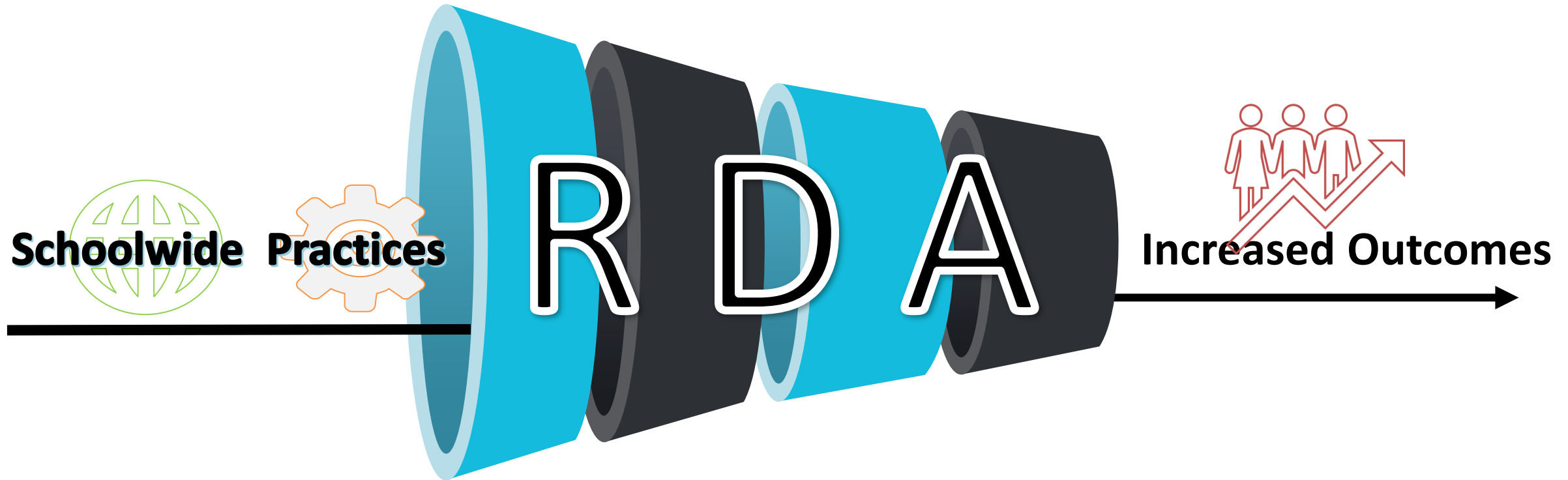


Results Driven Accountability (RDA) 2021



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What → How/Where → Why

Is RDA?

Is it impacting?

Is it relevant?

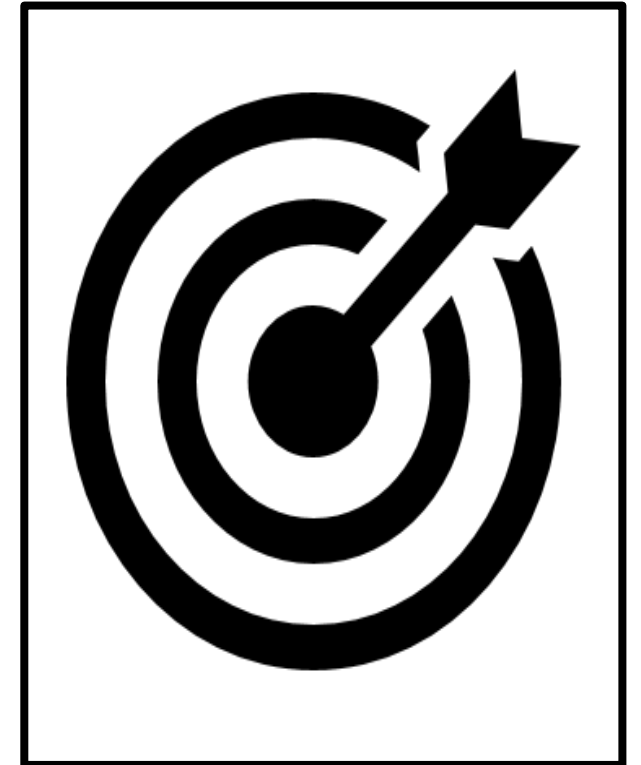
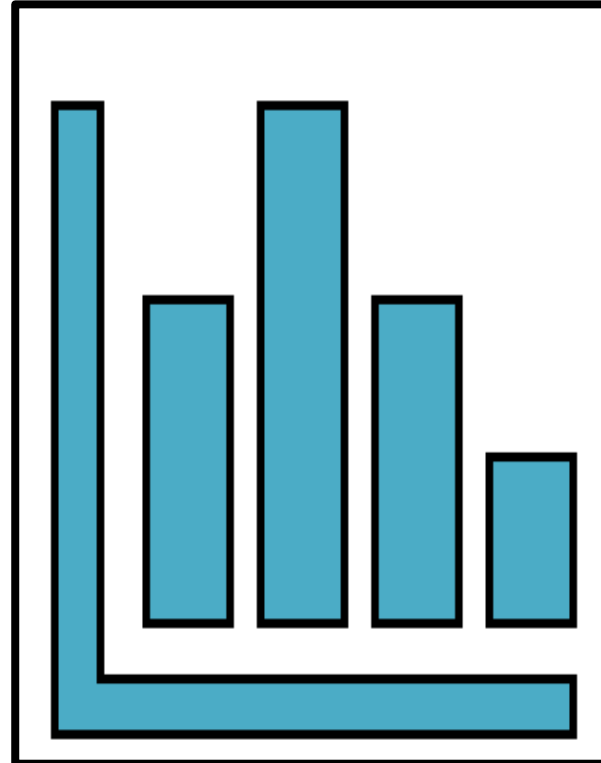
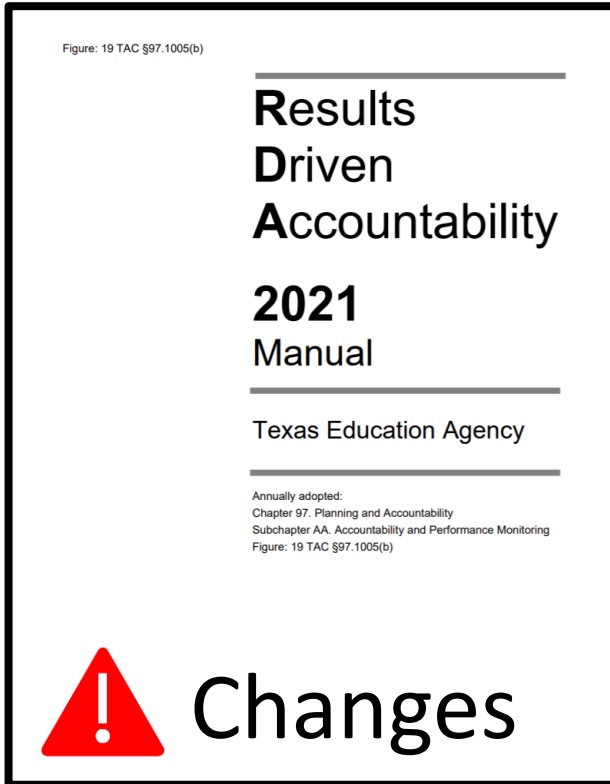


Figure: 19 TAC §97.1005(b)

Results Driven Accountability 2021 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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Bilingual Education, English as a Second Language, and English Learners (BE/ES/EL) Indicators

- Indicators 1-4 (EL STAAR): Report Only
- Indicators 5-6 (M1-M4 STAAR/EL EOC): **PL Assigned**
- Indicators 7-8 (TELPAS): **PL Assigned**
- Indicator 9 (EL Graduation): **PL Assigned**
- Indicator 10 (EL Dropout 7-12): **PL Assigned**
- Indicator 11 (EL Dyslexia Representation Ages 6-21):
Report Only



2021 RDA Reports

<https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>



2021 Results Driven Accountability

District Report

Bilingual Education/English as a Second Language & English Learners (BE/ESL/EL)

- Domain I – Academic Achievement (Indicators 1-8)
- Domain II – Post-Secondary Readiness (Indicators 9-10)
- Domain III – Disproportionate Analysis (Indicator 11)

Other Special Populations (OSP)


- Domain I – Academic Achievement (Indicators 1-3)
- Domain II – Post-Secondary Readiness (Indicators 4-5)
- Domain III – Disproportionate Analysis (Indicator 6)

Special Education (SPED)

- Domain I – Academic Achievement (Indicators 1-5)
- Domain II – Post-Secondary Readiness (Indicators 6-7)
- Domain III – Disproportionate Analysis (Indicators 8-18)

Summary

- Performance Level Summary
- Federally Required Elements
- Determination Levels



2021 Results Driven Accountability

BE/ESL/EL Domain I

1. BE STAAR 3-8 Passing Rate

| | State Rate | Rate | Passed | Tested | |
|---------------------|------------|------|--------|--------|-----|
| (i) Mathematics | 2021 | 53.4 | 48.3 | 447 | 925 |
| (ii) Reading | 2021 | 56.7 | 56.7 | 515 | 908 |
| (iii) Science | 2021 | 46.0 | 34.7 | 90 | 259 |
| (iv) Social Studies | 2021 | 54.6 | * | * | * |
| (v) Writing | 2021 | 39.8 | 40.7 | 129 | 317 |

2. ESL STAAR 3-8 Passing Rate


| | State Rate | Rate | Passed | Tested | |
|---------------------|------------|------|--------|--------|-----|
| (i) Mathematics | 2021 | 46.8 | 42.6 | 343 | 805 |
| (ii) Reading | 2021 | 48.7 | 52.6 | 440 | 836 |
| (iii) Science | 2021 | 42.7 | 49.1 | 112 | 228 |
| (iv) Social Studies | 2021 | 26.7 | 31.9 | 60 | 188 |
| (v) Writing | 2021 | 35.9 | 39.9 | 119 | 298 |

3. EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate

| | State Rate | Rate | Passed | Tested | |
|---------------------|------------|------|--------|--------|----|
| (i) Mathematics | 2021 | 48.5 | 61.0 | 25 | 41 |
| (ii) Reading | 2021 | 50.3 | 66.7 | 28 | 42 |
| (iii) Science | 2021 | 42.8 | 30.0 | * | * |
| (iv) Social Studies | 2021 | 29.9 | * | * | * |
| (v) Writing | 2021 | 37.1 | 40.0 | 12 | 30 |

4. EL Dyslexia STAAR 3-8 Reading Passing Rate

| | State Rate | Rate | Passed | Tested | |
|---------|------------|------|--------|--------|-----|
| Reading | 2021 | 29.1 | 22.0 | 45 | 205 |



2021 Results Driven Accountability

BE/ESL/EL Domain I

5. EL Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate

| | PL 0 Cut Points | Rate | Passed | Tested |
|---------------------|-----------------|------------|--------|--------|
| (i) Mathematics | 2021 | 70.0 - 100 | 75.0 | 27 |
| (ii) Reading | 2021 | 70.0 - 100 | 94.8 | 55 |
| (iii) Science | 2021 | 65.0 - 100 | * | * |
| (iv) Social Studies | 2021 | 65.0 - 100 | 80.0 | 20 |
| (v) Writing | 2021 | 70.0 - 100 | 96.8 | * |

6. EL STAAR EOC Passing Rate


| | PL 0 Cut Points | Rate | Passed | Tested | |
|-----------------------|-----------------|------------|--------|--------|---|
| (i) Algebra I | 2021 | 65.0 - 100 | 53.3 | 227 | 4 |
| (ii) Biology | 2021 | 75.0 - 100 | 60.1 | 211 | 3 |
| (iii) U.S. History | 2021 | 70.0 - 100 | 72.1 | 181 | 2 |
| (iv) English I and II | 2021 | 60.0 - 100 | 48.5 | 328 | 6 |

7. TELLAS Reading Beginning Proficiency Level Rate

| | PL 0 Cut Points | Rate | Beginning | Tested | |
|--|-----------------|---------|-----------|--------|---|
| | 2021 | 0 - 7.5 | 10.3 | 209 | 2 |

8. TELLAS Composite Rating Level for Students in U.S. Schools Multiple Years

| | PL 0 Cut Points | Rate | BEG./INT. | Tested | |
|--|-----------------|----------|-----------|--------|---|
| | 2021 | 0 - 19.4 | 18.9 | 241 | 1 |



2021 Results Driven Accountability

BE/ESL/EL Domain II

Region: 01

9. EL Graduation Rate

| | PL 0 Cut Points | Rate | Graduates | Class | Performance Level |
|------|-----------------|------|-----------|-------|-------------------|
| 2021 | 80.0 - 100 | 93.6 | 235 | 251 | 0 |
| 2020 | | | 262 | 279 | |
| 2019 | | | 204 | 244 | |

10. EL Annual Dropout Rate (Grades 7-12)

| | PL 0 Cut Points | Rate | Dropouts | Attend | Performance Level |
|------|-----------------|------|----------|--------|-------------------|
| 2021 | 0 - 1.8 | * | * | * | 0 |
| 2020 | | | 14 | 2,482 | |
| 2019 | | | * | * | |

11. EL Dyslexia Representation (Ages 6-21)

| | State Rate | District Rate (DIFF) | Rate | Dyslexia | Enrolled | Performance Level |
|--------------|------------|----------------------|------|----------|----------|-------------------|
| 2021 | -1.4 | 1.9 | 9.2 | 582 | 6,339 | Report Only |
| EL Students | | | | | | |
| All Students | | | 7.3 | 1,414 | 19,417 | |

Detailed information on the assignment of performance levels can be found in the [2021 Results Driven Accountability Manual](#). An asterisk (*) is used to mask data in order to protect student confidentiality.

