RESULTS DRIVEN ACCOUNTABILITY 101

NOVEMBER 2023

WORKSHOP #277872

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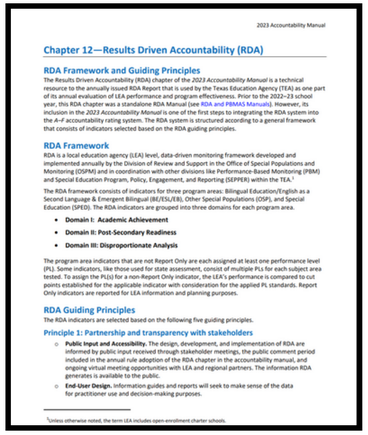
Special Education Coordinator | Liaison

OBJECTIVES

- Identify the purpose of RDA
- Review key terminology in the RDA Framework
- Unpack the domains and indicators in Appendix K
- Analyze LEA data
- Review timelines and targeted monitoring interventions.

CHAPTER 12

The Results Driven Accountability (RDA) chapter of the 2023 Accountability Manual is a technical resource to the annually issued RDA Report that is used by the Texas Education Agency (TEA) as one part of its annual evaluation of LEA performance and program effectiveness.



2023 Accountability Manual

Chapter 12—Results Driven Accountability (RDA)

RDA Framework and Guiding Principles

The Results Driven Accountability (RDA) chapter of the *2023 Accountability Manual* is a technical resource to the annually issued RDA Report that is used by the Texas Education Agency (TEA) as one part of its annual evaluation of LEA performance and program effectiveness. Prior to the 2022–23 school year, this RDA chapter was a standalone RDA Manual (see RDA and PBMAS Manuals). However, its inclusion in the *2023 Accountability Manual* is one of the first steps to integrating the RDA system into the *A–F* accountability rating system. The RDA system is structured according to a general framework that consists of indicators selected based on the RDA guiding principles.

RDA Framework

RDA is a local education agency (LEA) level, data-driven monitoring framework developed and implemented annually by the Division of Review and Support in the Office of Special Populations and Monitoring (OSPM) and in coordination with other divisions like Performance-Based Monitoring (PBM) and Special Education Program, Policy, Engagement, and Reporting (SEPPER) within the TEA.[1]

The RDA framework consists of indicators for three program areas: Bilingual Education/English as a Second Language & Emergent Bilingual (BE/ESL/EB), Other Special Populations (OSP), and Special Education (SPED). The RDA indicators are grouped into three domains for each program area.

- **Domain I: Academic Achievement**
- **Domain II: Post-Secondary Readiness**
- **Domain III: Disproportionate Analysis**

The program area indicators that are not Report Only are each assigned at least one performance level (PL). Some indicators, like those used for state assessment, consist of multiple PLs for each subject area tested. To assign the PL(s) for a non-Report Only indicator, the LEA's performance is compared to cut points established for the applicable indicator with consideration for the applied PL standards. Report Only indicators are reported for LEA information and planning purposes.

