

2025 Results Driven Accountability Overview

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GRAHAM INDEPENDENT SCHOOL DISTRICT

VISION

Committed to Excellence

MISSION

**The mission of Graham ISD is to equip
all students for excellence in life.**



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Beliefs

- We believe in developing an effective learning environment that is safe, promotes student innovation, and makes real-world connections.
- We believe in fostering relationships to ensure collaboration among students, staff, and community.
- We believe in reflecting the values of our community and seeking authentic partnerships in the learning process.
- We believe in challenging learners to prepare them for success after high school.



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What is Results Driven Accountability?

Results-Driven Accountability (RDA), is an accountability system used by the Texas Education Agency to monitor how school districts serve students with special education needs.

RDA is designed to emphasize both **student outcomes** and **compliance**, ensuring that students with disabilities receive high-quality instruction and support. Its primary purpose is to help districts:

- Improve results for students with disabilities,
- Identify strengths and areas in need of improvement, and
- Guide the planning and implementation of strategies that close performance gaps.

By focusing on both compliance and outcomes, RDA supports districts in building systems that are not only legally sound but also centered on equitable opportunities and meaningful results for students.



What is Results Driven Accountability?

Results Driven Accountability is like Golf - The lower score is more desirable. Schools receive Performance Level Ratings based upon State Indicators → PL 0 is the best, PL 4 is the worst. Performance Level scores go into an algorithm to calculate the DETERMINATION LEVELS.

- ❖ DL 1 - Meets Requirements
- ❖ DL 2 - Needs Assistance
- ❖ DL 3 - Needs Intervention
- ❖ DL 4 - Needs Substantial Intervention

(For the record, Graham ISD received DL 1 in all three domains!)

[Graham ISD RDA Domain Analysis](#)



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2025 Results Driven Accountability

Summary

County-District Number: 252901
 District Name: GRAHAM ISD

Region: 09

Performance Level Summary by Each Program Area

	2025 Performance Level Counts								
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	SD, SD RP	SD Year3
BE/ESL/EB	16	2	1	2		2	5		
OSP	5	1				2	2		
SPED	16		4	2		2			

Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Office of Special Populations and Student Supports (OSPSS) at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center special education contact](#).

Indicator	Performance Level
State Performance Plan (SPP) Compliance Indicators	0
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0

Determination Levels

For information about LEA Determinations visit [Local Education Agency Public Reporting; Reports and Determinations](#) or contact the Office of Special Populations and Student Supports (OSPSS) at (512)463-9414.

	Determination Level
BE/ESL/EB	Meets Requirements (DL 1)
OSP	Meets Requirements (DL 1)
SPED	Meets Requirements (DL 1)

Specific Areas of Glows/Grows (R9)

1. SPED STAAR 3–8 Passing Rate - Glow: There is consistent effort from students receiving special education services in grades 3–8, with evidence of growth in targeted subject areas. Math and Reading had a slight increase in students receiving special education services, approaching grade level or above.
2. SPED Year-After-Exit Passing Rate - Glow: Students who have exited special education are largely maintaining success, indicating strong alignment with transition supports.
3. SPED STAAR EOC Passing Rate - Glow: Students receiving special education services are demonstrating resilience and persistence on EOCs, with pockets of growth in certain tested areas. Algebra I, Biology, and English I & II had a slight increase in students approaching grade level or above.
15. SPED Total Disciplinary Removals Rate - Glow: Campuses have been proactive in addressing behavior with positive supports, resulting in a reduction of removals (from 38.4% to 31.7%).





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THANK YOU