Page 1

Detailed information on the assignment of performance levels can be found in the [2021 Results Driven Accountability Manual](#). An asterisk (*) is used to mask data in order to protect student confidentiality.

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BE/ESL/EL

Bilingual Education/English as a Second Language
& English Learner

(BE/ESL/EL)

Indicators (1 – 11)

Domain I: Captures indicators of
Academic Achievement

Domain II: Captures indicators of
Post-Secondary Readiness

Domain III: Captures indicators of
Disproportionate Analysis

24

BE/ESL Overview

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

Bilingual Education, English as a Second Language, and English Learners (BE/ES/EL) Indicators

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



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 (Report Only¹ - No PL Assigned)

Measures the percent of students served in a Bilingual Education (BE) 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 40100 Sub-Category as enrolled in the LEA and participating in a state-approved bilingual education 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

No

Processing Criteria

| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable Collections | Test Administrations |
|-----|----|----|-------------------|-----------------------|------------------------|----------------------|
| NA | No | No | 1 | Yes | PEIMS Fall 2020 | Spring 2021 |

Calculation

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

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

Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page)

| | |
|----|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA. |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |

Figure 19 TAC §87.108001

Results Driven Accountability 2021 Manual

Texas Education Agency

Annually updated:
Chapter 19: Planning and Accountability
Subchapter AA: Accountability and Performance Monitoring
Figure 19 TAC §87.108001



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 (Report Only¹ - No PL Assigned)

Measures the percent of students served in a Bilingual Education (BE) 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 40100 Sub-Category as enrolled in the LEA and participating in a state-approved bilingual education program (E1042 program indicator code = 2, 3, 4, or 5); and also reported on the STAAR Spanish, and STAAR Alternate 2 assessments.

Data Note(s)

1, 2

PL Assignment

Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page)

| | |
|----|--|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level 3 or higher. |
| 3 | Performance standard in place when a student first takes STAAR 3-8 and remains in place throughout the student's school career. |
| 4 | Denominator is based on students who are not assigned a performance level of either grade retention or retest. |
| 5 | ELs (grades 5-12) in the numerator for this indicator. |
| 6 | Students who are identified as English Learners (EL) on the English Language Proficiency Assessment (ELPA) are included in the numerator for this indicator. |
| 7 | Students who are identified as English Learners (EL) on the English Language Proficiency Assessment (ELPA) are included in the numerator for this indicator. |
| 8 | Students who are identified as English Learners (EL) on the English Language Proficiency Assessment (ELPA) are included in the numerator for this indicator. |
| 9 | Students who are identified as English Learners (EL) on the English Language Proficiency Assessment (ELPA) are included in the numerator for this indicator. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |

MSR

Test Administrations

PEIMS Fall 2020

Spring 2021

¹ Report Only assigned in 2021 for all LEAs due to exclusion of previously included student populations. Changes in PEIMS code for students identified as participating in an alternative language BE program (E1642 alternative language program code = 01) are not yet available in CAF utilized for this indicator in 2021.

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

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Texas Education Agency

Annually released.
Chapter 11: Planning and Accountability
Subchapter 1A: Accountability and Performance Monitoring
Figure 19 TAC §87.10001



Indicator #2 (i-v) | ESL STAAR 3-8 Passing Rate (Report Only² - No PL Assigned)

Measures the percent of students served in an English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.

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

Data Note(s) | 1, 2 | **PL Assignment** | No

| Processing Criteria | | | | | | |
|---------------------|----|----|-------------------|-----------------------|------------------------|----------------------|
| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable Collections | Test Administrations |
| NA | No | No | 1 | Yes | PEIMS Fall 2020 | Spring 2021 |

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

| Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page) | |
|---|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA. |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |

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



Indicator #2 (i-v) | ESL STAAR 3-8 Passing Rate (Report Only² - No PL Assigned)

Measures the percent of students served in an English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.

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

Data Note(s) | 1, 2 | **PL Assignment** | No

| Processing Criteria | | | | | |
|---------------------|----|----|-------------------|-----------------------|------------|
| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable |
| NA | No | No | 1 | Yes | |

Calculation | $\frac{\text{number of ESL students meeting minimum level of satisfactory performance or higher}}{\text{number of ESL students}} \times 100$

| PL Assignment | |
|---------------|----------------|
| Report Only | No PL Assigned |

| Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page) | |
|---|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they met the minimum level of satisfactory performance or higher. |
| 3 | Performance standard in place when a student was first enrolled in the LEA and throughout the student's school career. |
| 4 | Denominator is based on students who were enrolled in the LEA and participated in the STAAR 3-8 or STAAR Alternate 2 of either grade retention or promotion. |
| 5 | ELs (grades 5-12) who are not currently enrolled in the LEA but were previously enrolled in the LEA and participated in the STAAR 3-8 or STAAR Alternate 2 are included in the numerator of this indicator. |
| 6 | Students who are currently enrolled in the LEA but were previously enrolled in the LEA and participated in the STAAR 3-8 or STAAR Alternate 2 are included in the numerator of this indicator. |
| 7 | Students who are currently enrolled in the LEA but were previously enrolled in the LEA and participated in the STAAR 3-8 or STAAR Alternate 2 are included in the numerator of this indicator. |
| 8 | Students who are currently enrolled in the LEA but were previously enrolled in the LEA and participated in the STAAR 3-8 or STAAR Alternate 2 are included in the numerator of this indicator. |
| 9 | Students who are currently enrolled in the LEA but were previously enrolled in the LEA and participated in the STAAR 3-8 or STAAR Alternate 2 are included in the numerator of this indicator. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |

2 Report Only assigned in 2021 for all LEAs due to exclusion of previously included student populations. Changes in PEIMS code for students identified as participating in an alternative language ESL program (E1642 alternative language program code = 02) are not yet available in CAF utilized for this indicator in 2021.



**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 but not participating in a state-approved bilingual education 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 **PL Assignment** No

Processing Criteria

| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable Collections | Test Administrations |
|-----|----|----|-------------------|-----------------------|------------------------|----------------------|
| NA | No | No | 1 | Yes | PEIMS Fall 2020 | Spring 2021 |

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

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

Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page)

| | |
|----|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2 |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |

Figure 19 TAC §87.100(2)

**Results
Driven
Accountability
2021
Manual**

Texas Education Agency

Annually updated:
Chapter 19 Planning and Accountability
Subchapter AA, Accountability and Performance Monitoring
Figure 19 TAC §87.100(2)

| | |
|---------------------|--|
| Indicator #4 | EL Dyslexia STAAR 3-8 Reading Passing Rate (Report Only - No PL Assigned) |
|---------------------|--|

Measures the percent of English learners (ELs) identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessment.

| | |
|--------------------|--|
| Data Source | Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EL and as dyslexia (E1530 Dyslexia code = 1); and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments. |
|--------------------|--|

| | | | |
|---------------------|---------|----------------------|----|
| Data Note(s) | 1, 2, 7 | PL Assignment | No |
|---------------------|---------|----------------------|----|

| Processing Criteria | | | | | | |
|---------------------|----|----|-------------------|-----------------------|------------------------|----------------------|
| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable Collections | Test Administrations |
| NA | No | No | 1 | Yes | PEIMS Fall 2020 | Spring 2021 |

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

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

| Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page) | |
|---|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA. |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |



Indicator #5 (i-v) EL Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate

Measures the percent of certain former English learners (ELs) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.

Data Source Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and having met the criteria for English learner reclassification, no longer classified as EL in PEIMS; and in their first, second, third, or fourth year of monitoring as allowed by ESSA (M1-M4 indicator code); and also reported on the STAAR and STAAR Alternate 2 assessments.

Data Note(s) 2 **PL Assignment** Yes

Processing Criteria

| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable Collections | Test Administrations |
|------------------|----|----|-------------------|-----------------------|------------------------|----------------------|
| Denominator ≥ 30 | No | No | 1 | Yes | PEIMS Fall 2020 | Spring 2021 |

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

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

Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page)

| | |
|----|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA. |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |



Indicator #6 (i-iv) EL STAAR EOC Passing Rate (New! – Cut Points Assigned)

Measures the percent of English learners (ELs) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.

Data Source Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EL; and also reported on the STAAR and STAAR Alternate 2 assessments.

Data Note(s) 1, 2, 3, 7 **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 2020 | Summer 2020, Fall 2020*, and Spring 2021 |

*Due to the 2020 STAAR testing waiver, there were no Summer and Fall 2020 test administrations.

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

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

Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page)

| | |
|----|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA. |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |

Figure 19 TAC §87.100(5)

Results
Driven
Accountability

2021
Manual

Texas Education Agency

Adapted from:
Chapter 19 Planning and Accountability
Subchapter AA Accountability and Performance Monitoring
Figure 19 TAC §87.100(5)

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

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

Data Source Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA for two consecutive years and also reported as tested on the TELPAS reading assessment for two consecutive years.

| | | | |
|---------------------|---|----------------------|-----|
| Data Note(s) | 4 | PL Assignment | Yes |
|---------------------|---|----------------------|-----|

| Processing Criteria | | | | | | |
|------------------------------------|----|----|-------------------|-----------------------|-------------------------------|-----------------------------|
| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable Collections | Test Administrations |
| Denominator ≥ 30; Numerator > 5 | No | No | 1 | Yes | PEIMS Fall 2019 and Fall 2020 | Spring 2020 and Spring 2021 |

Calculation

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

| Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page) | |
|---|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA. |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |

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



| | |
|---------------------|---|
| Indicator #8 | TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years |
|---------------------|---|

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

| | |
|--------------------|---|
| Data Source | Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and received a TELPAS Composite Rating. |
|--------------------|---|

| | | | |
|---------------------|------|----------------------|-----|
| Data Note(s) | 5, 6 | PL Assignment | Yes |
|---------------------|------|----------------------|-----|

| Processing Criteria | | | | | | |
|------------------------------------|----|----|-------------------|-----------------------|------------------------|----------------------|
| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable Collections | Test Administrations |
| Denominator ≥ 30; Numerator ≥ 5 | No | No | 1 | Yes | PEIMS Fall 2020 | Spring 2021 |

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

| Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page) | |
|---|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA. |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |

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



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

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

| Indicator #9 | EL Graduation Rate |
|--|--|
| Measures the percent of English Learners (ELs) who graduated with a high school diploma in four years. | |
| Data Source | Data sources and methods for calculating graduation rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts . |
| Data Note(s) | 10 |
| PL Assignment | Yes |

| Processing Criteria | | | | | |
|---------------------|-----|----|-------------------|-----------------------|--|
| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable Collections |
| Denominator ≥ 30 | Yes | No | 3 | No | Class of 2020 (most current data available) |

| | |
|-------------|---|
| Calculation | $\frac{\text{number of ELs in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of ELs in the class of 2020}}$ |
|-------------|---|

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

| Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page) | |
|---|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA. |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |