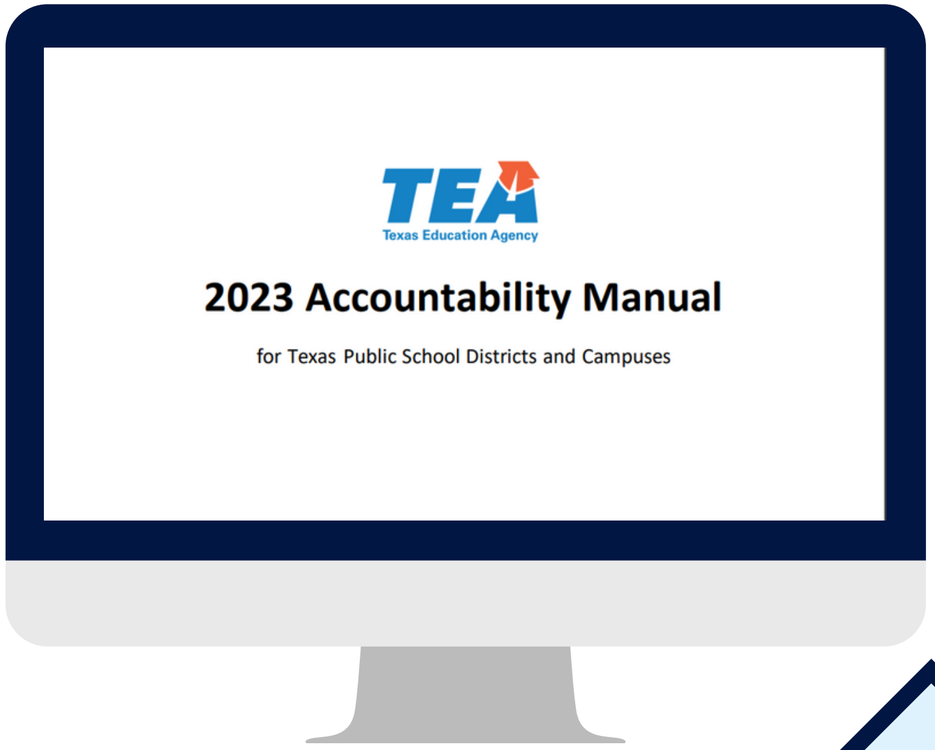
RDA Guiding Principles

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

Principle 1: Partnership and transparency with stakeholders

- **Public Input and Accessibility.** The design, development, and implementation of RDA are informed by public input received through stakeholder meetings, the public comment period included in the annual rule adoption of the RDA chapter in the accountability manual, and ongoing virtual meeting opportunities with LEA and regional partners. The information RDA generates is available to the public.
- **End-User Design.** Information guides and reports will seek to make sense of the data for practitioner use and decision-making purposes.

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



RDA is an LEA level, data-driven monitoring framework that consists of indicators for three program areas:

BILINGUAL EDUCATION

SPECIAL EDUCATION

SPECIAL POPULATIONS

Transparency, Improved Results and Performance, Protects Children and Families, Differentiated Supports to LEAs, Responsive to Needs

DOMAINS & INDICATORS

The SPED RDA report includes 18 indicators across Domains I through III that are used to measure and ensure the academic success of students receiving special education services in Texas.

Domain I: Academic Achievement
Domain II: Post-Secondary Readiness
Domain III: Disproportionate Analysis

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

TERMS TO KNOW - PART 1

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. 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.

Performance Level (PL)

A PL is the result that occurs when a standard is applied to an LEA’s performance on an indicator. Throughout the RDA indicators, the higher the PL is, the lower the LEA’s performance is

The PLs available for indicators in the 2023 RDA system include Not Assigned (NA) (including Not Assigned through SA), 0, 0 SA, 0 RI, 1, 1 SA, 2, 2 SA, 3, 3 SA, 3 HH, 4, 4 SA, 4 HH, and SD.

TERMS TO KNOW - PART 2

Minimum Size Requirement (MSR)

The MSR is incorporated into all indicators assigned a PL. In general, LEAs must have at least 30 students in the relevant segment of the student population denominator to be evaluated on an indicator using the standard RDA analysis.

Special Analysis (SA)

If the MSR is not met, then the LEA may be evaluated under the Special Analysis (SA) process. PLs established using the SA process will have "SA" appended (NA SA, 0 SA, 1 SA, 2 SA, 3 SA, 4 SA) and will be included on the RDA reports to LEAs, along with the LEA's numerators, denominators, and rates used in the SA process.

Accountability Subset

Students who are enrolled in an LEA on October 28, 2022 (fall snapshot date) and test in the same LEA in the fall of 2022 or spring of 2023 are in the "accountability subset" while students who are enrolled in an LEA on October 28, 2022, but not enrolled in the same LEA for fall 2022 or spring 2023 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2022 is based on the 2021 fall snapshot date. Whether the accountability subset is used for a particular indicator is noted in the description of the indicator.

TERMS TO KNOW - PART 3

Determination Level

Each LEA receives a determination level (DL) and is selected for 2023 RDA interventions based on its DL status.

RDA Determination	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
Determination Level:	DL 1	DL 2	DL 3	DL 4

