

Results-Driven Accountability (RDA)

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March 19, 2024



Overview of RDA

The RDA framework is utilized to assign required intervention activities to a local education agency (LEA) based on annual performance on individual indicators or patterns across indicators.

3 Student Groups Monitored by RDA	12 Indicators Used Across 3 Domains
Bilingual Education, English as a Second Language, Emergent Bilingual	Domain I – Academic Achievement
Other Special Populations (Homeless, Foster, and Military-Connected)	Domain II – Postsecondary Readiness
Special Education	Domain III – Disproportionate Analysis

Acronyms

Acronym	Meaning
EB	Emergent Bilingual
OSP	Other Special Populations (homeless, foster, and military-connected)
SpEd	Special Education
PLs	Performance levels
RO	Report only
RI	Required improvement
RP	Reasonable progress
SSP	Strategic Support Plan
DL	Determination Level
DSCI	District Coordinator for School Improvement
DLT	District Leadership Team

Chapter 12 of 2023 Accountability Manual

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.

Summary



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2023 Results Driven Accountability

Summary

County-District Number: 068901

Region: 18

District Name: ECTOR COUNTY ISD

Performance Level Summary by Each Program Area

2023 Performance Level Counts									
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EB	9	1	1					19	
OSP	5	3	1	1				2	
SPED	8	3	8	3				10	2

Determination Levels

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

Determination Level	
BE/ESL/EB	Meets Requirements (DL 1)
OSP	Needs Intervention (DL 3)
SPED	Needs Assistance (DL 2)



RDA Intervention Requirements

Determination Level 1 for BE/ESL/EB	Determination Level 3 for OSP	Determination Level 2 for SpEd	Significant Disproportionality (Year 3) for SpEd
No action.	Establish DCSI and DLT and adhere to the OSP Intervention and Submission Calendar	Establish DCSI and DLT	Establish DCSI and DLT
	Submit LEA Contact Form by 1/18	Self-Assessment teleconference with TEA on 1/25 at 10:00 AM	SpEd DLT meetings on 2/6 and 2/15 from 4:00-5:00 (calendar invites sent)
	Self-Assessment teleconference with TEA on 1/25 at 10:00 AM	Engage in continuous improvement in bi-monthly follow-up meetings (March, May, and June)	Engage in continuous improvement in bi-monthly follow-up meetings (March, May, and June)
	OSP DLT meetings on 1/25 and 2/8 from 4:00-5:00 (calendar invites sent)	SpEd DLT meetings on 2/6 and 2/15 from 4:00-5:00 (calendar invites sent)	Submit a Strategic Support Plan (SSP) to TEA by 2/23, using Padlet input
	Submit a Strategic Support Plan (SSP) to TEA by 2/23, using Padlet input	Submit a Strategic Support Plan (SSP) to TEA by 2/23, using Padlet input	SSP teleconference with TEA on 3/6 at 3:00 PM
	Engage in continuous improvement in bi-monthly follow-up meetings (March, May, and June)	Engage in targeted desk review with TEA	Engage in targeted desk review with TEA
	SSP teleconference with TEA on 4/3 at 8:30 AM	Submit EOY evidence in Ascend by 6/28	Submit EOY evidence in Ascend by 6/28
	Submit Self-Assessment by 5/31		
	Final follow-up meetings (June 3-21) with TEA		

Other Special Populations (OSP)

RDA Required Action for OSP

Determination Level 3 - Needs Intervention

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

DCSI and DLT:

1. Noe Ortiz (middle school administrator)
2. Mauricio Marquez (leadership)
3. Leticia Bernal (Community Outreach Center, lead social worker)
4. Stacy Roman (McKinney-Vento Coordinator)
5. Becky Ramirez (Social Studies Coordinator)
6. Ronnie Neal (8th grade Social Studies Teacher – W&Y)



2023 RDA Area of Focus for OSP

1. OSP STAAR 3-8 Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(iv) Social Studies	2023	65.0 - 100	38.0	41	108	3
Foster Care			33.3	1	3	
Homeless			28.4	19	67	
Military			55.3	21	38	
	2022			19	85	
	2021			20	62	

* 2022 Social Studies – was a rate of 22.4 and PL3

OSP Strategic Support Plan

Problem Statement: Other Special Populations (OSP) students in STAAR 3-8 social studies are performing at 38% (foster = 33.3%, homeless = 28.4%, and military-connected = 55.3%) while the state expectation is 65%, thus receiving a performance level 3.