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

| | | | |
|---------------------|---|----------------------|-----|
| Data Source | Data sources and methods for calculating dropout rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts . | | |
| Data Note(s) | NA | PL Assignment | Yes |

| Processing Criteria | | | | | |
|------------------------------------|-----|-----|-------------------|-----------------------|---|
| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable Collections |
| Denominator ≥ 30; Numerator ≥ 5 | Yes | Yes | 3 | No | 2019-2020 school year (most current data available) |

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

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

| Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page) | |
|---|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA. |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | 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 III – Disproportionate Analysis (Indicator 11)

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

| | |
|----------------------|--|
| Indicator #11 | EL Dyslexia Representation (Ages 6-21) (Report Only - No PL Assigned) |
|----------------------|--|

Measures the difference between the rate of English learners (ELs) identified with dyslexia and the rate of all students identified with dyslexia in the LEA.

| | |
|--------------------|--|
| Data Source | Reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EL (LEP = 1); and as dyslexia (E1530 Dyslexia code = 1) |
|--------------------|--|

| | | | |
|---------------------|------|----------------------|----|
| Data Note(s) | 8, 9 | PL Assignment | No |
|---------------------|------|----------------------|----|

| Processing Criteria | | | | | |
|---------------------|----|----|-------------------|-----------------------|------------------------|
| MSR | RI | SA | Year(s) Available | Accountability Subset | Applicable Collections |
| NA | No | No | 1 | No | PEIMS Fall 2020 |

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

| |
|----------------------------|
| PL Assignment |
| Report Only No PL Assigned |

| Data Notes (bookmarked and linked from indicators; use Alt + ← to return to page) | |
|---|---|
| 1 | English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2. |
| 2 | STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher. |
| 3 | Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career. |
| 4 | Denominator is based on students who were in grades 2-12 in spring 2020 and who, as a result of either grade retention or grade promotion, were in grades 2-12 in the spring of 2021. |
| 5 | ELs (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator. |
| 6 | Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information. |
| 7 | If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA. |
| 8 | Will remain Report Only each year, Performance Level assignment not appropriate. |
| 9 | Student's age, derived from PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October 30, 2020, and less than 22 as of September 1, 2020. |
| 10 | Based on students reported in PEIMS as ELs at any time while attending Grades 9-12 in a Texas Public School. |

Figure 19 TAC §87.109(2)

Results Driven Accountability 2021 Manual

Texas Education Agency

Annex 10
Chapter 19 Planning and Accountability
Subchapter AA Accountability and Performance Monitoring
Figure 19 TAC §87.109(2)



2021 BE/ESL Associated Determination Levels for LEAs

| Determination Level | DL | # of LEAs | % by DL |
|--------------------------------|------------|-----------|---------|
| Not Assigned | No DL (NA) | 105 | 8.72% |
| Meets Requirements | 1 | 869 14 | 72.18% |
| Needs Assistance | 2 | 173 14 | 14.37% |
| Needs Intervention | 3 | 46 14 | 3.82% |
| Needs Substantial Intervention | 4 | 11 2 | 0.91% |
| Total | | 1204 | 100% |

Source: 2021 Results Driven Accountability (RDA) Performance Framework



2021-2022 RESULTS DRIVEN ACCOUNTABILITY INTERVENTION REQUIREMENTS

Bilingual Education/English as a Second Language/Emergent Bilingual and Other Special Populations Determination Level (DL)

Determination Level 1 - Meets Requirements

- Establish a DCSI and DLT
- Engage in Continuous Improvement

Determination Level 2 - Needs Assistance

- Establish a DCSI and DLT
- Engage in Continuous Improvement



2021-2022 RESULTS DRIVEN ACCOUNTABILITY INTERVENTION REQUIREMENTS

Bilingual Education/English as a Second Language/Emergent Bilingual and Other Special Populations Determination Level (DL)

Determination Level 3 - Needs Intervention

- Establish a DCSI and DLT
- Engage in Continuous Improvement
- Submit Strategic Support Plan (SSP) to the Texas Education Agency

Determination Level 4 - Needs Substantial Intervention

- Establish a DCSI and DLT
- Engage in Continuous Improvement
- Submit Strategic Support Plan (SSP) to the Texas Education Agency



2021 RDA Intervention Requirements BE/ESL and OSP

| Determination Level | DL1 | DL2 | DL3 | DL4 |
|------------------------|--------------------|------------------|--------------------|--------------------------------|
| Determination Category | Meets Requirements | Needs Assistance | Needs Intervention | Needs Substantial Intervention |

Optional to complete the BE/ESL and/or OSP Self-Assessment and the SSP

If LEAs complete these documents, they are retained at the local level.

LEAs are required to complete the BE/ESL and/or OSP Self-Assessment and the SSP.

The LEAs submit these documents to TEA through the Ascend Platform.



Targeted Monitoring Activities By Program Area

| Program | | BE/ESL/EL | | | | OSP | | | | SPED | | | |
|-----------------------|------------------------------|-----------|-----|----|----|-----|-----|----|----|------|----|----|----|
| Determination Level | | D1 | D2 | D3 | D4 | D1 | D2 | D3 | D4 | D1 | D2 | D3 | D4 |
| Monitoring Activities | Self-Assessment | Opt | Opt | ● | ● | Opt | Opt | ● | ● | ● | ● | ● | ● |
| | Strategic Support Plan (SSP) | Opt | Opt | ● | ● | Opt | Opt | ● | ● | Opt | ● | ● | ● |
| | Targeted Desk Review | | | | | | | | | | | ● | ● |
| | Targeted On-Site Review* | | | | | | | | | | | ● | ● |
| | | | | | | | | | | | | | |

Key: Opt = Optional participation but recommended

● = Required monitoring activity

■ = Not required or not yet available

* = SD Year 3 Status Required

BE/ESL Self-Assessment RDA Indicator Crosswalk

If DL3 or DL4 in 2021 and your LEA did not complete a self-assessment in 2020, then all areas must be completed.

| BE/ESL Self-Assessment Strategy | RDA Indicators | | | | | | | | | | |
|--|----------------|---|---|---|---|---|---|---|---|----|----|
| Implementation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1. Alignment of Mission, Policies, and Procedures | | | | | | | | | | | |
| 2. Program Models | X | X | | X | | X | X | X | X | X | |
| 3. Equitable Participation | X | X | | X | X | X | X | X | X | | |
| 4. Supports for At-Risk Students | X | X | | X | X | X | X | X | X | X | |
| 5. Implementation of ELPS | X | X | X | | | X | X | X | | | |
| 6. Instructional Placement | X | X | | | | X | X | X | | | |
| 7. Instructional Materials | | | | | | | | | | | |
| 8. Planning, Monitoring, and Support | X | X | X | X | | X | X | X | X | X | X |
| 9. Acquisition and Retention of Staff | | | | | | | | | | | |
| 10. Staff Development Needs Assessments | X | X | | X | | X | X | X | | | |
| 11. Language Proficiency Assessment Committee (LPAC) | X | X | X | X | X | X | X | X | X | X | X |
| 12. Home Language Survey (HLS) | | | | | | | | | | | |
| 13. DLI Program Evaluation | X | X | | X | | X | X | X | X | X | |
| 14. ESL Program Evaluation | X | X | | X | | X | X | X | X | X | |
| 15. Transitional Bilingual Education | X | X | | X | | X | X | X | X | X | |
| Student Performance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1. State Assessment Data Analysis | X | X | X | X | X | X | | | X | X | |
| 2. TEKS Mastery | X | X | X | X | X | X | | | X | X | |
| Family Engagement / Parental Involvement | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1. Parental Involvement | | | | | | | | | X | X | |

X= Required for 2021-2022; X= Optional for 2021-2022; Required for 2022-2023

X = RDA Indicator that applies to the identified BE/ESL Self-Assessment Strategy

Resources from BE/ESL Self-Assessment Webinar for LEAs ~ December 1, 2021:

<https://tea.texas.gov/academics/special-student-populations/review-and-support/review-and-support-resources>



2021-2022
Special Populations Monitoring Results Driven Accountability
Intervention and Submission Calendar

November

Activities/Interventions

- Superintendent identifies District Coordinator of School Improvement (DCSI)
- Superintendent and DCSI establish District Leadership Team (DLT)
- Department of Review and Support contacts LEAs with Determination Level (DL) 3 or higher to schedule teleconference to review RDA data, Root Cause Analysis, COVID-19 Impact Protocol (**optional**) and Strategic Support Plan (SSP) development
- DCSI, DLT, and relevant stakeholders engage in planning activities and develop SSP

Submissions

- Superintendents are no longer required to submit a DCSI Attestation when engaging in RDA Continuous Improvement activities; however, the DCSI should be an individual serving in a position to impact and/or influence the implementation of best practices aligned to increasing positive student outcomes.



2021-2022
Special Populations Monitoring Results Driven Accountability
Intervention and Submission Calendar

December

Submissions

Required for Determination Levels 3 or 4 in BE/ESL/Emergent Bilingual or OSP

- DCSI submits SSP in Ascend: Due **Dec. 17th**

January

Activities/Interventions

Required for Determination Levels 3 or 4 in BE/ESL/Emergent Bilingual or OSP

- DCSI, Education Service Center (ESC) staff, and TEA staff conduct teleconference to discuss initial SSP submission



2021-2022
Special Populations Monitoring Results Driven Accountability
Intervention and Submission Calendar

February

Activities/Interventions

All Determination Levels

- DCSI collect evidence of strategy implementation and progress

Determination Level 4 in BE/ESL/Emergent Bilingual or OSP

- Department of Review and Support conducts progress monitoring conference with LEAs

Submissions

- DCSI submits evidence of strategy implementation and progress in Ascend



2021-2022
Special Populations Monitoring Results Driven Accountability
Intervention and Submission Calendar

March

Activities/Interventions

All Determination Levels

- DCSI collect evidence of strategy implementation and progress

Determination Levels 3 and 4 in BE/ESL/Emergent Bilingual or OSP

- Department of Review and Support conducts progress monitoring conference with LEAs

Submissions

- DCSI submits evidence of strategy implementation and progress in Ascend



2021-2022
Special Populations Monitoring Results Driven Accountability
Intervention and Submission Calendar

April

Activities/Interventions

All Determination Levels

- DCSI collect evidence of strategy implementation and progress

Determination Level 4 in BE/ESL/Emergent Bilingual or OSP

- Department of Review and Support conducts progress monitoring conference with LEAs



2021-2022
Special Populations Monitoring Results Driven Accountability
Intervention and Submission Calendar

May/June

Activities/Interventions

All Determination Levels

- DCSI and DLT collect evidence of strategy implementation and progress
- DCSI and DLT evaluate effectiveness of SSP and propose action plan for upcoming academic year
- DCSI updates SSP for End of Year (EOY) submission
- Department of Review and Support conducts EOY teleconference with LEAs

Determination Levels 3 and 4 in BE/ESL/Emergent Bilingual or OSP

- Department of Review and Support sends notification to LEAs concluding Continuous Improvement Activities for current academic year.