Masked vs Unmasked

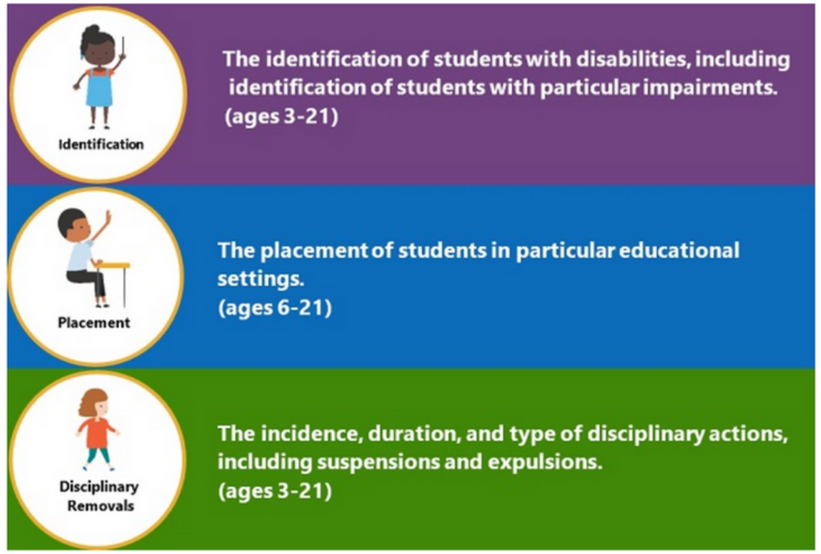
Masking refers to the use of special symbols to conceal data as required by the federal Family Education Rights and Privacy Act (FERPA) for the purpose of protecting student confidentiality. Any information that could lead to the identification, either directly or indirectly, of a student is masked.

Federally Required Elements

SIGNIFICANT DISPROPORTIONALITY

Significant Disproportionality

IDEA requires each state education agency to provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state with respect to RDA indicators in the following three areas:



Requirements for LEAs Identified with Significant Disproportionality

When the State identifies LEAs with significant disproportionality, the LEA must meet the requirements found at 34 CFR §300.646 (c) and (d). If the LEA is found to be SD in one or more of the SD categories as published in the Results Driven Accountability (RDA) report for three years in a row, LEAs are required to:

- **Review** (and, if appropriate) revise policies, procedures, and practices;
- **Reserve** the maximum amount of funds to be used for early intervening services; and
- **Report** on the revision of policies, procedures, and practices.

98 INDICATORS FOR SD

98 Required Significant Disproportionality Categories

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

APPENDIX K

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Special Education (SPED)

SPED Domain I: Academic Achievement (Indicators 1-5)

Indicator	Indicator #1 (i-iv)
Indicator Name	SPED STAAR 3-8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Data Source	Students reported by the LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA with Special Education Indicator Code = 1 (SPECIAL-ED-INDICATOR-CODE E0794) and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	21
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$Calculation = \frac{number\ of\ special\ education\ STAAR\ 3-8\ [subject(i-iv)]\ passers}{number\ of\ special\ education\ STAAR\ 3-8\ [subject(i-iv)]\ takers}$$

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

RDA CHEAT SHEET

Special Education (SPED)

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.

(**MSR**: Minimum Size Requirement, **RI**: Required Improvement, **SA**:Special Analysis , **Y**: Year(s) Available, **AS**: Accountability Subset, **AC**: Applicable Collections, **Test**: Test Administrations)

Indicator	Description	Definition	Data Source	Data Note	MSR	RI	SA	Y	AS	AC	Test	Calculation
Indicator #1 (i-iv)	**SPED STAAR 3-8 Passing Rate PL Assignment**	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.	Students reported by the LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA with Special Education Indicator Code = 1 (SPECIAL-ED-INDICATORCODE E0794) and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.	21	Den ≥30	Y	Y	3	Y	PEIMS Fall 2022	Spring 2023	$Calculation = \frac{number\ of\ special\ education\ STAAR\ 3-8\ [subject(i-iv)]\ passers}{number\ of\ special\ education\ STAAR\ 3-8\ [subject(i-iv)]\ takers}$
Indicator #2	**SPED Dyslexia STAAR 3-8 Reading Language Arts Passing Rate 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 Language Arts assessment.	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA with Special Education Indicator Code = 1 (SPECIAL-ED-INDICATOR-CODE E0794), Dyslexia Indicator Code = 1 (DYSLEXIA-INDICATOR-CODE E1530), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.	21	NA	N	N	1	Y	PEIMS Fall 2022	Spring 2023	$Calculation = \frac{number\ of\ special\ education\ dyslexia\ STAAR\ 3-8\ reading\ passers}{number\ of\ special\ education\ dyslexia\ STAAR\ 3-8\ reading\ takers}$
Indicator #3 (i-iv)	**SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate PL Assignment**	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.	Students reported by LEAs (a) on the previous year's PEIMS 40110 SubCategory 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 STAAR Spanish assessments as not participating in a special education program with a Special Education Indicator Code = 0 (SPECIAL-EDINDICATOR-CODE E0794).	N/A	Den ≥30	N	Y	3	Y	PEIMS Fall 2021 Sum 2022 Fall 2022	Spring 2023	$Calculation = \frac{number\ of\ special\ education\ YAE\ STAAR\ 3-8\ [subject(i-iv)]\ passers}{number\ of\ special\ education\ YAE\ STAAR\ 3-8\ [subject(i-iv)]\ takers}$

