rate (Ages 6-21)
	Indicator #13	SPED Representation (Ages 3-21)
	Indicator #14	SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)
	Indicator #15	SPED OSS and Expulsion >10 Days Rate (Ages 3-21)
	Indicator #16	SPED ISS ≤10 Days Rate (Ages 3-21)
	Indicator #17	SPED ISS >10 Days Rate (Ages 3-21)
	Indicator #18	SPED Total Disciplinary Removals Rate (Ages 3-21)

An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied. Some indicators are reported for LEA information and planning purposes and designated as Report Only. Specific indicator data notes are referenced from the chart below.

Data Notes (bookmarked and linked from indicators; use (Alt) + (←) to return to page)	
1	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.
2	Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career.
3	Students will count in each subject numerator if they test on STAAR Alternate 2 in the reported subject area (Mathematics, Reading/ELA, or Science).
4	Students qualifying for a Medical Exception or a No Authentic Academic Response designation are not included in calculation.
5	Will remain Report Only each year, Performance Level assignment not appropriate.
6	A complete list and descriptions of codes (i.e. instructional arrangement, discipline actions) can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
7	Significant disproportionality risk ratio calculations are based on one year of data.
8	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.
9	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.
10	The actual length of a disciplinary assignment included in this indicator must be greater than zero.
11	Student's age derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 25, 2019, and less than 22 as of September 1, 2019.
12	PEIMS Average Daily Attendance (ADA) Code = 0 are included in both the numerator and denominator.
13	Student's age derived from PEIMS 40100 Sub-Category (Element E0006), must be at least three and less than six as of October 25, 2019.
14	Excludes PEIMS 40110 Sub-Category (Element E1000) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26); PEIMS 41163 Sub-Category (Element E0173) is 01 (Homebound); 02 (Hospital Class); or 30 (State Supported Living Centers); PEIMS 41163 Sub-Category (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf).
15	Excludes PEIMS 40110 Sub-Category (Element E1000) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26).
16	Student's age derived from PEIMS 40100 Sub-Category (Element E0006), be at least three as of October 26, 2018, and less than 22 as of September 1, 2018.
17	Counted 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.
18	PEIMS 40110 Sub-Category (Element E1000) student attribute 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
19	Student's age derived from PEIMS 40100 Sub-Category (Element E0006), be at least three as of October 25, 2019, and less than 22 as of September 1, 2019.
20	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 Domain I – Academic Achievement (Indicators 1-5)

Indicators included in SPED Domain I relate to student academic achievement as measured on the State of Texas Assessments of Academic Readiness (STAAR) program.

Indicator #1 (i-v)	**SPED STAAR 3-8 Passing Rate**
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.	

Data Source	Reported by LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA participating in a special education program (E0794 special education indicator code = 1); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
Data Note(s)	1	**PL Assignment**	Yes

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30	Yes	Yes	3	Yes	PEIMS Fall 2019	Spring 2020 and May 2020 SSI retest

Calculation

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

Subjects	**Grade Level**	**PL Assignment**				
		0	**1**	**2**	**3**	**4**
i. Mathematics	3-8	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
ii. Reading	3-8	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
iii. Science	5, 8	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%
iv. Social Studies	8	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%
v. Writing	4, 7	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%

Indicator #2	SPED Dyslexia STAAR 3-8 Reading Passing Rate (New! - Indicator) (Report Only - No PL Assigned)
Measures the percent of SPED students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.	

Data Source	Reported by LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA participating in a special education program (E0794 special education indicator code = 1) and as dyslexia (E1530 Dyslexia code = 1); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
Data Note(s)	1	PL Assignment	No

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	Yes	PEIMS Fall 2019	Spring 2020 and May 2020 SSI retest

Calculation

$$\frac{\text{number of SPED students with dyslexia STAAR 3-8 Reading passers}}{\text{number of SPED students with dyslexia STAAR 3-8 Reading takers}}$$

Subjects	Grade Level	PL Assignment
Reading	3-8	Report Only No PL Assigned

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

Data Source	Reported by LEA (a) on the previous year's PEIMS 40110 Sub-Category as enrolled in the LEA and receiving special education services or reported on the previous year's PEIMS 42400 and 42500 Sub-Categories as in attendance and receiving special education services; and (b) on the current year's PEIMS 40110 Sub- Category as enrolled in the LEA and also reported on the STAAR and STARR Spanish assessments as not participating in a special education program (E0794 special education.		
Data Note(s)	NA	**PL Assignment**	Yes

