

The Texas Education Agency (TEA) proposes an amendment to §97.1005, concerning results driven accountability. The proposed amendment would adopt in rule applicable excerpts of the 2020 Results Driven Accountability (RDA) Manual.

BACKGROUND INFORMATION AND JUSTIFICATION: House Bill (HB) 3459, 78th Texas Legislature, 2003, added the Texas Education Code (TEC), §7.027, limiting and redirecting monitoring done by the TEA to that required to ensure school district and charter school compliance with federal law and regulations; financial accountability, including compliance with grant requirements; and data integrity for purposes of the Texas Student Data System Public Education Information Management System (TSDS PEIMS) and accountability under TEC, Chapter 39. Legislation passed in 2005 renumbered TEC, §7.027, to TEC, §7.028. To meet this monitoring requirement, the TEA developed the Performance Based Monitoring Analysis System (PBMAS), later renamed as Results Driven Accountability in 2019, which is used in conjunction with other evaluation systems to monitor performance of certain populations of students and the program effectiveness of special programs in school districts and charter schools.

The TEA has adopted its PBMAS Manual in rule since 2005 and the RDA Manual in rule since 2019. The RDA Manual outlines a dynamic system that evolves over time, so the specific criteria and calculations for monitoring student performance and program effectiveness may differ from year to year. The intent is to update 19 TAC §97.1005 annually to refer to the most recently published RDA Manual.

The proposed amendment to 19 TAC §97.1005 would update the current rule by repealing the 2019 RDA Manual currently included as Figure: 19 TAC §97.1005(b) and replacing it with excerpts of the 2020 RDA Manual as Figure: 19 TAC §97.1005(b). The excerpts, Sections I-III, describe the specific criteria and calculations that will be used to assign 2020 RDA performance levels.

The 2020 RDA Manual includes several key changes from the 2019 framework. Revisions to the RDA framework include the following.

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; and Domain III captures indicators of Disproportionate Analysis.

TEA has consolidated and expanded its monitoring capacity for the special education program and the bilingual education, English as a second language, and English learner (BE/ESL/EL) program. Due to changes in monitoring structures and requirements for certain federal and state programs, and to eliminate duplication of monitoring selection processes, some program areas have been removed from the RDA report. These include career and technical education (CTE), Title I - Part A, and Title I - Part C (Education of Migratory Students). These programs continue to be monitored by other offices at TEA and through Every Student Succeeds Act (ESSA) reporting and requirements. The indicators that are removed from the manual were no longer used in making monitoring decisions. The remaining program areas for certain student populations captured under the former ESSA section of the 2019 RDA Manual will remain but are captured in the manual as other special populations (OSP) and contain indicators inclusive of students in foster care, experiencing homelessness, and military-connected.

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

In 2019, certain BE/ESL indicators were provided as "Report Only" due to various changes in the data sources and processing requirements and were not assigned indicator performance levels (PLs). For 2020, new cut points have been assigned that will allow for PLs to be assigned for the following indicators: BE/ESL/EL Indicator #1(i-v): BE STAAR 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; and BE/ESL/EL Indicator #8: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years.

Additionally for 2020, two new indicators are included as "Report Only" in the following: BE/ESL/EL Indicator #4: EL Dyslexia STAAR 3-8 Reading Passing Rate; and BE/ESL/EL Indicator #11: EL Dyslexia Representation (Ages 6-21).

Other Special Populations (OSP)

In 2019 certain student populations were reported under the ESSA section of the RDA manual. Title 1-A and migrant have been removed while students in foster care, experiencing homelessness, and military-connected will remain and be combined as OSP for reporting purposes and PL assignments. The decision to combine these three student populations for reporting and analysis is based on a high local educational agency (LEA) exclusion rate due to small size, an inability to meet minimum size requirements (MSR) within each of the student groups for PL assignments. Although PL assignments will be made at the combined OSP level, each of the three included separate student populations will be reported for disaggregated reporting but will not be assigned individual PLs.

LEAs that receive a PL 3 or PL 4 for any indicator in the 2020 RDA OSP report that would have otherwise not received a PL assignment in all three of the included student population groups for OSP will receive a Hold Harmless (HH) rating for the following indicators: 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; and OSP Indicator #5: OSP Annual Dropout Rate (Grades 7-12).

Additionally for 2020, two new indicators are included as "Report Only" in the following: OSP Indicator #2: OSP Dyslexia STAAR 3-8 Reading Passing Rate and OSP Indicator #6: OSP Dyslexia Representation (Ages 6-21).

Special Education (SPED)

To align with state and federal accountability calculation requirements in reporting the rate of students participating in the STAAR Alternate 2, SPED Indicator #5: SPED STAAR Alternate 2 Participation Rate has changed and now includes calculations for three reported subject areas: mathematics, science, and reading/ELA. This indicator will remain as a "Report Only" indicator.

Additionally for 2020, two new indicators are included as "Report Only" in the following: SPED Indicator #2: SPED Dyslexia STAAR 3-8 Reading Passing Rate and SPED Indicator #8: SPED Dyslexia Representation (Ages 6-21).

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 nationwide 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's 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 the 2019-2020 school year no data will be available for these indicators: BE/ESL/EL Indicators #1, #2, #3, #4, #5, #6, and #8; OSP Indicators #1, #2, and #3; and SPED Indicators #1, #2, #3, #4, and #5. When there is insufficient data to make monitoring decisions, TEA will carry over its monitoring activities from the prior year.