Submissions

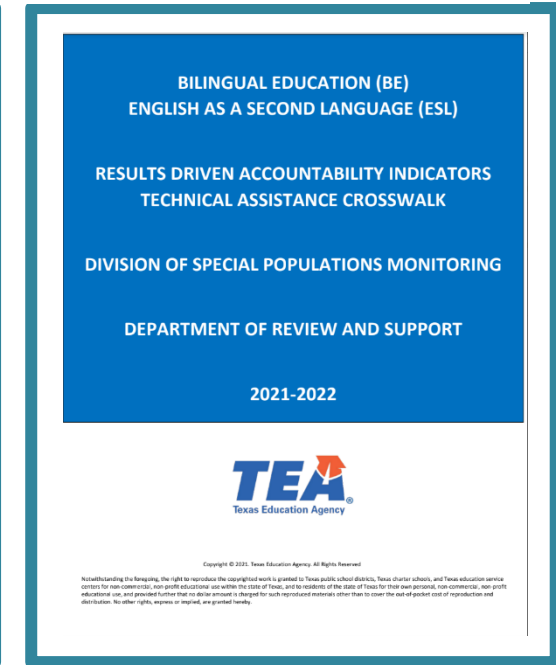
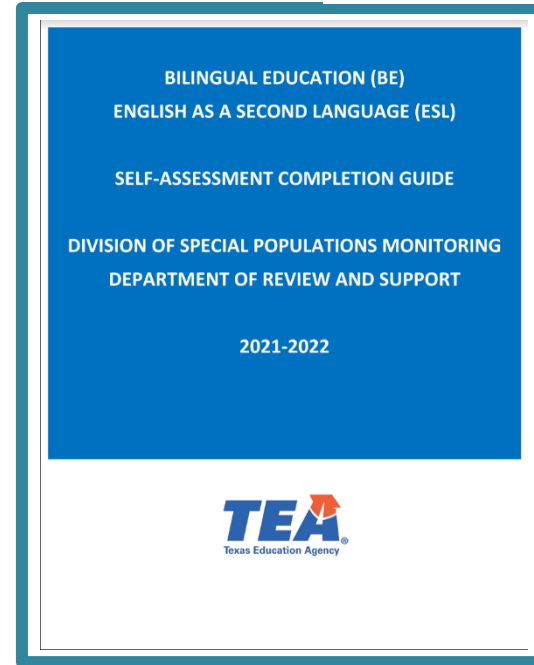
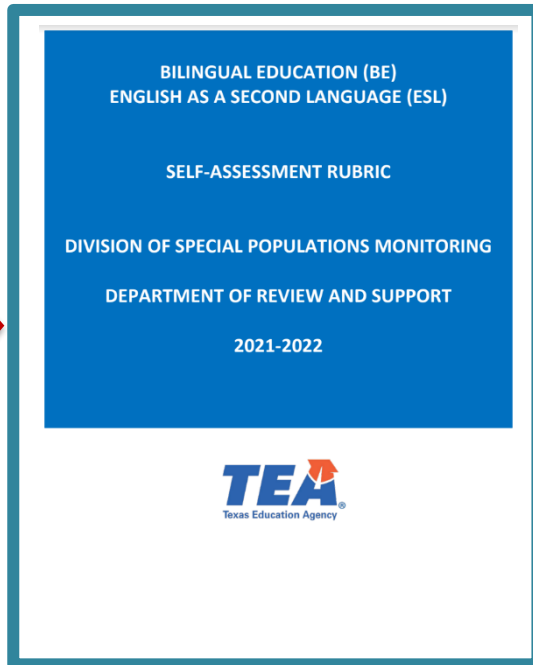
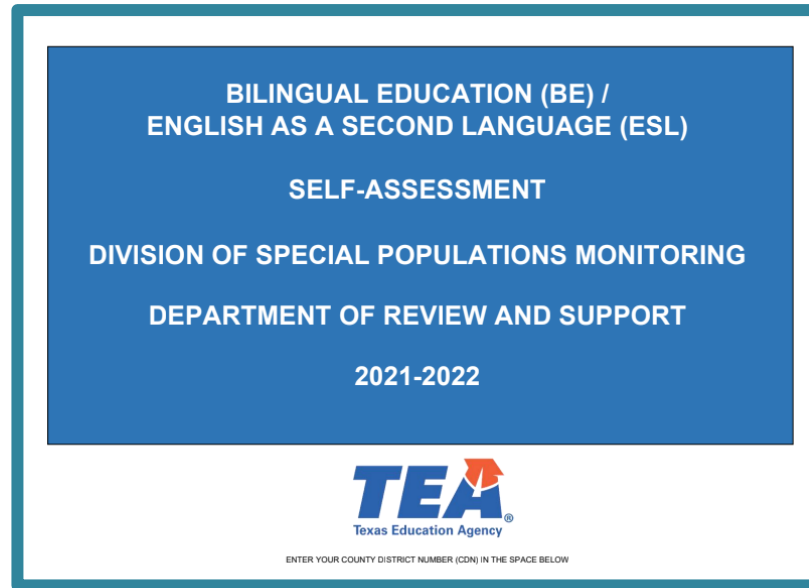
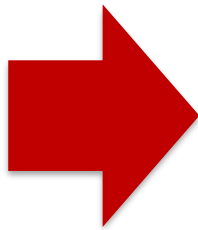
- DCSI submits EOY evidence of strategy implementation and progress in Ascend: **Due June 3rd**

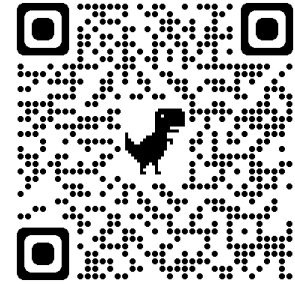


SELF-ASSESSMENT



Self-Assessment Documents





Diagnostic Framework Domains

Student Outcomes

The self-assessment rubric is organized within a diagnostic framework that addresses seven areas of compliance across three domains. Within the **Student Outcomes** domain, the leadership team will consider practices related to student achievement that support improved outcomes for students with disabilities. In addressing each item of the rubric, the leadership team will consider two guiding questions related to the Student Outcomes domain.

Compliance/Strategy Items

How are students in special education performing in comparison to their peers?
Are students in special education making progress toward meeting their IEP goals?

24. Data Analysis

Probing Questions

PROBING QUESTIONS

- How are students in special education performing in comparison to their general education peers?
- Are students in special education making progress toward their IEP goals?
- What resources do teachers and administrators have that support the connection of assessment and instruction?

SOURCES OF EVIDENCE

- ☐ LEA policy, procedures, or guidelines related to assessment
- ☐ Data systems available to analyze assessment results
- ☐ Alignment of instructional materials to assessment
- ☐ Training artifacts (presentation handouts, sign-in sheets, etc.)

Sources of Evidence

| RATE YOUR LEA | ○ DEVELOPING | ○ PROFICIENT | ○ EXEMPLARY |
|--------------------------|--|---|---|
| Implementation | The LEA reviews state and LEA achievement data to identify strengths and needs and to make instructional improvements for students with disabilities. | The LEA examines state and LEA achievement data to identify discrepancies between state and LEA performance and to make instructional improvements resulting in improved outcomes for students with disabilities. | The LEA implements a system of continuous data-based decision-making that compares state and LEA summative and formative achievement data to identify and address learning needs throughout the year and make organizational decisions about instruction and intervention resulting in improved outcomes for students with disabilities. |
| Data | The LEA uses state and LEA assessment data to make classroom adjustments to curriculum, instruction, and assessment. | The LEA uses state and LEA assessment data to make classroom and individual student adjustments to curriculum, instruction, and assessment. | The LEA uses state and LEA assessment data to make systemic changes to curriculum, instruction, and assessment. |
| Professional Development | The LEA provides training for special educators at least annually on using assessment data to improve instruction for students with disabilities. | The LEA provides training for general educators and special educators at least annually on using assessment data to improve instruction for students with disabilities. | The LEA provides training for general educators, special educators, and administrators at least annually on using assessment data to improve instruction for students with disabilities. |

Quality Levels

Performance Categories

STRATEGIC SUPPORT PLAN (SSP)



Texas Education Agency - Department of Review and Support Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. PBMAS/RDA, STAAR scores, discipline reports) to identify all areas for correction and improvement that have been selected

(1) Enter District identification data in the designated area

1

| | | | |
|-------------------------|--|---------------|--|
| District Name: | | District ESC: | |
| County District Number: | | DCSI: | |
| Superintendent Name: | | Date: | |

Program Area: Choose an item

2

Area of Improvement: Student Performance

3

Problem Statement / Root Cause:

4

(4) The Problem Statement should be based off of each program area and each area of improvement. The problem statement describes the gap between the LEA current performance and LEA desired performance. With a clear understanding of the reason(s) for the gap between the LEAs current performance and desired performance, next, proceed to define a measurable Annual Goal that is designed to address this gap.

5

Annual Goal:

(5) The annual goal must be specific, measurable, and achievable

¹ The LEA will prioritize critical area(s) of improvement/correction from additional data sources by conducting a root cause analysis using investigative questions to align most critical areas of improvement/correction with self-assessment summary.

Choose an item

Choose an item

ESSA
Career and Technology Education
Bilingual Education/ESL
Special Education
Noncompliance (SPP)
Other

(2) Identify the Program Area that will be focused on for the first prioritized segment. If your program area is not listed, select other and explain in the Problem Statement box your area of focus.

Choose an item

Choose an item

IEP Implementation
Student Performance
Family Engagement
Math Performance
Reading Performance
Discipline
Graduation/Dropout
SPP 11
SPP 12

(3) The Area of Improvement should be selected based on the Program Area selected. If there are multiple areas of improvement that you would like to focus on, you can either expand on this in the following sections below or complete a new prioritized segment for the same Program Area.

Strategy for Implementation:

6

Strategy of Implementation

Using the root cause(s) selected to address areas of improvement through strategic action, describe Strategies for Implementation that are designed to support the LEA in achieving the annual goal.

(6) Strategies for implementation are discrete and reportable actions that will be taken by the LEA during the academic year.

7

(7) Each strategy for implementation will be supported by detailed implementation activities.

| Activity: | Goal for this Activity: | Activity Completion: | Personnel Responsible for Implementation: | Personnel Responsible for Supervision of Implementation: |
|----------------|-------------------------|----------------------|---|--|
| Choose an item | | | | |
| Choose an item | | | | |
| Choose an item | | | | |
| Choose an item | | | | |

Choose an item

Choose an item

Policies and Procedures

Training and Professional Development

Technical Assistance

Self-Monitoring

Other

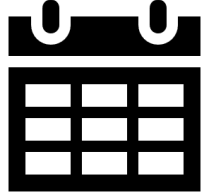
- Activity description:** Identify the activity that the LEA will engage in:
 - Policies, Procedures, and Practices
 - This should include writing, revising and the development of internal monitoring and review procedures
 - Training and Professional Development
 - Provided for staff members and/or pertinent stakeholders
 - Technical Assistance
 - TEA network partnership
 - Self-Monitoring
 - This should include a system of programming evaluations to insure appropriate policy implementation
 - Other - Continuous Improvement
 - The strategy for implementation is aligned with or addressed through other continuous improvement efforts such as the Effective Schools Framework or District Improvement Plan
- Timeline for completion:** Set a projected completion date for the activity
- Personnel responsible for implementation:** This should be the position title(s) of the individuals who will manage the completion of the activity (i.e. general education teacher, special education teacher, instructional specialist, etc.)
- Personnel responsible for supervision of implementation:** This should be the position title of the person who will be responsible for ensuring this activity is completed on time (i.e. principal, assistant superintendent, etc.)



Strategic Support Plan

SUBMISSION DUE DATE: December 17, 2021

Annual Continuous



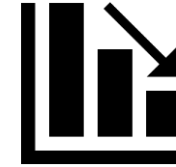
Improvement Plan

Aligned to the Effective



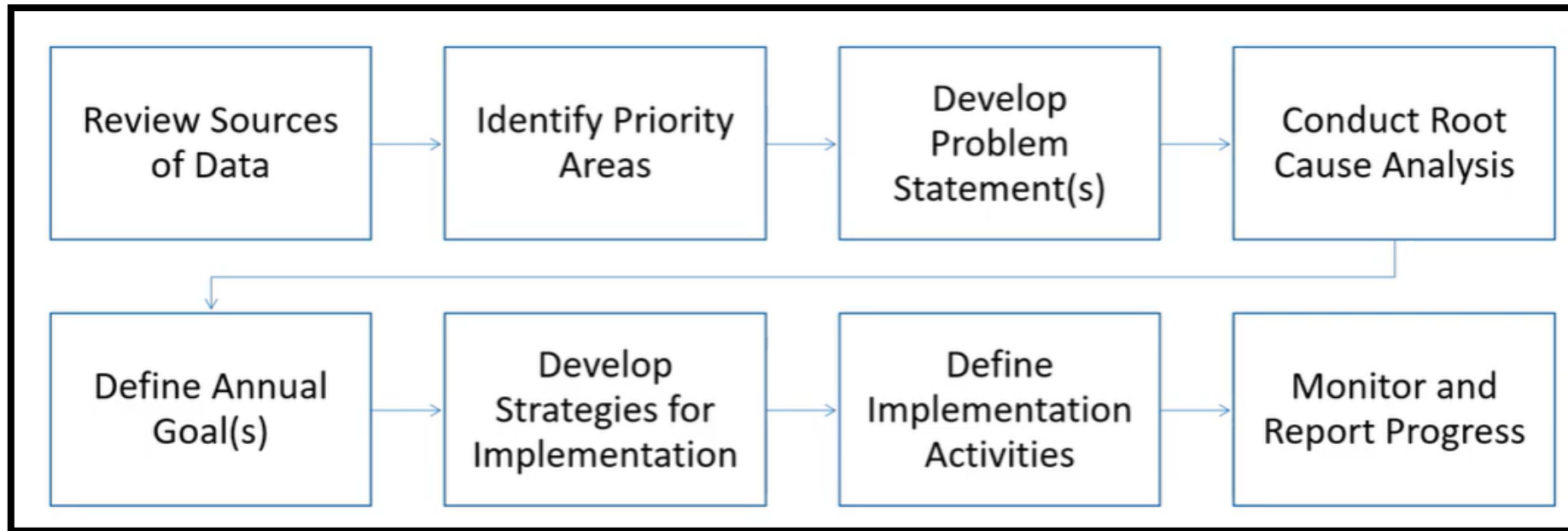
Schools Framework

Addresses Root Cause



of Low Performance

How is a Strategic Plan Developed?