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30	No	Yes	3	Yes	PEIMS Fall 2018, Summer 2019, and Fall 2019	Spring 2020 and May 2020 SSI retest

Calculation

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

Subjects	**Grade Level**	**PL Assignment**				
		0	**1**	**2**	**3**	**4**
i. Mathematics	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	[redacted]
ii. Reading	3-8	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iii. Science	5, 8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
iv. Social Studies	8	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
v. Writing	4, 7	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	

Indicator #4 (i-iv)	**SPED STAAR EOC Passing Rate**
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.	

Data Source	Reported by LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA participating in a special education program (E0794 special education indicator code = 1); and also reported on the STAAR and STAAR Alternate 2 assessments.		
Data Note(s)	1, 2	**PL Assignment**	Yes

Processing Criteria						
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**	**Test Administrations**
Denominator ≥ 30	Yes	Yes	3	Yes	PEIMS Fall 2018 and Fall 2019	Summer 2019, Fall 2019, and Spring 2020

Calculation

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

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

Indicator #5	SPED STAAR Alternate 2 Participation Rate (New! - Indicator Calculation) (Report Only - No PL Assigned)
Measures the percent of all students who were tested on STAAR Alternate 2 in Mathematics (including Algebra I), Reading/ELA (including English I and II), or Science (including Biology).	

Data Source	Reported by LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA participating in a special education program (E0794 special education indicator code = 1); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.		
Data Note(s)	3, 4, 5	PL Assignment	No

Processing Criteria						
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections	Test Administrations
NA	No	No	1	Yes	PEIMS Fall 2019	Summer 2019, Fall 2019, Spring 2020 and May 2020 SSI retest

Calculation

$$\frac{\text{number of SPED STAAR Alternate 2 [subject (i-iii)] takers}}{\text{number of all students assessed in [subject (i-iii)]}}$$

Subjects	Grade Level	PL Assignment
i. Mathematics	All tested	Report Only No PL Assigned
ii. Reading/ELA	All tested	
iii. Science	All tested	

SPED Domain II – Post-Secondary Readiness (Indicators 6-7)

Indicators included in SPED Domain II relate to post-secondary readiness as measured by four-year longitudinal graduation and annual dropout rates. An LEA's performance is compared to the RDA cut points on applicable indicators and Performance level (PL) standards are applied.

Indicator #6	**SPED Graduation Rate**
Measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.	

Data Source	Data sources and methods for calculating graduation rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/acctres/dropcomp_index.html.		
Data Note(s)	NA	**PL Assignment**	Yes

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30	Yes	No	3	No	Class of 2019 (most current data available)

Calculation

$$\frac{\text{number of students in the Grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 2019 served by special education}}$$

PL Assignment				
0	**1**	**2**	**3**	**4**
80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%	

Indicator #7	**SPED Annual Dropout Rate (Grades 7-12)**
Measures the percent of students in Grades 7-12 served in special education (SPED) who dropped out in a given school year.	

Data Source	Data sources and methods for calculating dropout rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/acctres/dropcomp_index.html.		
Data Note(s)	NA	**PL Assignment**	Yes

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 5	Yes	Yes	3	No	2018-2019 school year (most current data available)

Calculation

$$\frac{\text{number of grades 7-12 students served in special education who dropped out}}{\text{number of grades 7-12 students served in special education enrolled during the school year}}$$

PL Assignment				
0	1	2	3	4
0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%	

SPED Domain III – Disproportionate Analysis (Indicators 8-18)

Indicator(s) included in SPED Domain III relate to disproportionate and significant disproportionate analysis measured in difference rates and risk ratios for certain indicators. Some of these indicators are applicable as Report Only to provide LEAs and TEA with an opportunity to review results and ensure policies and procedures are not discriminatory, creating over or under representation in these populations. For some indicators, an LEA's performance is compared to the RDA cut points and Performance level (PL) standards are applied. Indicators 8 through 18 apply the federal requirements under 34 CFR Part 300 for calculations and designations of significant disproportionality.

Special Note – An LEA is obligated to identify and provide a free appropriate public education to all students with disabilities who require special education services.