FISCAL IMPACT: Matt Montano, deputy commissioner for special populations, has determined that for the first five-year period the proposal is in effect there are no additional costs to state or local government, including school districts and open-enrollment charter schools, required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would create new regulations as required by federal law, limit some regulations by making some indicators be report-only, and repeal some regulations.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not expand an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: Mr. Montano has determined that for each year of the first five years the proposal is in effect, the public benefit anticipated as a result of enforcing the proposal would be ensuring that rule language is based on current law and provides school districts with clarifications on the assignment of performance levels utilized in future district determination and status for monitoring and support assignments. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: The TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins May 22, 2020, and ends June 22, 2020. A form for submitting public comments is available on the TEA website at [https://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_\(TAC\)/Proposed_Commissioner_of_Education_Rules/](https://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_(TAC)/Proposed_Commissioner_of_Education_Rules/). Comments on the proposal may also be submitted to Cristina De La Fuente-Valadez, Rulemaking, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701. Public hearings on the proposal are scheduled for 1:00 p.m. on June 9 and 10, 2020. The public may participate in either or both the June 9 and June 10 hearings virtually by registering in advance for the meeting(s) at https://zoom.us/meeting/register/tJIqdumuqTwiE9aBg4Oz5ZGhc-Ff0rB_ZxyA. After registering, you will receive a confirmation email containing information about joining the meeting(s). Both hearings will be recorded and made available publicly. Parties interested in testifying must pre-register online prior to 1 pm on the date of the applicable hearing and are encouraged to also send written testimony to spedrule@tea.texas.gov. The hearing(s) will conclude once all who have registered have been given the opportunity to comment. Questions about the hearing should be directed to the Office of Special Populations (512) 463-9414.

STATUTORY AUTHORITY. The amendment is proposed under Texas Education Code (TEC), §7.021(b)(1), which authorizes the Texas Education Agency (TEA) to administer and monitor compliance with education programs required by federal or state law, including federal funding and state funding for those programs; TEC, §7.028, as amended by House Bill (HB) 3, and Senate Bill (SB) 2075, 86th Texas Legislature, 2019, authorizes the TEA to monitor as necessary to ensure school district and charter school compliance with federal law and regulations, financial integrity and data integrity. Section 7.028(a) also authorizes the TEA to monitor special education programs for compliance with state and federal laws. Section 7.028 also authorizes the agency to monitor school district and charter schools through its investigative process; TEC, §12.056, as amended by HB 3, 86th Texas Legislature, 2019, which requires that a campus or program for which a charter is granted under the TEC, Chapter 12, Subchapter C, is subject to any prohibition relating to the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance with the TEC, Chapter 12, Subchapter C, as determined by the commissioner; high school graduation under the TEC, §28.025; special education programs under the TEC, Chapter 29, Subchapter A; bilingual education under the TEC, Chapter 29, Subchapter B; and public school accountability under the TEC, Chapter 39, Subchapters B, C, D, F, and J, and Chapter 39A; TEC, §12.104, as amended by SB 11, SB 213, SB 372, HB 3, HB 1597, and HB 4170, 86th Texas Legislature, 2019, which states that

a charter granted under the TEC, Chapter 12, Subchapter D, is subject to a prohibition, restriction, or requirement, as applicable, imposed by the TEC, Title 2, or a rule adopted under the TEC, Title 2, relating to the PEIMS to the extent necessary to monitor compliance with the TEC, Chapter 12, Subchapter D, as determined by the commissioner; high school graduation requirements under the TEC, §28.025; special education programs under the TEC, Chapter 29, Subchapter A; bilingual education under the TEC, Chapter 29, Subchapter B; discipline management practices or behavior management techniques under the TEC, §37.0021; public school accountability under the TEC, Chapter 39, Subchapters B, C, D, F, G, and J, and Chapter 39A; and intensive programs of instruction under the TEC, §28.0213; TEC, §29.001, as amended by HB 3, 86th Texas Legislature, 2019, which authorizes the TEA to effectively monitor all local educational agencies (LEAs) to ensure that rules relating to the delivery of services to children with disabilities are applied in a consistent and uniform manner, to ensure that LEAs are complying with those rules, and to ensure that specific reports filed by LEAs are accurate and complete; TEC, §29.0011(b), which authorizes the TEA to meet the requirements under (1) 20 U.S.C. Section 1418(d) and its implementing regulations to collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring in the state and in the school districts and open-enrollment charter schools in the state with respect to the: (A) Identification of children as children with disabilities, including the identification of children as children with particular impairments; (B) Placement of children with disabilities in particular educational settings; and (C) Incidence, duration, and type of disciplinary actions taken against children with disabilities including suspensions or expulsions; or (2) 20 U.S.C. Section 1416(a)(3)(C) and its implementing regulations to address in the statewide plan the percentage of schools with disproportionate representation of racial and ethnic groups in special education and related services and in specific disability categories that results from inappropriate identification; TEC, §29.010(a), which authorizes the TEA to adopt and implement a comprehensive system for monitoring LEA compliance with federal and state laws relating to special education, including ongoing analysis of LEA special education data; TEC, §29.062, which authorizes the TEA to evaluate and monitor the effectiveness of LEA programs and apply sanctions concerning students with limited English proficiency; TEC, §29.066, which authorizes PEIMS reporting requirements for school districts that are required to offer bilingual education or special language programs to include the following information in the district's PEIMS report: (1) demographic information, as determined by the commissioner, on students enrolled in district bilingual education or special language programs; (2) the number and percentage of students enrolled in each instructional model of a bilingual education or special language program offered by the district; and (3) the number and percentage of students identified as students of limited English proficiency who do not receive specialized instruction; TEC, §29.182, which authorizes the State Plan for Career and Technology Education to ensure the state complies with requirements for supplemental federal career and technology funding; TEC, §39.051 and §39.052, which authorize the commissioner to determine criteria for accreditation statuses and to determine the accreditation status of each school district and open-enrollment charter school; TEC, §39.053, as amended by HB 330, HB 1051, and HB 4170, 86th Texas Legislature, 2019, which authorizes the commissioner to adopt a set of indicators of the quality of learning and achievement and requires the commissioner to periodically review the indicators for consideration of appropriate revisions; TEC, §39.054(b-1), which authorizes the TEA to consider the effectiveness of district programs for special populations, including career and technical education programs, when determining accreditation statuses; TEC, §39.0541, which authorizes the commissioner to adopt indicators and standards under the TEC, Chapter 39, Subchapter C, at any time during a school year before the evaluation of a school district or campus; TEC, §§39.056, 39.057, and 39.058, which authorize the commissioner to adopt procedures relating to monitoring reviews and special accreditation investigations; TEC, §39A.001, which authorizes the commissioner to take any of the actions authorized by the TEC, Chapter 39A, Subchapter A, to the extent the commissioner determines necessary if a school does not satisfy the academic performance standards under the TEC, §39.053 or §39.054, or based upon a special accreditation investigation; TEC, §39A.002, as amended by HB 4170, 86th Texas Legislature, 2019, which authorizes the commissioner to take certain actions if a school district becomes subject to commissioner action under the TEC, §39A.001; TEC, §39A.004, which authorizes the commissioner to appoint a board of managers to exercise the powers and duties of a school district's board of trustees if the district is subject to commissioner action under the TEC, §39A.001, and has a current accreditation status of accredited-warned or accredited-probation; or fails to satisfy any standard under the TEC, §39.054(e); or fails to satisfy any financial accountability standard; TEC, §39A.005, which authorizes the commissioner to revoke school accreditation if the district is subject to the TEC, §39A.001, and, for two consecutive school years has received an accreditation status of accredited-warned or accredited-probation, failed to satisfy any standard under the TEC, §39.054(e), or has failed to satisfy a financial performance standard; TEC, §39A.007, which authorizes the commissioner to impose a sanction designed to improve high school completion rates if the district has failed to satisfy any standard under the TEC, §39.054(e), due to high school completion rates; TEC, §39A.051, which authorizes the commissioner to take action based on campus