Click here to access video and SSP guide

2021-2022 Continuous Improvement Overview - Shared screen with speaker view



Differentiated Monitoring and Support

Continuous Improvement Overview
November 4, 2021



Strategic Support Plan - Quick Reference – SY 2020/2021

Using the Strategic Support Plan (SSP) Document

The SSP is a tool used annually as part of the local education agencies continuous improvement process to prioritize essential program elements, clear timelines, milestones, metrics, and task owners. When implemented with fidelity, the SSP assists in determining district goals to support root causes of low performance related to RDA determination levels.

How to Use the Strategic Support Plan (SSP) Form

(1) Enter **District Identification** data in the designated area. (2) Identify the Program Area that will be focused on for the first prioritized segment. If your program area is not listed, select other and explain in the **Problem Statement** box your area of focus.

TEA | ASCEND TEXAS

Texas Education Agency - Department of Review and Support
Strategic Support Plan

Descriptions: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. RIMAS/RTCA, STAAR scores, discipline reports) to identify all areas for correction and improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, RIMAS/RTCA, STAAR data, continued noncompliance, and any additional areas cited priority action that are addressed elsewhere in the special education monitoring process.

1. District Name: _____ District ESC: _____
County District Number: _____ DCB: _____
Superintendent Name: _____ Date: _____

Program Area: Choose an item Area of Improvement: Choose an item

2. Problem Statement / Root Cause:
Choose an item
Special and Technology Education
Single Education/ESL
Special Education
Noncompliance (SPN)
Other

(3) The **Area of Improvement** should be selected based on the Program Area selected. If there are multiple areas of improvement that you would like to focus on, you can either expand on this in the following sections below or complete a new prioritized segment for the same Program Area.

Program Area: Choose an item Area of Improvement: Choose an item

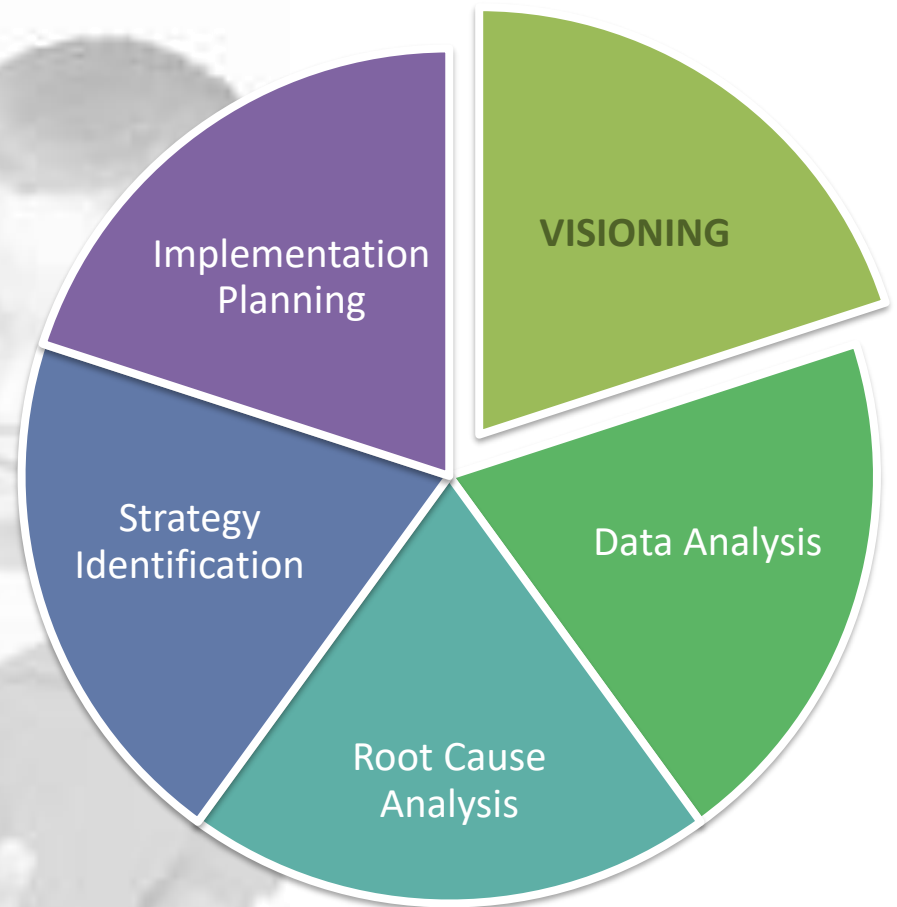
4. Problem Statement / Root Cause: _____

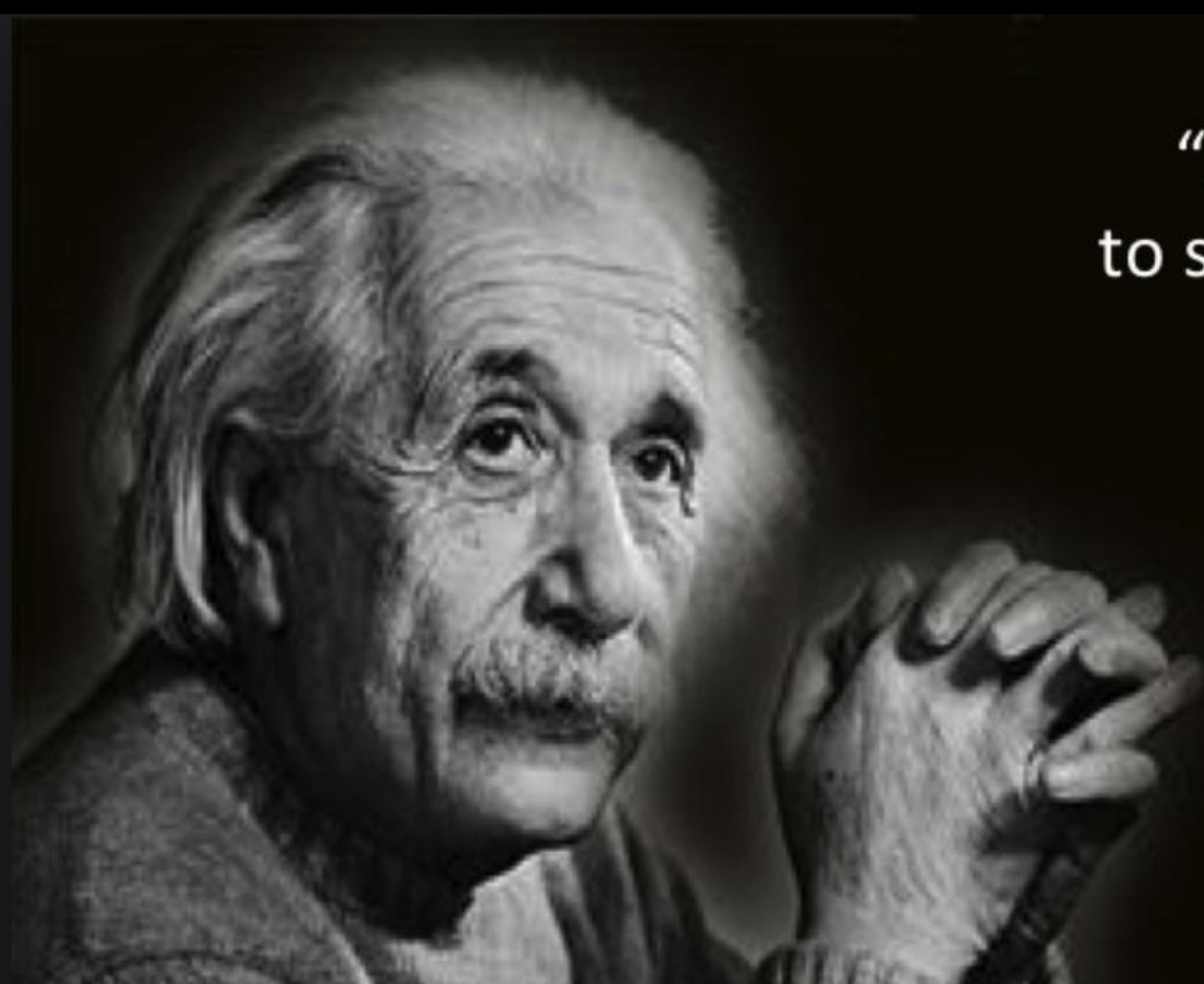
3. Choose an item
ESP Implementation
Student Performance
Family Engagement
Math Performance
Reading Performance
Discipline
Specification Dropout
SPN 11
SPN 12

5. Annual Goal: _____



Continuous Improvement Process





“If I had an hour
to solve a problem
I'd spend
55 minutes
thinking about
the problem
and 5 minutes
thinking about
solutions.”

IDENTIFYING PROBLEM STATEMENTS

| Criteria | Y/N |
|--|-----|
| Substantiated by facts/data | |
| Written objectively | |
| Uses concise language | |
| Includes specific details (who, what, when, where) | |
| Focuses on a single, manageable issue | |
| Has relevance to our campus | |
| Avoids causation or assigning solutions | |



PROBLEM STATEMENT QUALITY CHECK

**ELs have a 60% pass
rate in reading due to a
lack of parental
involvement**

**ELs have a 60% pass
rate in reading**

REVISED PROBLEM STATEMENT

RDA 2021

| 6. EL STAAR EOC Passing Rate | | | | | | |
|------------------------------|------|--------------------|------|--------|--------|----------------------|
| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
| (i) Algebra I | 2021 | 65.0 - 100 | 53.3 | 227 | 426 | → 2 |
| (ii) Biology | 2021 | 75.0 - 100 | 60.1 | 211 | 351 | → 2 |
| (iii) U.S. History | 2021 | 70.0 - 100 | 72.1 | 181 | 251 | 0 |
| (iv) English I and II | 2021 | 60.0 - 100 | 48.5 | 328 | 676 | → 2 |

Which indicators do we select?



RDA 2019 vs 2021

5. ELs STAAR EOC Passing Rate

| | | STATE RATE | DISTRICT RATE | PASSED | TESTED | PERFORMANCE LEVEL |
|----------------------------|------|---------------|------------------|--------|--------|----------------------|
| (i) Mathematics | 2019 | 76.2 | 76.8 | 347 | 452 | Report Only |
| (ii) Science | 2019 | 71.2 | 70.8 | 320 | 452 | Report Only |
| (iii) Social Studies | 2019 | 75.0 | 81.9 | 217 | 265 | Report Only |
| (iv) English Language Arts | 2019 | 34.5 | 40.9 | 406 | 992 | Report Only |

6. EL STAAR EOC Passing Rate

| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
|-----------------------|------|--------------------|------|--------|--------|----------------------|
| (i) Algebra I | 2021 | 65.0 - 100 | 53.3 | 227 | 426 | ➡ 2 |
| (ii) Biology | 2021 | 75.0 - 100 | 60.1 | 211 | 351 | ➡ 2 |
| (iii) U.S. History | 2021 | 70.0 - 100 | 72.1 | 181 | 251 | 0 |
| (iv) English I and II | 2021 | 60.0 - 100 | 48.5 | 328 | 676 | ➡ 2 |



Data Source

| 6. EL STAAR EOC Passing Rate | | | | | | |
|------------------------------|------|--------------------|------|--------|--------|----------------------|
| | | PL 0 Cut Points | Rate | Passed | Tested | Performance Level |
| (i) Algebra I | 2021 | 65.0 - 100 | 53.3 | 227 | 426 | 2 |
| (ii) Biology | 2021 | 75.0 - 100 | 60.1 | 211 | 351 | 2 |
| (iii) U.S. History | 2021 | 70.0 - 100 | 72.1 | 181 | 251 | 0 |
| (iv) English I and II | 2021 | 60.0 - 100 | 48.5 | 328 | 676 | 2 |

What could be our Problem Statement?