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

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

TIMELINE

November
- Unmasked RDA Data Released to LEAs on Nov. 16

December
- Deadline to notify TEA of any errors is Dec. 6

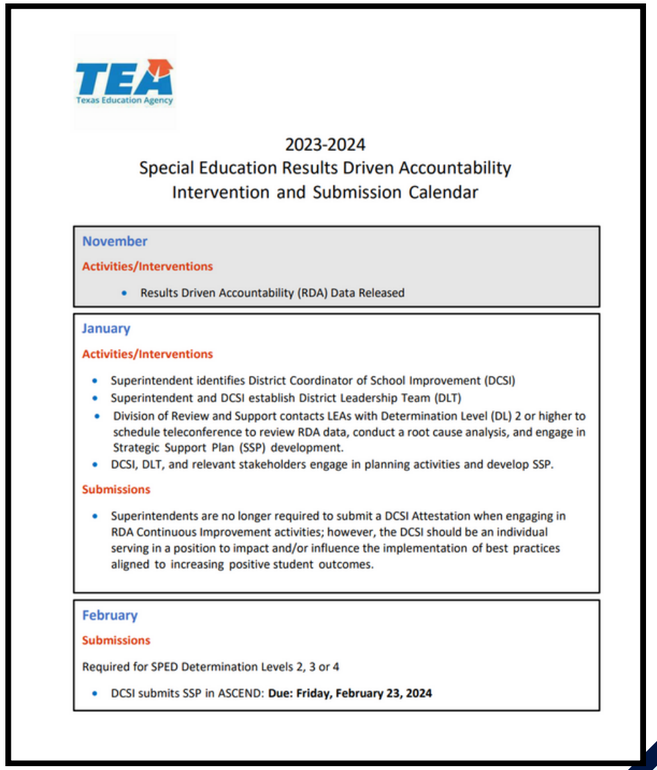
January
- Public Masked RDA Reports and Targeted Notification Letters to be released early Jan.

February
- Strategic Support Plans due February 23, 2024 in ASCEND for DLs 2, 3 or 4.

March
- Teleconference with TEA for DLs 2, 3 or 4.

April and May
- Collect and submit evidence of implementation and progress.

June
- SSP completion due by June 28, 2024.



TEA
Texas Education Agency

2023-2024
Special Education Results Driven Accountability
Intervention and Submission Calendar

November

Activities/Interventions

- Results Driven Accountability (RDA) Data Released

January

Activities/Interventions

- Superintendent identifies District Coordinator of School Improvement (DCSI)
- Superintendent and DCSI establish District Leadership Team (DLT)
- Division of Review and Support contacts LEAs with Determination Level (DL) 2 or higher to schedule teleconference to review RDA data, conduct a root cause analysis, and engage in 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.