performance that is below any standard under the TEC, §39.054(e); and TEC, §39A.063, which authorizes the commissioner to accept substantially similar intervention measures as required by federal accountability measures in compliance with the TEC, Chapter 39A.

CROSS REFERENCE TO STATUTE. The amendment implements Texas Education Code, §§7.021, 7.028, 12.056, 12.104, 29.001, 29.0011(b), 29.010(a), 29.062, 29.066, 29.182, 39.051, 39.052, 39.053, 39.054(b-1), 39.0541, 39.056, 39.057, 39.058, 39A.001, 39A.002, 39A.004, 39A.005, 39A.007, 39A.051, and 39A.063.

<rule>

§97.1005. Results Driven Accountability.

- (a) In accordance with Texas Education Code, §7.028(a), the purpose of the Results Driven Accountability (RDA) framework is to evaluate and report annually on the performance of school districts and charter schools for certain populations of students included in selected program areas [: bilingual education/English as a Second Language, career and technical education, special education, and certain Title programs under federal law]. The performance of a school district or charter school is included on the RDA report [reported] through indicators of student performance and program effectiveness and corresponding performance levels established by the commissioner of education.
- (b) The assignment of performance levels for school districts and charter schools in the 2020 [2019] RDA report is based on specific criteria and calculations, which are described in the 2020 [2019] RDA Manual provided in this subsection.

Figure: 19 TAC §97.1005(b) [Figure: 19 TAC §97.1005(b)]

- (c) The specific criteria and calculations used in the RDA framework will be established annually by the commissioner of education and communicated to all school districts and charter schools.
- (d) The specific criteria and calculations used in the annual RDA manual adopted for prior school years will remain in effect for all purposes, including accountability and performance monitoring, data standards, and audits, with respect to those school years.

Figure: 19 TAC §97.1005(b)

Results

Driven

Accountability

2020

Manual

Texas Education Agency

Annually adopted:

Chapter 97. Planning and Accountability

Subchapter AA. Accountability and Performance Monitoring

Figure: 19 TAC §97.1005(b)

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https://tea.texas.gov/Academics/Special_Student_Populations/Review_and_Support/Review_and_Support/

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Section I: Introduction

Results Driven Accountability (RDA) Framework and Reporting

Results Driven Accountability (RDA) is a local education agency¹ (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.

RDA Manual 2020

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 STAAR² 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.

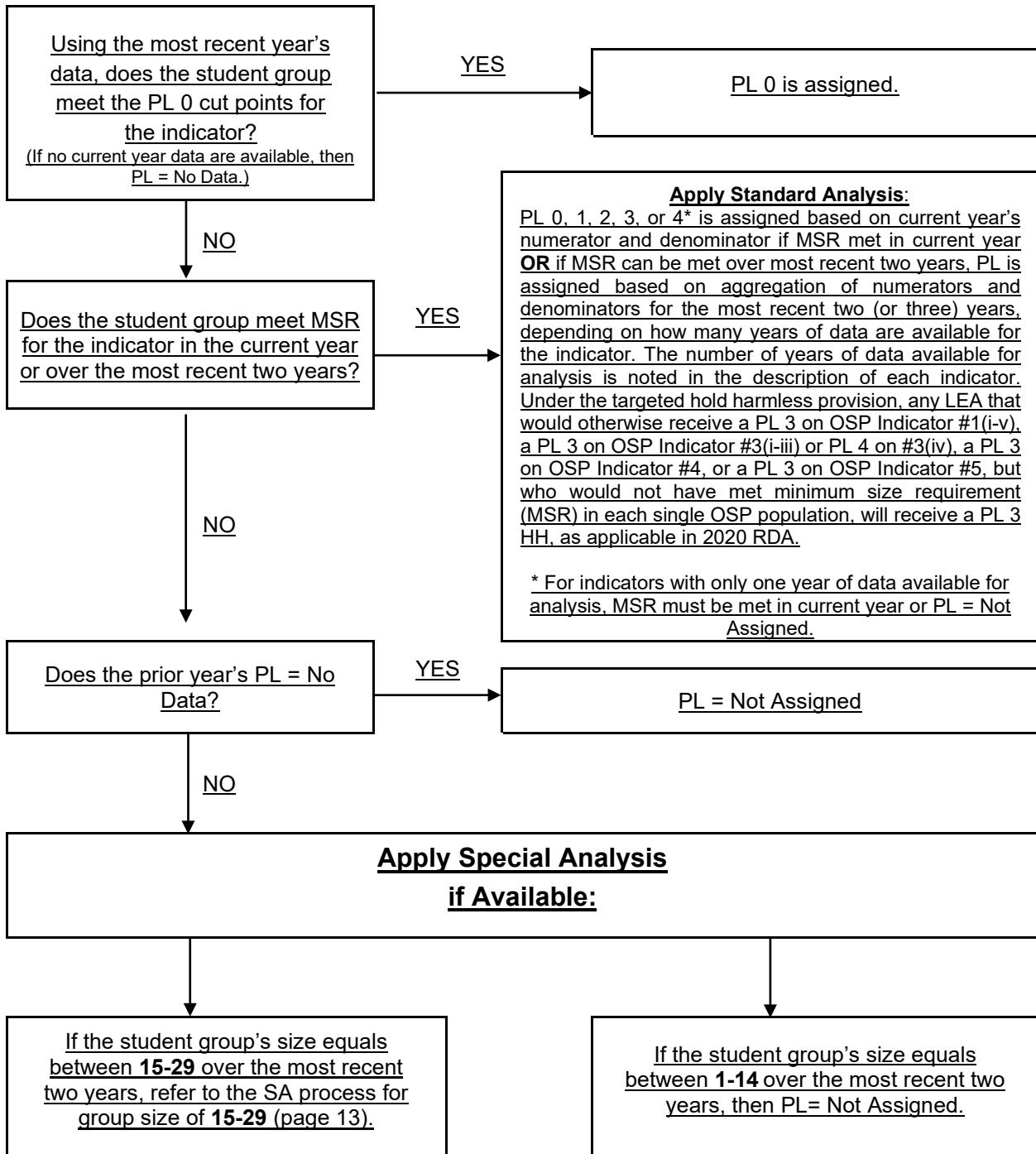
The MSR can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years, if applicable. If the MSR is met for a particular performance indicator, then an LEA is evaluated using the standard RDA analysis. Under standard analysis, when the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