IDENTIFYING PROBLEM STATEMENTS

your turn!

| Criteria | Y/N |
|--|-----|
| Substantiated by facts/data | |
| Written objectively | |
| Uses concise language | |
| Includes specific details (who, what, when, where) | |
| Focuses on a single, manageable issue | |
| Has relevance to our campus | |
| Avoids causation or assigning solutions | |

[Clear Form](#)[Print Form](#)

Texas Education Agency - Department of Review and Support Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. PBMAS/RDA, STAAR scores, discipline reports) to identify all areas for correction and improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, PBMAS/RDA, STAAR data, continued noncompliance, and any additional areas cited priority action that are addressed elsewhere in the special education monitoring process.¹

District Name:

District ESC:

County District Number:

DCSI:

Superintendent Name:

Date:

Program Area: Choose an item

Area of Improvement: Student Performance

Problem Statement / Root Cause:

(4) The Problem Statement should be based off of each program area and each area of improvement. The problem statement describes the gap between the LEA current performance and LEA desired performance. With a clear understanding of the reason(s) for the gap between the LEAs current performance and desired performance, next, proceed to define a measurable Annual Goal that is designed to address this gap.

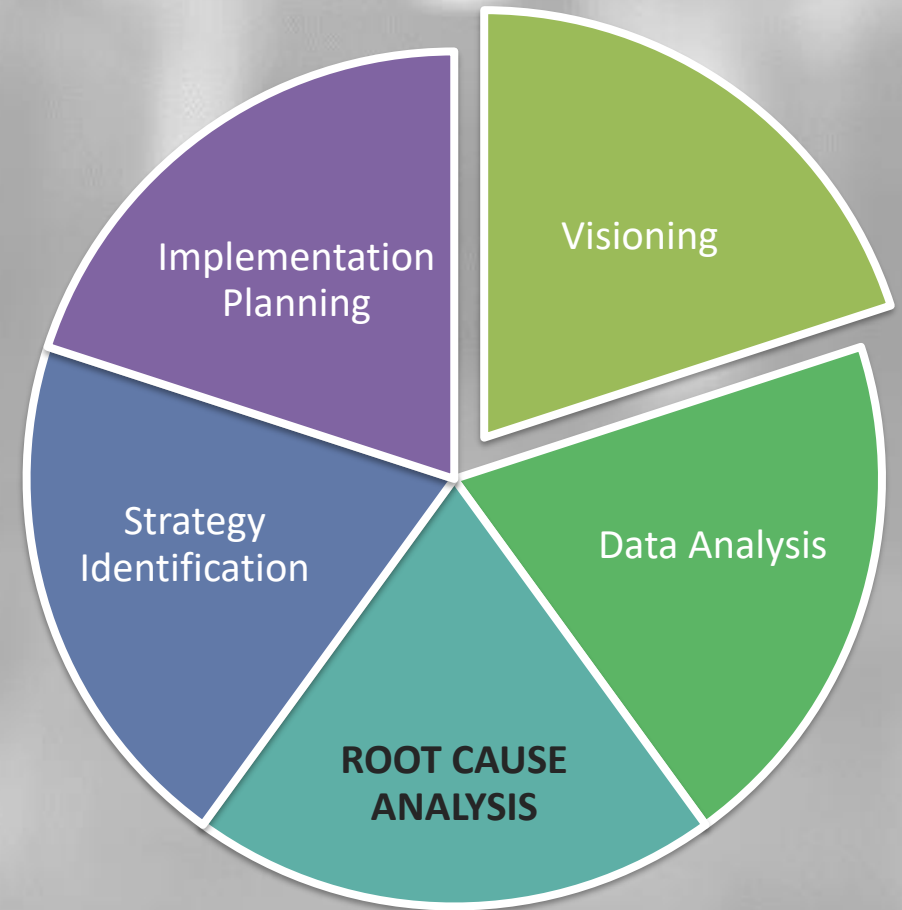
Annual Goal:

¹ The LEA will prioritize critical area(s) of improvement/correction from additional data sources by conducting a root cause analysis using investigative questions to align most critical areas of improvement/correction with self-assessment summary.



ROOT CAUSE ANALYSIS

<https://tinyurl.com/2021RDASSP>



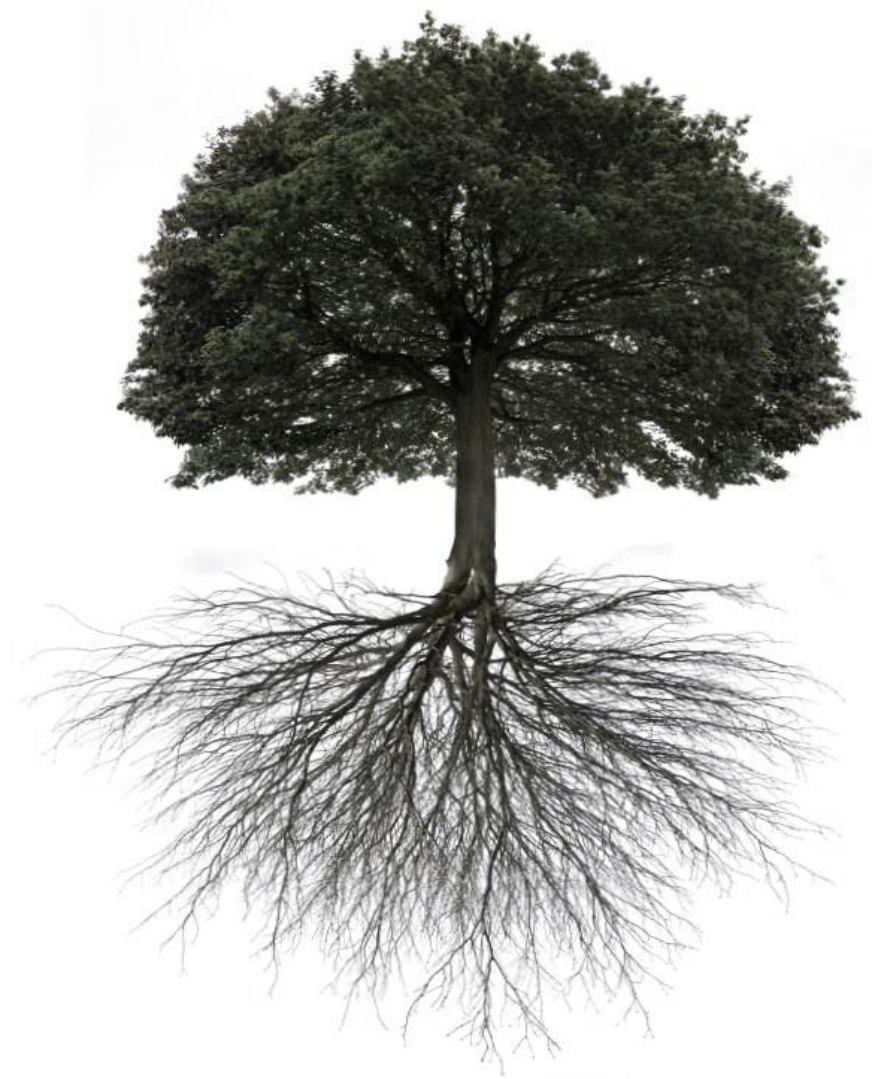
Root Cause Analysis

Additional Data Sources

Select Root Cause



WHY?



ROOT CAUSE ANALYSIS PROCESS

**PROBLEM
STATEMENT**

ACTION 1:
• 10, 5, 5

ACTION 2:
• Categories

ACTION 3:
• 5 Whys

**ROOT
CAUSE**



1055

REASONS WHY

MORE

MORE



ROOT CAUSE ANALYSIS PROCESS

**PROBLEM
STATEMENT**

ACTION 1:
• 10, 5, 5

ACTION 2:
• Categories

ACTION 3:
• 5 Whys

**ROOT
CAUSE**

TEAM CONSENSUS



ROOT CAUSE ANALYSIS PROCESS

**PROBLEM
STATEMENT**

ACTION 1:
• 10, 5, 5

ACTION 2:
• Categories

ACTION 3:
• 5 Whys

**ROOT
CAUSE**



Problem Statement: *ELs have a 50% pass rate in reading*

Team Consensus: *school is boring to the students*

1. Why are the students bored at school?

Because the students aren't engaged

2. Why aren't the students engaged?

Because the aren't connecting with the material

3. Why aren't the students connecting with the material?



Problem Statement: *ELs have a 50% pass rate in reading*

Potential Root Cause: *Teachers lack of understanding of instructional strategies needed to meet the linguistic needs of ELs.*

Supporting Data: *Classroom walkthrough data and teacher interviews reveal an absence of instructional strategies to support ELs.*



NEEDS ASSESSMENT QUALITY CHECK

- **The root cause(s) identified:**
 - **WHY the problem(s) is/are occurring**
 - **Is/are validated by data**
 - **Do(es) not contain solutions or suggested actions**
 - **Is/are focused on what the team can control**



[Clear Form](#)[Print Form](#)

Texas Education Agency - Department of Review and Support Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. PBMAS/RDA, STAAR scores, discipline reports) to identify all areas for correction and improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, PBMAS/RDA, STAAR data, continued noncompliance, and any additional areas cited priority action that are addressed elsewhere in the special education monitoring process.¹

District Name:

District ESC:

County District Number:

DCSI:

Superintendent Name:

Date:

Program Area: Choose an item

Area of Improvement: Student Performance

Problem Statement / Root Cause:

(4) The Problem Statement should be based on each program area and each area of improvement. The problem statement describes the gap between the LEA current performance and LEA desired performance. With a clear understanding of the reason(s) for the gap between the LEAs current performance and desired performance, next, proceed to define a measurable Annual Goal that is designed to address this gap.

Annual Goal:

(5) The annual goal must be specific, measurable, and achievable

¹ The LEA will prioritize critical area(s) of improvement/correction from additional data sources by conducting a root cause analysis using investigative questions to align most critical areas of improvement/correction with self-assessment summary.