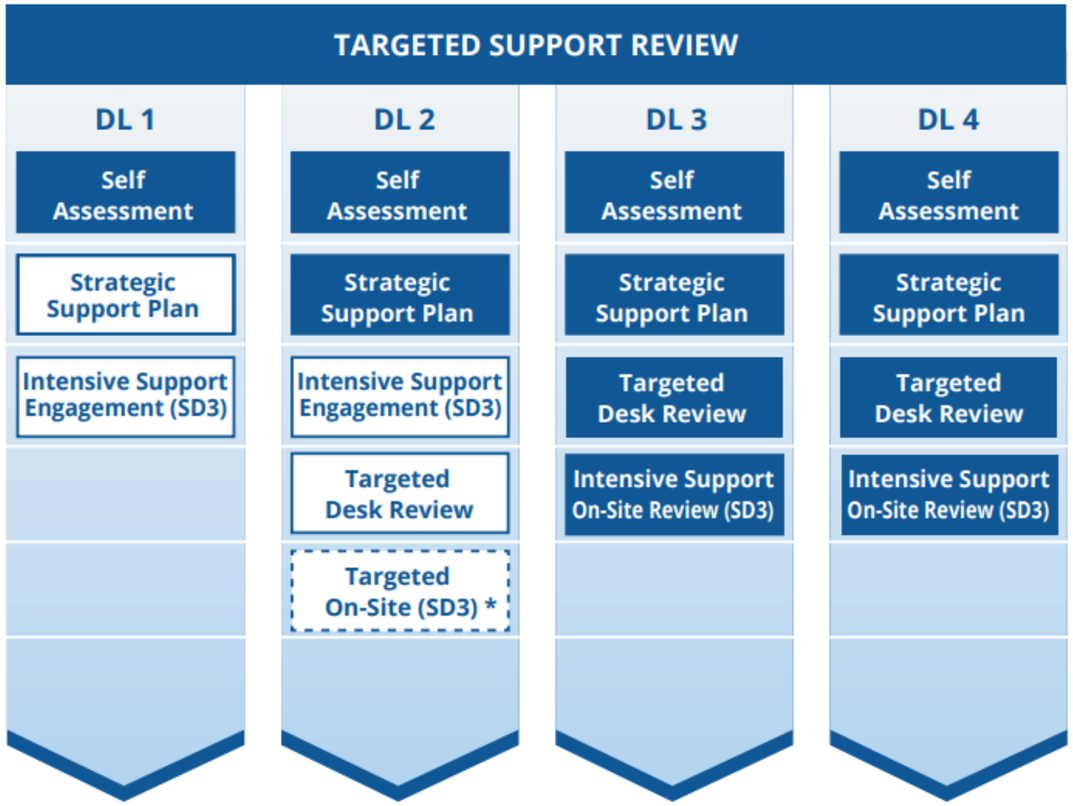
February

Submissions

Required for SPED Determination Levels 2, 3 or 4

- DCSI submits SSP in ASCEND: **Due: Friday, February 23, 2024**

INTERVENTION REQUIREMENTS



Special Education (SPED) 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
- Submit a SSP to the TEA

Determination Level 3 - Needs Intervention

- Establish a DCSI and DLT
- Engage in Continuous Improvement
- Submit a SSP to the TEA

Determination Level 4 - Needs Substantial Intervention

- Establish a DCSI and DLT
- Engage in Continuous Improvement
- Submit a SSP to the TEA

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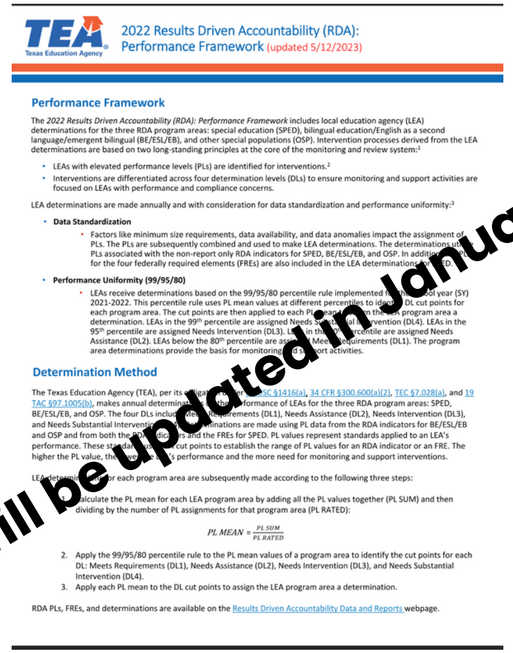
GUIDANCE DOCUMENTS



TEA Texas Education Agency

2022 Results Driven Accountability (RDA): Performance Framework (updated 5/12/2023)

Performance Framework

The *2022 Results Driven Accountability (RDA): Performance Framework* includes local education agency (LEA) determinations for the three RDA program areas: special education (SPED), bilingual education/English as a second language/emergent bilingual (BE/ESL/EB), and other special populations (OSP). Intervention processes derived from the LEA determinations are based on two long-standing principles at the core of the monitoring and review system:[1]

- LEAs with elevated performance levels (PLs) are identified for interventions.[2]
- Interventions are differentiated across four determination levels (DLs) to ensure monitoring and support activities are focused on LEAs with performance and compliance concerns.