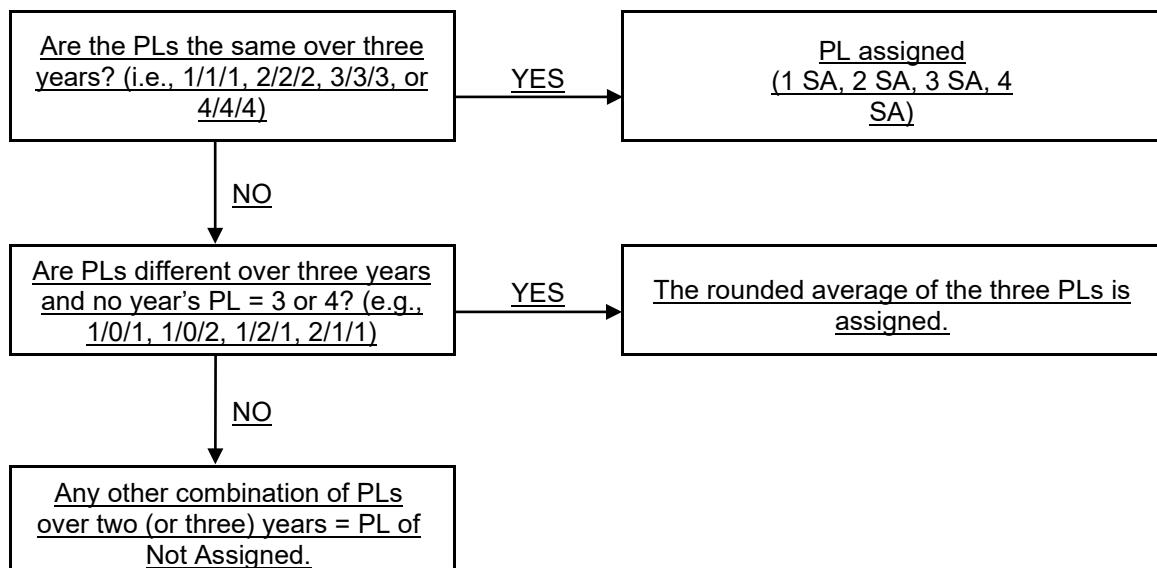
The flowcharts on the following pages depict the process for determining whether standard analysis or SA is applied in the RDA.

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:

<u>Actual Change:</u>	<u>RI:</u>
$\frac{\text{Performance in 2020} - \text{Performance in 2019}}{\geq}$	$\frac{\text{Minimum PL 0 for 2020} - \text{Performance in 2019}}{\text{Number of years to reach minimum PL 0 cut point}}$

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

- Calculate the Actual Change for the LEA's SPED graduation rate:

$$\frac{\text{Actual Change:}}{\frac{72.0\% - 60.0\%}{(2020) - (2019)} \equiv 12.0}$$

- Calculate the RI for the LEA's SPED graduation rate:

$$\frac{\text{RI:}}{\frac{80.0\% - 60.0\%}{\frac{2}{(2021-2019)} \equiv 10.0}}$$

Note: The 2021 target year allows LEAs one year beyond 2020 to reach the 2020 minimum PL 0 cut point of 80.0%.

- 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.)
- 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.

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

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:

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

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

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

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

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

÷

$$\frac{\# \text{ all other children with disabilities}}{\# \text{ all other children}}$$

Identification in Disability

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

÷

$$\frac{\# \text{ all other children in disability category}}{\# \text{ all other children with disabilities}}$$

Placement

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

$$\# \text{ children with disabilities from racial/ethnic group}$$

÷

$$\frac{\# \text{ all other children in placement category}}{\# \text{ all other children with disabilities}}$$

Discipline

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

$$\# \text{ children with disabilities from racial/ethnic group}$$

÷

$$\frac{\# \text{ all other children with disabilities in discipline category}}{\# \text{ all other children with disabilities}}$$

Risk Ratio: Example for Identification (Representation)