STRATEGY IDENTIFICATION

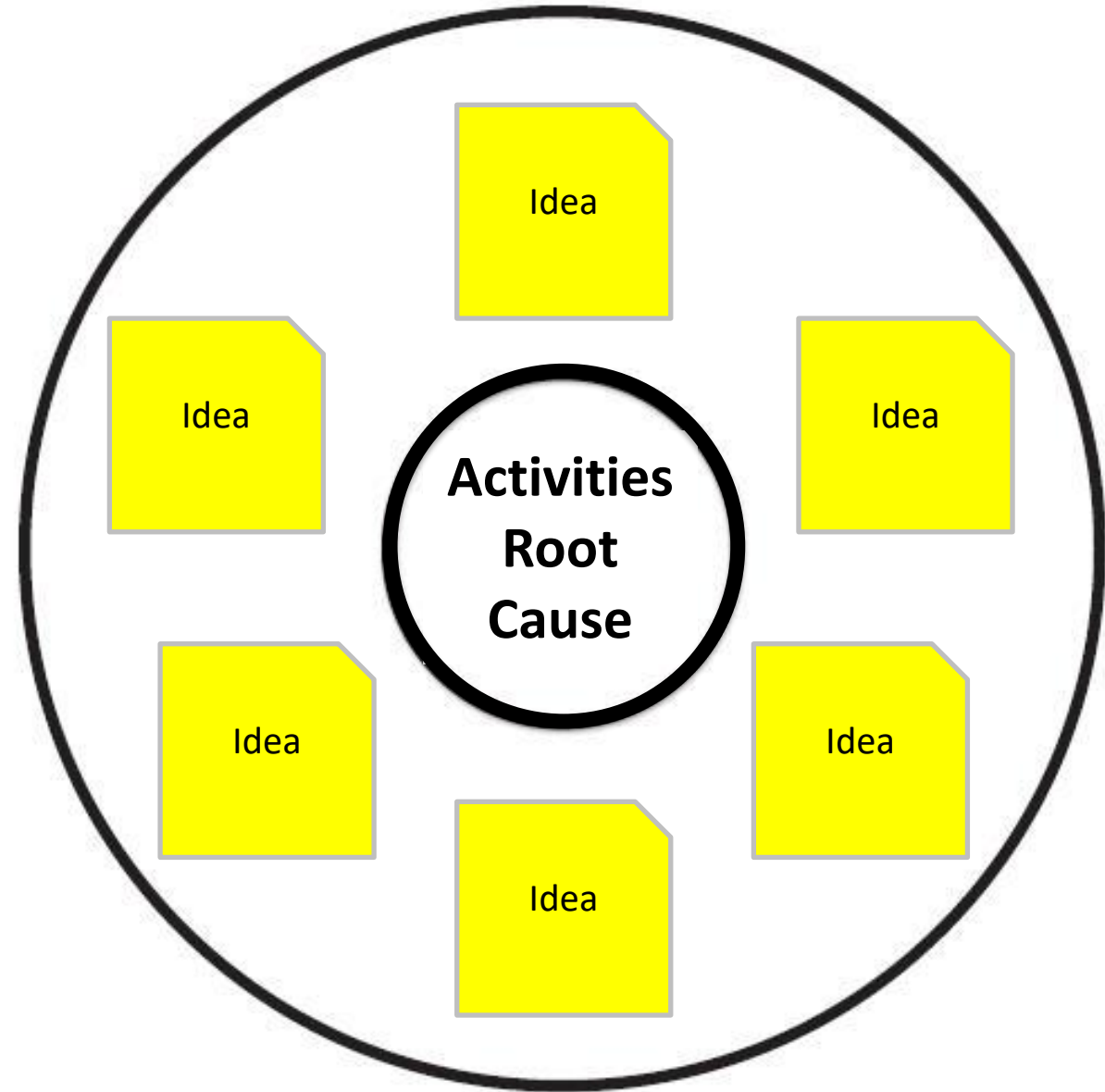


The best strategies are those that are aligned and scaffolded to the root cause of low performance.

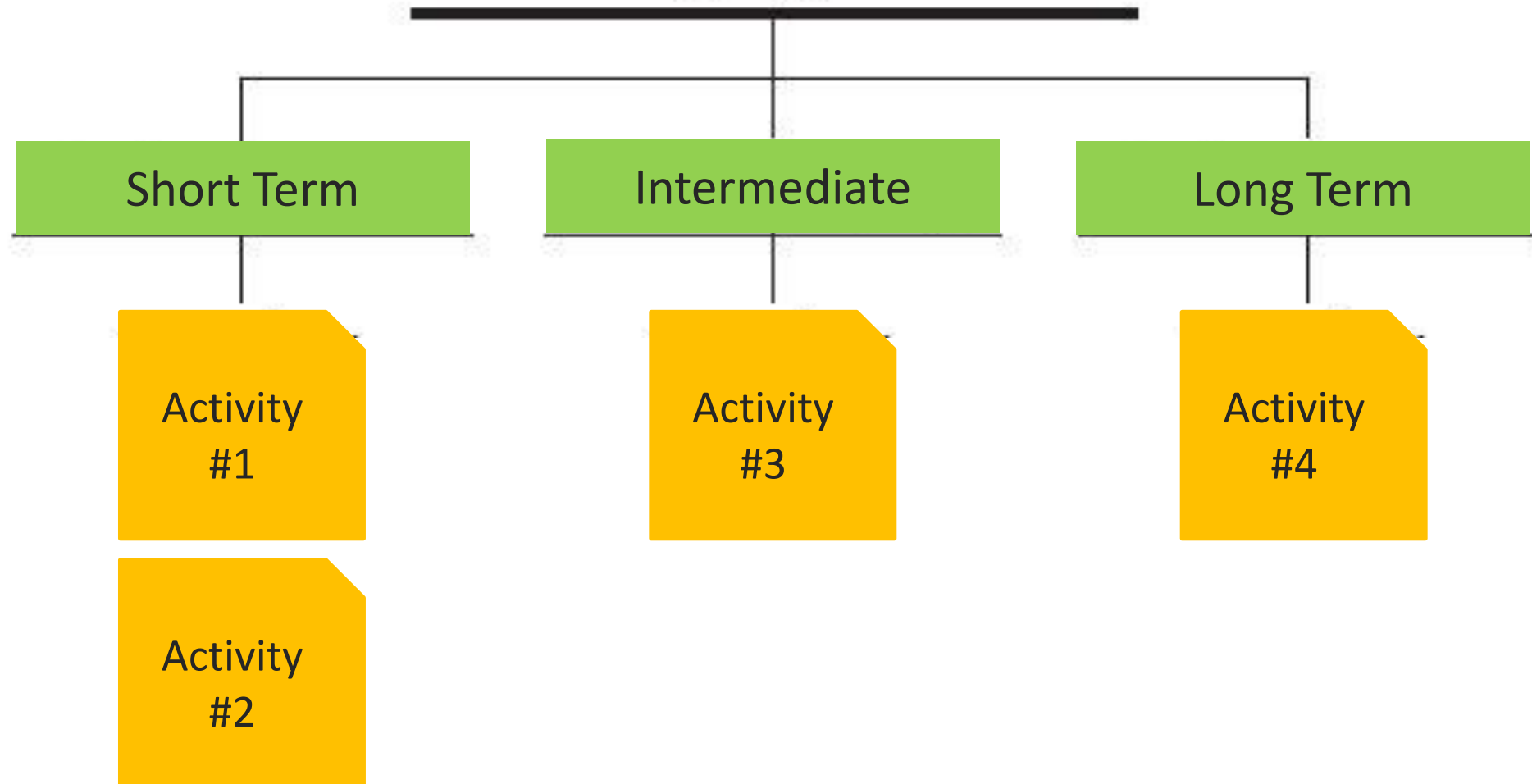


Brainstorming Activities:

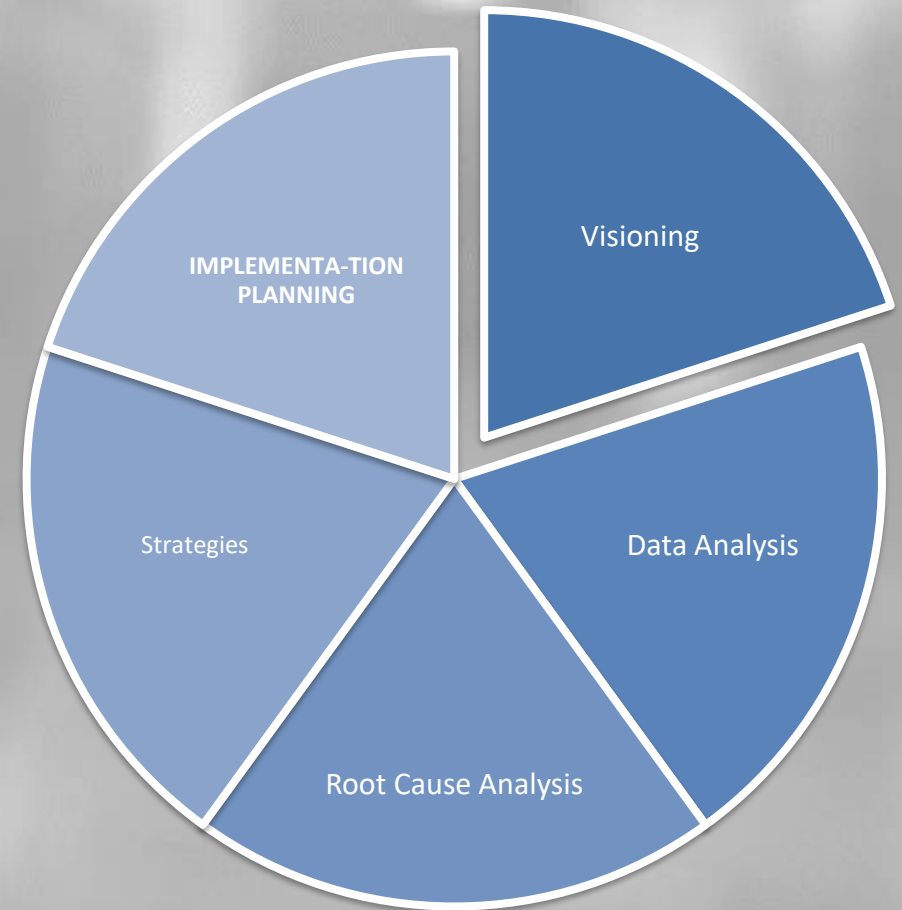
[https://tinyurl.com/
2021RDAJamboard](https://tinyurl.com/2021RDAJamboard)



Overall Strategy



IMPLEMENTATION PLANNING



Practice: Writing an Implementation Plan

Problem Statement

Root Cause

- 75% of 5th graders did not meet grade level in math because we failed to adhere to teacher induction practices, and our new teachers struggled.

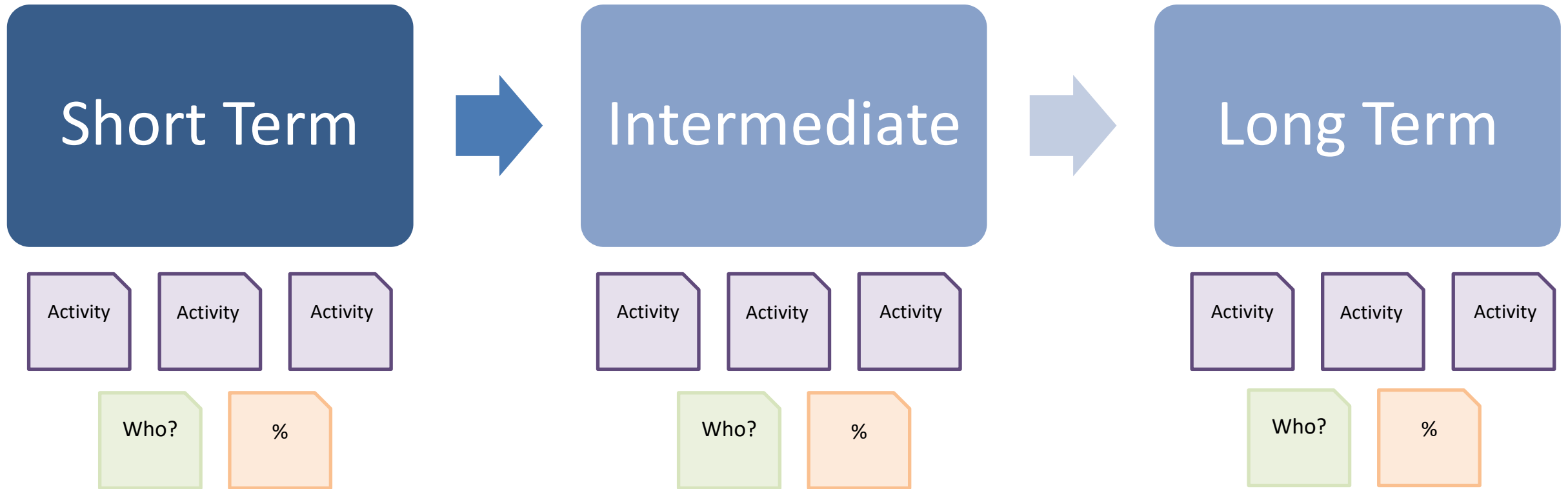
Strategy

- We will develop and monitor a year-long teacher orientation program in which master teachers and instructional coaches will provide 1:1 coaching for new teachers so that we can reduce the number of 5th grade students who did not meet grade level in math by 20%.