Indicator #8	**SPED Dyslexia Representation (Ages 6-21)** **(New! - Indicator) (Report Only - No PL Assigned)**
Measures the difference between the rate of students served in special education (SPED) identified with dyslexia and the rate of all students identified with dyslexia in the LEA.	

Data Source	Reported by LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA participating in a special education program (E0794 special education indicator code = 1); and as dyslexia (E1530 Dyslexia code = 1).		
Data Note(s)	5, 11	**PL Assignment**	No

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
NA	No	No	1	No	PEIMS Fall 2019

Calculation

$$\frac{\text{number of SPED identified with dyslexia ages 6-21}}{\text{number of SPED ages 6-21}} - \frac{\text{number of students identified with dyslexia ages 6-21}}{\text{number of students ages 6-21}}$$

PL Assignment
Report Only No PL Assigned

Indicator #9	**SPED Regular Early Childhood Program Rate (Ages 3-5)**
Measures the percent of students ages 3-5 served in special education (SPED) who were placed in a regular early childhood program.	

Data Source	Reported by LEA in the PEIMS 40110 and 41163 Sub-Categories (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).		
Data Note(s)	6, 12, 13	**PL Assignment**	Yes

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 10	Yes	Yes	3	No	PEIMS Fall 2019

Calculation

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

PL Assignment				
0	1	2	3	4
30.0% - 100%	20.0% - 29.9%	10.1% - 19.9%	0% - 10.0%	

Indicator #10	SPED Regular Class ≥80% Rate (Ages 6-21)
Measures the percent of students ages 6-21 served in special education (SPED) in the regular class 80% or more of the day.	

Data Source	Reported by LEA in the PEIMS 40110 and 41163 Sub-Categories (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 (numerator).		
Data Note(s)	6, 11, 12	**PL Assignment**	Yes

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 10	Yes	No	2	No	PEIMS Fall 2019

Calculation

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

PL Assignment				
0	1	2	3	4
70.0% - 100%	57.0% - 69.9%	45.1% - 56.9%	0% - 45.0%	

Indicator #11	SPED Regular Class <40% Rate (Ages 6-21)
Measures the percent of students ages 6-21 served in special education (SPED) in the regular class less than 40% of the day.	

Data Source	Reported by LEA in the PEIMS 40110 and 41163 Sub-Categories (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).		
Data Note(s)	6, 7, 8, 9, 11, 12, 14	**PL Assignment**	Yes

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 10	Yes	Yes	3	No	PEIMS Fall 2019

Calculation

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

PL Assignment				
0	1	2	3	4
0% - 10.0%	10.1% - 18.9%	19.0% - 20.9%	21.0% - 100%	
Significant Disproportionality Analysis also included				

Significant Disproportionality Analysis
As required by federal regulations under 34 CFR Part 300, each LEA's 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. See Section II: Components of the 2020 RDA Report for more information regarding significant disproportionality and calculation examples.

SD Risk Ratio

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

Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

Indicator #12	SPED Separate Settings Rate (Ages 6-21) (Report Only - No PL Assigned)
Measures the percent of students ages 6-21 served in special education (SPED) in separate settings.	

Data Source	Reported by LEA in the PEIMS 40110 and 41163 Sub-Categories (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).		
Data Note(s)	6. 7, 8, 9, 11, 12, 14	PL Assignment	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Fall 2019

Calculation

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

PL Assignment
Report Only No PL Assigned ***Significant Disproportionality Analysis only included***

Significant Disproportionality Analysis
As required by federal regulations under 34 CFR Part 300, each LEA's 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. See Section II: Components of the 2020 RDA Report for more information regarding significant disproportionality and calculation examples.

SD Risk Ratio

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

Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

Indicator #13	**SPED Representation (Ages 3-21)** **(Report Only - No PL Assigned)**
Measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.	

Data Source	Reported by LEA in the PEIMS 40110 and 41163 Sub-Categories (E0832) as enrolled in the LEA (denominator) with Child Count Funding Type 3 and receiving special education services (numerator).		
Data Note(s)	7, 8, 9, 12, 15, 19, 20	**PL Assignment**	No

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Fall 2019

Calculation

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

PL Assignment
Report Only No PL Assigned ***Significant Disproportionality Analysis only included***

Significant Disproportionality Analysis 1 & 2
As required by federal regulations under 34 CFR Part 300, each LEA's 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. See Section II: Components of the 2020 RDA Report for more information regarding significant disproportionality and calculation examples.
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.