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

Risk Ratio: Example for Identification in Disability

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

Risk Ratio: Example for Disciplinary Placements

		<u>NUMERATORS</u>	<u>DENOMINATORS</u>
<i>Sample District's Data</i>		<u>SPED Students</u>	<u>All Students</u>
<u>535</u>		<u>5,260</u>	
District Rate		<u>Af/Am ISS > 10 days</u>	<u>SPED All Af/Am</u>
<u>SPED African American In-School Suspension > 10 days</u>	<u>$(124/248) \times 100 = 50.0$</u>	<u>124</u>	<u>248</u>
		<u>All Oth ISS > 10 days</u>	<u>All Other SPED</u>
<u>All Other Students In-School Suspension > 10 days</u>	<u>$(62/287) \times 100 = 21.6$</u>	<u>62</u>	<u>287</u>
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		<u>Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only</u>	<u>American Indian or Alaska Native</u>	<u>Asian</u>	<u>Black or African American</u>	<u>Native Hawaiian or Other Pacific Islander</u>	<u>White</u>	<u>Two or more races</u>	<u>Total of 98 possible (49+14+35)</u>
<u>Representation</u>	<u>Identification of children ages 3 through 21 with a disability</u>	✓	✓	✓	✓	✓	✓	✓	<u>Representation = 49</u>
	<u>Identification of children ages 3 through 21 with:</u>	✓	✓	✓	✓	✓	✓	✓	
	1. <u>Intellectual disabilities</u>	✓	✓	✓	✓	✓	✓	✓	
	2. <u>Specific learning disabilities</u>	✓	✓	✓	✓	✓	✓	✓	
	3. <u>Emotional disturbance</u>	✓	✓	✓	✓	✓	✓	✓	
	4. <u>Speech or language impairments</u>	✓	✓	✓	✓	✓	✓	✓	
	5. <u>Other health impairments</u>	✓	✓	✓	✓	✓	✓	✓	
<u>Placement</u>	<u>Placements of children ages 6 through 21 into particular educational settings:</u>	✓	✓	✓	✓	✓	✓	✓	<u>Placement = 14</u>
	1. <u>Inside a regular class less than 40 percent of the day</u>	✓	✓	✓	✓	✓	✓	✓	
	2. <u>Inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities or private schools</u>	✓	✓	✓	✓	✓	✓	✓	
	<u>Placements of children ages 3 through 21 into particular disciplinary settings:</u>	✓	✓	✓	✓	✓	✓	✓	
<u>Discipline</u>	1. <u>Out-of-school suspensions and expulsions of 10 days or fewer</u>	✓	✓	✓	✓	✓	✓	✓	<u>Discipline = 35</u>
	2. <u>Out-of-school suspensions and expulsions of more than 10 days</u>	✓	✓	✓	✓	✓	✓	✓	
	3. <u>In-school suspensions of 10 days or fewer</u>	✓	✓	✓	✓	✓	✓	✓	
	4. <u>In-school suspensions of more than 10 days</u>	✓	✓	✓	✓	✓	✓	✓	
	5. <u>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</u>	✓	✓	✓	✓	✓	✓	✓	

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

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/](https://tea.texas.gov/Academics/Special%20Student%20Populations/Review%20and%20Support/Review%20and%20Support/)

Section III: Results Driven Indicators

BE/ESL/EL

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.

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

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)	
<u>1</u>	English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.
<u>2</u>	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.
<u>3</u>	Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career.
<u>4</u>	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.
<u>5</u>	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.
<u>6</u>	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.
<u>7</u>	If a student takes TELPAS for any current year administration, the student will be reported as LEP = C.
<u>8</u>	Will remain Report Only each year, Performance Level assignment not appropriate.
<u>9</u>	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.
<u>10</u>	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.
<u>11</u>	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
<u>Denominator</u> <u>≥ 30</u>	<u>No</u>	<u>No</u>	<u>1</u>	<u>Yes</u>	<u>PEIMS Fall 2019</u>	<u>Spring 2020 and May 2020 SSI retest</u>

Calculation	$\frac{\text{number of BE STAAR 3-8 [subject (i-v)] passers}}{\text{number of BE STAAR 3-8 [subject (i-v)] takers}}$
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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)
<u>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.</u>	

Data Source	<u>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.</u>		
Data Note(s)	<u>1, 2</u>	PL Assignment	Yes

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

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

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

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	<u>No</u>

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

Calculation	$\frac{\text{number of ELs (not served in BE/ESL) STAAR 3-8 [subject (i-v)] passers}}{\text{number of ELs (not served in BE/ESL) STAAR 3-8 [subject (i-v)] takers}}$
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<u>Subjects</u>	<u>Grade Level</u>	<u>PL Assignment</u>
i. Mathematics	3-8	
ii. Reading	3-8	
iii. Science	5, 8	
iv. Social Studies	8	
v. Writing	4, 7	Report Only No PL Assigned

<u>Indicator #4</u>	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.	

<u>Data Source</u>	<u>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.</u>		
<u>Data Note(s)</u>	<u>1, 2, 7, 10</u>	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	<u>number of ELs with dyslexia STAAR 3-8 Reading passers</u> <u>number of ELs with dyslexia STAAR 3-8 Reading takers</u>
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<u>Subjects</u>	<u>Grade Level</u>	<u>PL Assignment</u>
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	<u>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.</u>		
Data Note(s)	<u>2</u>	PL Assignment	<u>Yes</u>

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

Calculation	$\frac{\text{number of ELs YsAE STAAR 3-8 [subject (i-v)] passers}}{\text{number of ELs YsAE STAAR 3-8 [subject (i-v)] takers}}$
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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)
<u>Measures the percent of English learners (ELs) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.</u>	

Data Source	<u>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.</u>		
Data Note(s)	1 , 2 , 3 , 7 , 10	PL Assignment	<u>Yes</u>

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

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

<u>Indicator #7</u>	<u>TELPAS Reading Beginning Proficiency Level Rate</u> (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.	

<u>Data Source</u>	<u>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.</u>		
<u>Data Note(s)</u>	<u>4</u>	<u>PL Assignment</u>	<u>Yes</u>

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

<u>Calculation</u>	<u>number of ELs grades 2-12 TELPAS reading scored beginning proficiency level in current year</u>
	<u>number of ELs grades 2-12 TELPAS reading tested current and previous year</u>

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

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	<u>RI</u>	<u>SA</u>	<u>Year(s) Available</u>	<u>Accountability Subset</u>	<u>Applicable Collections</u>	<u>Test Administrations</u>
<u>Denominator</u> <u>≥ 30;</u> <u>Numerator</u> <u>≥ 5</u>	<u>No</u>	<u>No</u>	<u>1</u>	<u>Yes</u>	<u>PEIMS Fall 2019</u>	<u>Spring 2020</u>

Calculation	$\frac{\text{number of ELs grades 5-12 in U.S. schools five or more years}}{\text{TELPAS Composite rating of beginning or intermediate}}$ $\times \frac{\text{number of ELs grades 5-12 in U.S. schools five or more years with a}}{\text{TELPAS Composite rating}}$
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Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
<u>Language Domains</u>	<u>5-12</u>	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.