LEA determinations are made annually and with consideration for data standardization and performance uniformity:[3]

- **Data Standardization**
  - Factors like minimum size requirements, data availability, and data anomalies impact the assignment of PLs. The PLs are subsequently combined and used to make LEA determinations. The determinations in PLs associated with the non-report only RDA indicators for SPED, BE/ESL/EB, and OSP. In addition for the four federally required elements (FREs) are also included in the LEA determinations.
- **Performance Uniformity (99/95/80)**
  - LEAs receive determinations based on the 99/95/80 percentile rule implemented for school year (SY) 2021-2022. This percentile rule uses PL mean values at different percentiles to identify DL cut points for each program area. The cut points are then applied to each program area to assign a determination. LEAs in the 99th percentile are assigned Needs Substantial Intervention (DL4). LEAs in the 95th percentile are assigned Needs Intervention (DL3). LEAs in the 80th percentile are assigned Needs Assistance (DL2). LEAs below the 80th percentile are assigned Meets Requirements (DL1). The program area determinations provide the basis for monitoring and support activities.

Determination Method

The Texas Education Agency (TEA), per its [illegible] IDEA, 20 USC §1416(a), 34 CFR §300.600(a)(2), TEC §7.028(a), and 19 TAC §97.1005(b), makes annual determinations about the performance of LEAs for the three RDA program areas: SPED, BE/ESL/EB, and OSP. The four DLs include Meets Requirements (DL1), Needs Assistance (DL2), Needs Intervention (DL3), and Needs Substantial Intervention (DL4). Determinations are made using PL data from the RDA indicators for BE/ESL/EB and OSP and from both the RDA indicators and the FREs for SPED. PL values represent standards applied to an LEA's performance. These standards are the DL cut points to establish the range of PL values for an RDA indicator or an FRE. The higher the PL value, the lower the LEA's performance and the more need for monitoring and support interventions.

LEA determinations for each program area are subsequently made according to the following three steps:

1. Calculate the PL mean for each LEA program area by adding all the PL values together (PL SUM) and then dividing by the number of PL assignments for that program area (PL RATED):

$$PL\ MEAN = \frac{PL\ SUM}{PL\ RATED}$$

2. Apply the 99/95/80 percentile rule to the PL mean values of a program area to identify the cut points for each DL: Meets Requirements (DL1), Needs Assistance (DL2), Needs Intervention (DL3), and Needs Substantial Intervention (DL4).
3. Apply each PL mean to the DL cut points to assign the LEA program area a determination.

RDA PLs, FREs, and determinations are available on the Results Driven Accountability Data and Reports webpage.

will be updated in January

RDA Guidance Documents:

Ascend
Guidance Document

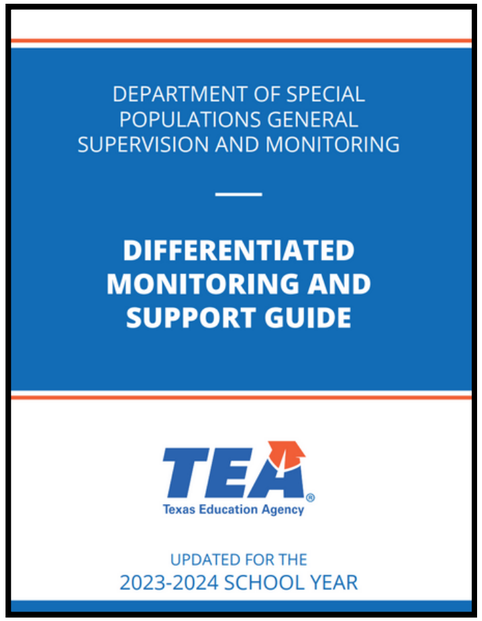
Special Education
RDA Framework
Coming January 2024

BE/ESL/EBS and OSP
RDA Framework
Coming January 2024

RDA Framework
Intervention Requirements

Special Education
RDA Framework 2023-2024 Calendar

BE/ESL/EBS and OSP
RDA Framework 2023-2024 Calendar



DEPARTMENT OF SPECIAL POPULATIONS GENERAL SUPERVISION AND MONITORING

DIFFERENTIATED MONITORING AND SUPPORT GUIDE

TEA Texas Education Agency

UPDATED FOR THE 2023-2024 SCHOOL YEAR

CONTACT YOUR LIAISON

- Analyze data - breakdown by campus
- Brainstorm potential activities
- Partner with leadership teams to determine root causes
- Review SSPs before submission to TEA

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EDUCATION SERVICE CENTER
"Students First"

Liaisons
CONNECTING RESOURCES ACROSS TEXAS

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