SD Risk Ratio 1

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

SD Risk Ratio 2

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

Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

Indicator #14	**SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21) (Report Only - No PL Assigned)**
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	

Data Source	Reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days removed) on the PEIMS 44425 Sub-Category with Action Code (E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).		
Data Note(s)	6, 7, 8, 9, 10, 16, 17, 18	**PL Assignment**	No

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Summer 2019

Calculation

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

PL Assignment
Report Only No PL Assigned ***Significant Disproportionality Analysis only included***

Significant Disproportionality Analysis

As required by federal regulations under 34 CFR Part 300, each LEA's 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. See Section II: Components of the 2020 RDA Report for more information regarding significant disproportionality and calculation examples.

SD Risk Ratio

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

Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

Indicator #15	SPED OSS and Expulsion >10 Days Rate (Ages 3-21) (Report Only - No PL Assigned)
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.	

Data Source	Reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days removed) on the PEIMS 44425 Sub-Category with Action Code (E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).		
Data Note(s)	6, 7, 8, 9, 10, 16, 17, 18	PL Assignment	No

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Summer 2019

Calculation

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

PL Assignment
Report Only No PL Assigned ***Significant Disproportionality Analysis only included***

Significant Disproportionality Analysis

As required by federal regulations under 34 CFR Part 300, each LEA's 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. See Section II: Components of the 2020 RDA Report for more information regarding significant disproportionality and calculation examples.

SD Risk Ratio

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

Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

Indicator #16	**SPED ISS ≤10 Days Rate (Ages 3-21)** **(Report Only - No PL Assigned)**
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.	

Data Source	Reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days ISS) on the PEIMS 44425 Sub-Category with Action Code (E1005) 06 or 26 (numerator).		
Data Note(s)	6, 7, 8, 9, 10, 16, 17, 18	**PL Assignment**	No

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Summer 2019

Calculation

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

PL Assignment
Report Only No PL Assigned ***Significant Disproportionality Analysis only included***

Significant Disproportionality Analysis
As required by federal regulations under 34 CFR Part 300, each LEA's 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. See Section II: Components of the 2020 RDA Report for more information regarding significant disproportionality and calculation examples.

SD Risk Ratio

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

Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

Indicator #17	**SPED ISS >10 Days Rate (Ages 3-21)** **(Report Only - No PL Assigned)**
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.	

Data Source	Reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days ISS) on the PEIMS 44425 Sub-Category with Action Code (E1005) 06 or 26 (numerator).		
Data Note(s)	6, 7, 8, 9, 10, 16, 17, 18	**PL Assignment**	No

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 10	No	No	1	No	PEIMS Summer 2019

Calculation

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

PL Assignment
Report Only No PL Assigned ***Significant Disproportionality Analysis only included***

Significant Disproportionality Analysis
As required by federal regulations under 34 CFR Part 300, each LEA's 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. See Section II: Components of the 2020 RDA Report for more information regarding significant disproportionality and calculation examples.

SD Risk Ratio

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

Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

Indicator #18	**SPED Total Disciplinary Removals Rate (Ages 3-21)**
Measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED).	

Data Source	Reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and the number of removals reported on the PEIMS 44425 Sub-Category as Action Code (E1005) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60 (numerator).		
Data Note(s)	6, 7, 8, 9, 10, 16, 17, 18	**PL Assignment**	Yes

Processing Criteria					
MSR	**RI**	**SA**	**Year(s) Available**	**Accountability Subset**	**Applicable Collections**
Denominator ≥ 30; Numerator ≥ 10	Yes	No	2	No	PEIMS Summer 2019

Calculation

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

PL Assignment				
0	1	2	3	4
0% - 19.0%	19.1% - 29.9%	30.0% - 50.9%	51.0% - 80.9%	81.0% - max
Significant Disproportionality Analysis also included				

Significant Disproportionality Analysis

As required by federal regulations under 34 CFR Part 300, each LEA's 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. See Section II: Components of the 2020 RDA Report for more information regarding significant disproportionality and calculation examples.

SD Risk Ratio

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

Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

Section IV: Appendices

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