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

<u>Data Source</u>	<u>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.</u>		
<u>Data Note(s)</u>	<u>11</u>	<u>PL Assignment</u>	<u>Yes</u>

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

<u>Calculation</u>	$\frac{\text{number of ELs in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of ELs in the class of 2019}}$
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<u>PL Assignment</u>				
<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%	

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

Data Source	<u>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.</u>		
Data Note(s)	NA	PL Assignment	<u>Yes</u>

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
<u>Denominator</u> <u>≥ 30</u> ; <u>Numerator</u> <u>≥ 5</u>	<u>Yes</u>	<u>Yes</u>	<u>3</u>	<u>No</u>	<u>2018-2019 school year</u> <u>(most current data available)</u>
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
<u>0% - 1.8%</u>	<u>1.9% - 3.3%</u>	<u>3.4% - 5.3%</u>	<u>5.4% - 100%</u>	

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.

<u>Indicator #11</u>	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.	

<u>Data Source</u>	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)		
<u>Data Note(s)</u>	8, 9	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	$\frac{\text{number of ELs identified with dyslexia ages 6-21}}{\text{number of ELs ages 6-21}} - \frac{\text{number of students identified with dyslexia ages 6-21}}{\text{number of students ages 6-21}}$
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<u>PL Assignment</u>
<u>Report Only No PL Assigned</u>

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

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)	
<u>1</u>	<u>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.</u>
<u>2</u>	<u>STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.</u>
<u>3</u>	<u>The general term foster care includes all students in the managing conservatorship of the Texas Department of Family and Protective Services.</u>
<u>4</u>	<u>The definition of "homeless" is the education definition used in the McKinney-Vento Homeless Assistance Act.</u>
<u>5</u>	<u>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).</u>
<u>6</u>	<u>Each OSP group will be disaggregated for report only (no performance level assignment).</u>
<u>7</u>	<u>Will remain Report Only each year, Performance Level assignment not appropriate.</u>
<u>8</u>	<u>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.</u>
<u>9</u>	<u>Holds Harmless (HH) applied if applicable. See Section II: Components of the 2020 RDA Report for more information on HH application.</u>

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

<u>Indicator #2</u>	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.	

<u>Data Source</u>	<u>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.</u>		
<u>Data Note(s)</u>	<u>1, 2, 3, 4, 5, 6</u>	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	<u>total number of OSP students with dyslexia STAAR 3-8 Reading passers</u> <u>total number of OSP with dyslexia STAAR 3-8 Reading takers</u>
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<u>Subjects</u>	<u>Grade Level</u>	<u>PL Assignment</u>
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						
<u>MSR</u>	<u>RI</u>	<u>SA</u>	<u>Year(s) Available</u>	<u>Accountability Subset</u>	<u>Applicable Collections</u>	<u>Test Administrations</u>
<u>Denominator</u> <u>≥ 30</u>	<u>No</u>	<u>No</u>	<u>1</u>	<u>Yes</u>	<u>PEIMS Fall 2018 and Fall 2019</u>	<u>Summer 2019, Fall 2019, and Spring 2020 Applicable</u>

Calculation	$\frac{\text{total number of OSP STAAR EOC [subject (i-iv)] passers}}{\text{total number of OSP STAAR EOC [subject (i-iv)] takers}}$
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<u>Subjects</u>	<u>Grade Level</u>	<u>PL Assignment</u>				
		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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	$\frac{\text{total number of students (nonduplicative count) in the Grade 9 cohort identified as OSP who graduated with a high school diploma}}{\text{total number of students (nonduplicative count) in the class of 2019 identified as OSP}}$
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PL Assignment				
0	1	2	3	4
80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%	

<u>Indicator #5</u>	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.	

<u>Data Source</u>	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 .		
<u>Data Note(s)</u>	3, 4, 5, 6, 9	<u>PL Assignment</u>	Yes

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

<u>Calculation</u>	<u>total number of grades 7-12 OSP identified students (nonduplicative count)</u> <u>served who dropped out</u>
	<u>total number of grades 7-12 OSP identified students (nonduplicative count)</u> <u>enrolled during the school year</u>

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

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)
<u>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.</u>	

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	$\frac{\text{number of OSP identified with dyslexia ages 6-21}}{\text{number of OSP ages 6-21}} - \frac{\text{number of students identified with dyslexia ages 6-21}}{\text{number of students ages 6-21}}$
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PL Assignment
Report Only No PL Assigned

SPED

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.

<u>Domain 1</u>	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
<u>Domain II</u>	Indicator #6	SPED Graduation Rate
	Indicator #7	SPED Annual Dropout Rate (Grades 7-12)
<u>Domain III</u>	Indicator #8	SPED Dyslexia Representation (Ages 6-21)
	Indicator #9	SPED Regular Early Childhood Program Rate (Ages 3-5)
	Indicator #10	SPED Regular Class \geq 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 \leq 10 Days Rate (Ages 3-21)
	Indicator #15	SPED OSS and Expulsion $>$ 10 Days Rate (Ages 3-21)
	Indicator #16	SPED ISS \leq 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)	
<u>1</u>	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.
<u>2</u>	Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career.
<u>3</u>	Students will count in each subject numerator if they test on STAAR Alternate 2 in the reported subject area (Mathematics, Reading/ELA, or Science).
<u>4</u>	Students qualifying for a Medical Exception or a No Authentic Academic Response designation are not included in calculation.
<u>5</u>	Will remain Report Only each year, Performance Level assignment not appropriate.
<u>6</u>	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/ .
<u>7</u>	Significant disproportionality risk ratio calculations are based on one year of data.
<u>8</u>	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.
<u>9</u>	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.
<u>10</u>	The actual length of a disciplinary assignment included in this indicator must be greater than zero.
<u>11</u>	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.
<u>12</u>	PEIMS Average Daily Attendance (ADA) Code = 0 are included in both the numerator and denominator.
<u>13</u>	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.
<u>14</u>	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).
<u>15</u>	Excludes PEIMS 40110 Sub-Category (Element E1000) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26).
<u>16</u>	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.
<u>17</u>	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.
<u>18</u>	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.
<u>19</u>	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.
<u>20</u>	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.