Annual Goal



Practice: Writing Implementation Plan Activities



7

(7) Each strategy for implementation will be supported by detailed implementation activities.

| Activity: | Goal for this Activity: | Activity Completion: | Personnel Responsible for Implementation: | Personnel Responsible for Supervision of Implementation: |
|----------------|-------------------------|----------------------|---|--|
| Choose an item | | | | |
| Choose an item | | | | |
| Choose an item | | | | |
| Choose an item | | | | |

Choose an item

Choose an item

Policies and Procedures

Training and Professional Development

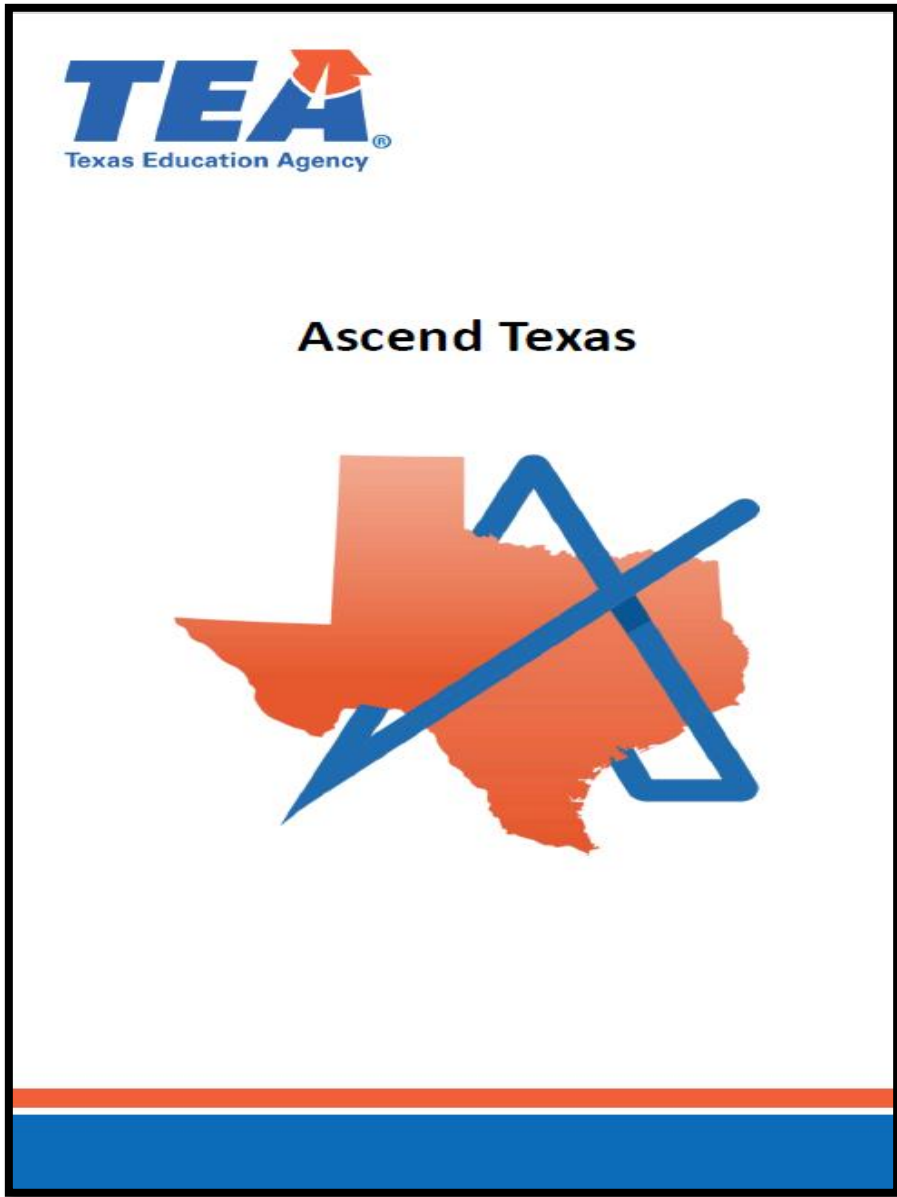
Technical Assistance

Self-Monitoring

Other

- Activity description:** Identify the activity that the LEA will engage in:
 - Policies, Procedures, and Practices
 - This should include writing, revising and the development of internal monitoring and review procedures
 - Training and Professional Development
 - Provided for staff members and/or pertinent stakeholders
 - Technical Assistance
 - TEA network partnership
 - Self-Monitoring
 - This should include a system of programming evaluations to insure appropriate policy implementation
 - Other - Continuous Improvement
 - The strategy for implementation is aligned with or addressed through other continuous improvement efforts such as the Effective Schools Framework or District Improvement Plan
- Timeline for completion:** Set a projected completion date for the activity
- Personnel responsible for implementation:** This should be the position title(s) of the individuals who will manage the completion of the activity (i.e. general education teacher, special education teacher, instructional specialist, etc.)
- Personnel responsible for supervision of implementation:** This should be the position title of the person who will be responsible for ensuring this activity is completed on time (i.e. principal, assistant superintendent, etc.)





1. Go to TEAL

2. Enter your Credentials

The screenshot shows the TEA Login (TEAL) page. At the top is the TEA logo. Below it, the text 'TEA Login (TEAL)' is displayed. A notice states: 'NOTICE: TEA Web Applications will not be available each Sunday morning from 5:00am to 2:00pm due to routine maintenance. Please do not access your applications during this time period. You could lose data.' Below the notice, there is a link 'Request New User Account'. The login form has fields for 'Username:' and 'Password:', with a 'Show Password' link next to the password field. A 'Login' button is below the fields. There are links for 'Forgot your password?' and 'Forgot your username?'. At the bottom, there are links for 'Help for Request Process', 'Help for Educator Account Setup', and 'Help with Password Reset'. A warning message is present: 'WARNING: Unauthorized use of this system or its data is prohibited; usage may be subject to security testing and monitoring; misuse is subject to criminal prosecution; and users have no expectation of privacy except as otherwise provided by applicable privacy laws.' At the very bottom, there are links for 'TEA Home Page', 'Web Policy and Accessibility', and 'TEA Help Desk'. Copyright information is at the bottom: 'Copyright © 2020 The Texas Education Agency, 1701 North Congress Ave, Austin, TX 78701-1494'.

3. Select the ASCEND Application

The screenshot shows the Texas Education Agency User and Access Management page. The header includes the TEA logo and the text 'Texas Education Agency User and Access Management'. On the right, it says 'Welcome, Carolina Cam'. Below the header, there are two tabs: 'Applications' (selected) and 'Verify My Information'. The 'Applications' tab shows a list of applications, with 'ASCEND' selected. Below 'ASCEND', it says 'ASCEND Texas'. There is a link 'Add/Modify Access' on the right. At the bottom, it says 'REG I EDUCATION SERVICE CENTER' and 'Role: [Viewer, ESC Viewer]'. On the left side, there is a 'Self-Service' menu with links: 'Access Applications', 'Requests I've Submitted', 'Change My Password', 'My Security Questions', 'My Application Accounts', and 'Edit My User Information'.

Ongoing Support



Via Zoom



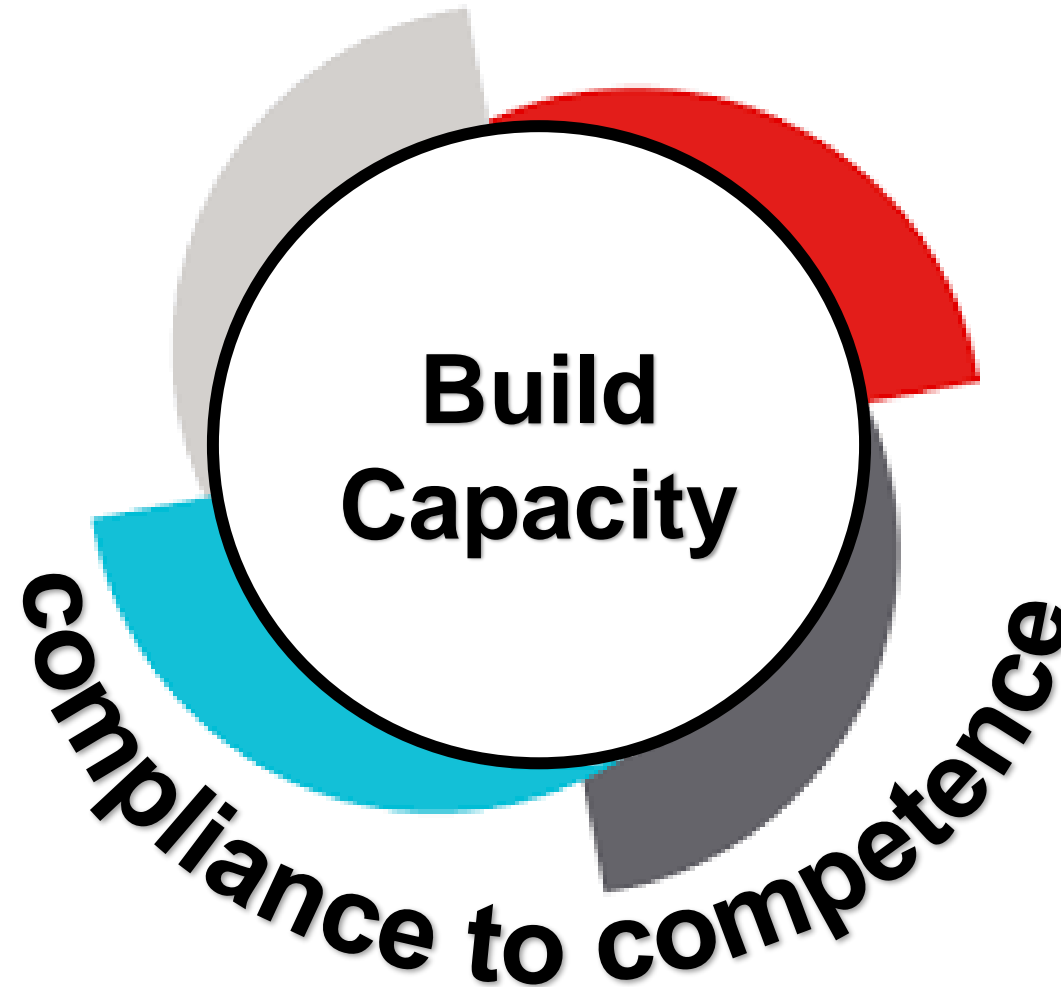
Via Phone



Face-2-Face

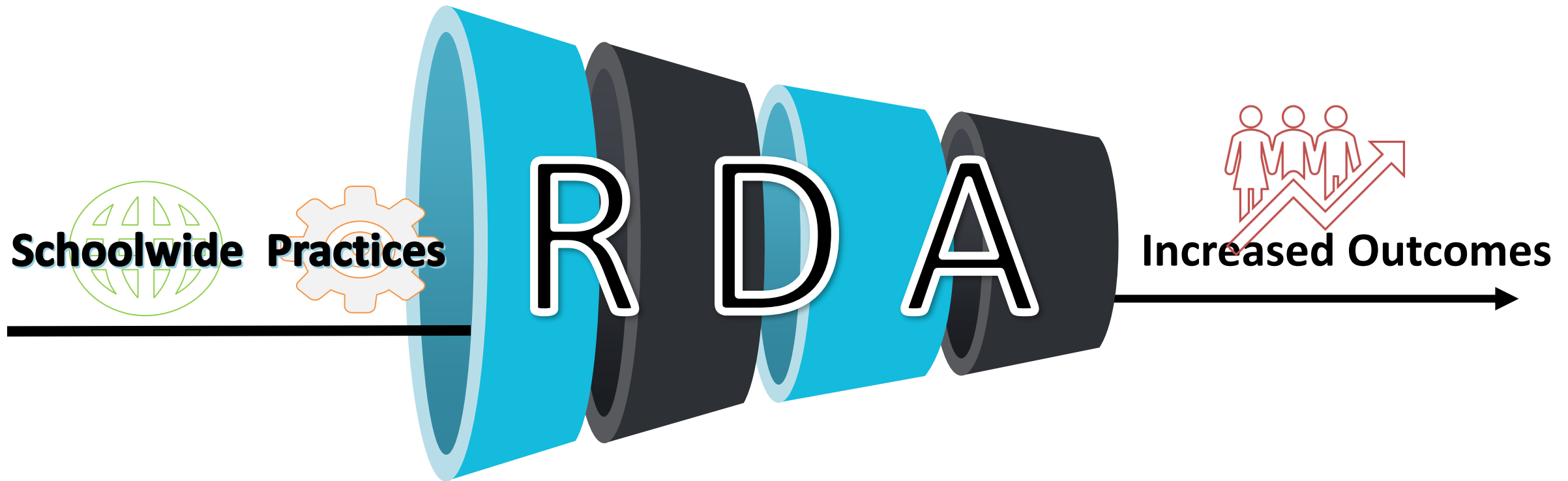


Via E-mail





Results Driven Accountability (RDA) 2021



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