<u>Indicator #1 (i-v)</u>	<u>SPED STAAR 3-8 Passing Rate</u>
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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.

<u>Data Source</u>	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.				
<u>Data Note(s)</u>	<u>1</u>		<u>PL Assignment</u>	<u>Yes</u>	

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

<u>Calculation</u>	$\frac{\text{number of SPED STAAR 3-8 [subject (i-v)] passers}}{\text{number of SPED STAAR 3-8 [subject (i-v)] takers}}$
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<u>Subjects</u>	<u>Grade Level</u>	<u>PL Assignment</u>				
		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
i. Mathematics	<u>3-8</u>	<u>70.0% - 100%</u>	<u>55.0% - 69.9%</u>	<u>40.0% - 54.9%</u>	<u>20.0% - 39.9%</u>	<u>0% - 19.9%</u>
ii. Reading	<u>3-8</u>	<u>70.0% - 100%</u>	<u>55.0% - 69.9%</u>	<u>40.0% - 54.9%</u>	<u>20.0% - 39.9%</u>	<u>0% - 19.9%</u>
iii. Science	<u>5, 8</u>	<u>65.0% - 100%</u>	<u>50.0% - 64.9%</u>	<u>40.0% - 49.9%</u>	<u>20.0% - 39.9%</u>	<u>0% - 19.9%</u>
iv. Social Studies	<u>8</u>	<u>65.0% - 100%</u>	<u>50.0% - 64.9%</u>	<u>40.0% - 49.9%</u>	<u>20.0% - 39.9%</u>	<u>0% - 19.9%</u>
v. Writing	<u>4, 7</u>	<u>70.0% - 100%</u>	<u>55.0% - 69.9%</u>	<u>40.0% - 54.9%</u>	<u>20.0% - 39.9%</u>	<u>0% - 19.9%</u>

<u>Indicator #2</u>	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.	

<u>Data Source</u>	<u>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.</u>		
<u>Data Note(s)</u>	<u>1</u>	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	<u>number of SPED students with dyslexia STAAR 3-8 Reading passers</u> <u>number of SPED students with dyslexia STAAR 3-8 Reading takers</u>
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<u>Subjects</u>	<u>Grade Level</u>	<u>PL Assignment</u>
<u>Reading</u>	<u>3-8</u>	<u>Report Only No PL Assigned</u>

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

Calculation	$\frac{\text{number of SPED YAE STAAR 3-8 [subject (i-v)] passers}}{\text{number of SPED YAE STAAR 3-8 [subject (i-v)] takers}}$
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Subjects	Grade Level	PL Assignment				
		0	1	2	3	4
i. Mathematics	<u>3-8</u>	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
ii. Reading	<u>3-8</u>	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
iii. Science	<u>5, 8</u>	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
iv. Social Studies	<u>8</u>	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
v. Writing	<u>4, 7</u>	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	

<u>Indicator #4 (i-iv)</u>	<u>SPED STAAR EOC Passing Rate</u>
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.	

<u>Data Source</u>	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.		
<u>Data Note(s)</u>	1 , 2	<u>PL Assignment</u>	Yes

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

<u>Calculation</u>	$\frac{\text{number of SPED STAAR EOC [subject (i-iv)] passers}}{\text{number of SPED STAAR EOC [subject (i-iv)] takers}}$
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<u>Subjects</u>	<u>Grade Level</u>	<u>PL Assignment</u>				
		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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%

<u>Indicator #5</u>	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).	

<u>Data Source</u>	<u>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.</u>		
<u>Data Note(s)</u>	<u>3, 4, 5</u>	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	<u>number of SPED STAAR Alternate 2 [subject (i-iii)] takers</u> <u>number of all students assessed in [subject (i-iii)]</u>
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<u>Subjects</u>	<u>Grade Level</u>	<u>PL Assignment</u>
i. <u>Mathematics</u>	<u>All tested</u>	
ii. <u>Reading/ELA</u>	<u>All tested</u>	<u>Report Only No PL Assigned</u>
iii. <u>Science</u>	<u>All tested</u>	

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.

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

<u>Data Source</u>	<u>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.</u>		
<u>Data Note(s)</u>	NA	<u>PL Assignment</u>	Yes

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

<u>Calculation</u>	$\frac{\text{number of students in the Grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 2019 served by special education}}$
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<u>PL Assignment</u>				
<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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
<u>Denominator</u> <u>≥ 30</u> ; <u>Numerator</u> <u>≥ 5</u>	Yes	Yes	3	No	<u>2018-2019 school year</u> <u>(most current data available)</u>

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

<u>Indicator #8</u>	SPED Dyslexia Representation (Ages 6-21) (New! - Indicator) (Report Only - No PL Assigned)
<u>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.</u>	

<u>Data Source</u>	<u>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).</u>		
<u>Data Note(s)</u>	<u>5, 11</u>	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	$\frac{\text{number of SPED identified with dyslexia ages 6-21}}{\text{number of SPED ages 6-21}} - \frac{\text{number of students identified with dyslexia ages 6-21}}{\text{number of students ages 6-21}}$
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<u>PL Assignment</u>
<u>Report Only No PL Assigned</u>

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	<u>Yes</u>

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

Calculation	$\frac{\text{number of students ages 3-5 served in special education reported with PPCD service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92}}{\text{number of students ages 3-5 served in special education}}$
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PL Assignment				
<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
30.0% - 100%	20.0% - 29.9%	10.1% - 19.9%	0% - 10.0%	

Indicator #10	SPED Regular Class $\geq 80\%$ 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	<u>Yes</u>

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

Calculation	$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 00, 40, 41, 81, 82, 91, 92, and 97}}{\text{number of students ages 6-21 served in special education}}$
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PL Assignment				
<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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
<u>Denominator</u> <u>≥ 30</u> ; <u>Numerator</u> <u>≥ 10</u>	Yes	Yes	3	No	<u>PEIMS Fall 2019</u>

Calculation	$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 08, 44, 85, 88, and 95}}{\text{number of students ages 6-21 served in special education}}$
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PL Assignment				
<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>0% - 10.0%</u>	<u>10.1% - 18.9%</u>	<u>19.0% - 20.9%</u>	<u>21.0% - 100%</u>	
<u>Significant Disproportionality Analysis also included</u>				

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	$> 2.5 = \text{SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable}$

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					
<u>MSR</u>	<u>RI</u>	<u>SA</u>	<u>Year(s) Available</u>	<u>Accountability Subset</u>	<u>Applicable Collections</u>
<u>Denominator</u> <u>≥ 30;</u> <u>Numerator</u> <u>≥ 10</u>	<u>No</u>	<u>No</u>	<u>1</u>	<u>No</u>	<u>PEIMS Fall 2019</u>

Calculation	<u>number of students ages 6-21 served in special education and placed in instructional settings 30, 50, 60, 70, 71, 86, 87, and 96</u> <u>number of students ages 6-21 served in special education</u>
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PL Assignment
<u>Report Only No PL Assigned</u> <u>Significant Disproportionality Analysis only included</u>

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	<u>racial/ethnic group's separate settings rate</u> <u>other students' separate settings rate</u>
Rate Threshold	<u>> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable</u>

<u>Indicator #13</u>	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.	

<u>Data Source</u>	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).		
<u>Data Note(s)</u>	7 , 8 , 9 , 12 , 15 , 19 , 20	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	<u>number of [racial/ethnic group] enrolled students ages 3-21 served in special education</u> <u>number of [racial/ethnic group] students ages 3-21 enrolled</u>
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<u>PL Assignment</u>	
<u>Report Only No PL Assigned</u>	<u>Significant Disproportionality Analysis only included</u>

<u>Significant Disproportionality Analysis 1 & 2</u>	
	<u>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.</u>
	<u>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.</u>

<u>SD Risk Ratio 1</u>	<u>racial/ethnic group's representation rate</u> <u>other students' representation rate</u>
<u>SD Risk Ratio 2</u>	<u>racial/ethnic group's disability category rate</u> <u>other students' disability category rate</u>
<u>Rate Threshold</u>	<u>> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable</u>

<u>Indicator #14</u>	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	

<u>Data Source</u>	<u>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).</u>		
<u>Data Note(s)</u>	6 , 7 , 8 , 9 , 10 , 16 , 17 , 18	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	<u>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</u> <u>number of students served in special education in attendance</u>
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<u>PL Assignment</u>
<u>Report Only No PL Assigned</u> <u><i>Significant Disproportionality Analysis only included</i></u>

<u>Significant Disproportionality Analysis</u>
<u>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.</u>

<u>SD Risk Ratio</u>	<u>racial/ethnic group's OSS and expulsion rate ≤10 days</u> <u>other students' OSS and expulsion rate ≤10 days</u>
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<u>Rate Threshold</u>	<u>> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable</u>
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<u>Indicator #15</u>	<u>SPED OSS and Expulsion >10 Days Rate (Ages 3-21)</u> <u>(Report Only - No PL Assigned)</u>
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.	

<u>Data Source</u>	<u>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).</u>		
<u>Data Note(s)</u>	<u>6</u> , <u>7</u> , <u>8</u> , <u>9</u> , <u>10</u> , <u>16</u> , <u>17</u> , <u>18</u>	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	<u>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</u> <u>number of students served in special education in attendance</u>
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<u>PL Assignment</u>
<u>Report Only No PL Assigned</u> <u><i>Significant Disproportionality Analysis only included</i></u>

<u>Significant Disproportionality Analysis</u>
<u>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.</u>

<u>SD Risk Ratio</u>	<u>racial/ethnic group's OSS and expulsion rate >10 days</u> <u>other students' OSS and expulsion rate >10 days</u>
<u>Rate Threshold</u>	<u>> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable</u>

<u>Indicator #16</u>	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.	

<u>Data Source</u>	<u>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).</u>		
<u>Data Note(s)</u>	6 , 7 , 8 , 9 , 10 , 16 , 17 , 18	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	<u>number of students ages 3-21 served in special education and reported with action codes 06 or 26 for ≤10 days</u> <u>number of students served in special education in attendance</u>
<u>PL Assignment</u> <u>Report Only No PL Assigned</u> <u>Significant Disproportionality Analysis only included</u>	

<u>Significant Disproportionality Analysis</u>	
	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 .

<u>SD Risk Ratio</u>	<u>racial/ethnic group's ISS rate ≤10 days</u> <u>other students' ISS rate ≤10 days</u>
<u>Rate Threshold</u>	<u>> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable</u>

<u>Indicator #17</u>	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.	

<u>Data Source</u>	<u>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).</u>		
<u>Data Note(s)</u>	6 , 7 , 8 , 9 , 10 , 16 , 17 , 18	<u>PL Assignment</u>	<u>No</u>

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

<u>Calculation</u>	<u>number of students ages 3-21 served in special education and reported with action codes 06 or 26 for >10 days</u> <u>number of students served in special education in attendance</u>
<u>PL Assignment</u> <u>Report Only No PL Assigned</u> <u>Significant Disproportionality Analysis only included</u>	

<u>Significant Disproportionality Analysis</u>	
	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 .

<u>SD Risk Ratio</u>	<u>racial/ethnic group's ISS rate >10 days</u> <u>other students' ISS rate >10 days</u>
<u>Rate Threshold</u>	<u>> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable</u>

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					
<u>MSR</u>	<u>RI</u>	<u>SA</u>	<u>Year(s) Available</u>	<u>Accountability Subset</u>	<u>Applicable Collections</u>
<u>Denominator</u> <u>≥ 30;</u> <u>Numerator</u> <u>≥ 10</u>	<u>Yes</u>	<u>No</u>	<u>2</u>	<u>No</u>	<u>PEIMS Summer 2019</u>

Calculation	$\frac{\text{number of times students ages 3-21 served in special education were reported with action codes 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60}}{\text{number of students served in special education in attendance}}$				
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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	<u>racial/ethnic group's total disciplinary removals rate</u> <u>other students' total disciplinary removals rate</u>
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Rate Threshold	<u>> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable</u>
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Section IV: Appendices

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