Root Cause:

- Elementary teachers focusing on reading and math, due to the weight of these on accountability.
- Therefore, the required minutes for social studies have not been met.
- Therefore, students are progressing to middle school with instructional gaps in social studies.

OSP Strategic Support Plan, Cont'd

Implementation Strategies:

1. Prioritize 8th grade social studies professional development on ½ days
2. Identify 7th graders who have been underperforming on SCAs to summer learning to close achievement gaps prior to 8th social studies STAAR
3. C&I will embed social studies curriculum into reading language arts (RLA) content for K-3 by May of 2024 and begin 4-5 by May of 2024
4. Community Outreach Center (COC) will utilize McKinney Vento grant funds to support campus-level tutoring
5. McKinney Vento specialists and Social Service specialists support OSP students in Tier 2 and 3 instruction with approved materials

OSP Strategic Support Plan, Cont'd

Annual Goal: The OSP passing rate of STAAR 3-8 social studies will increase from 38% to 65%, by increasing from 41 passers to 95 passers out of 144 testers, by May of 2024.

Special Education

RDA Required Action for SpEd

Determination Level 2 - Needs Assistance

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

DCSI and DLT:

1. Delesa Styles (high school administrator)
2. Mauricio Marquez (leadership)
3. Leticia Bernal (Community Outreach Center, lead social worker)
4. Elizabeth Aranda (Social Worker)
5. Becky Ramirez (Social Studies Coordinator)
6. Caitlin Couch (Science Coordinator)
7. Maribel Flores (8th grade Social Studies Teacher - Bonham)
8. Michelle McNeill (8th grade Science Teacher - Nimitz)
9. Melisa Valenzuela (Special Education Supervisor)
10. Molly Hernandez (Special Education Department Chair– Permian High School)



2023 RDA Areas of Focus for SpEd

1. SPED STAAR 3-8 Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(iii) Science	2023	65.0 - 100	36.7	192	523	3
	2022			245	524	
	2021			109	433	
(iv) Social Studies	2023	65.0 - 100	22.5	48	213	3
	2022			98	272	
	2021			40	192	

* 2022 Science – was a rate of 46.8 and a ORI

* 2022 Social Studies – was a rate of 36.0 and PL3



3. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(iv) Social Studies	2023	65.0 - 100	8.6	1	2	3
	2022			9	135	
	2021			2	3	

* 2022 Social Studies – was a rate of 6.7 and PL3



Special Education Strategic Support Plan (Social Studies)

Problem Statement: Special Education students in STAAR 3-8 social studies are performing at 22.5% while the state expectation is 65%, thus receiving a performance level 3.

Root Cause:

- Elementary teachers focusing on reading and math, due to the weight of these on accountability.
- Therefore, the required minutes for social studies have not been met.
- Therefore, students are progressing to middle school with instructional gaps in social studies.

SpEd Strategic Support Plan (SS), Cont'd

Implementation Strategies:

1. Prioritize 8th grade social studies professional development on from C&I
2. Identify 7th graders who have been underperforming on SCAs and refer them to summer learning to close achievement gaps prior to 8th grade social studies STAAR
3. Curriculum & Instruction (C&I) will embed social studies curriculum into reading language arts (RLA) content for grades K-3 by May of 2024 and begin work on grades 4-5 by May of 2024
4. SpEd teachers will attend 8th grade social studies professional learning communities (PLCs) at least on a monthly basis
5. SpEd case managers will implement data-tracking in 8th grade social studies for students they support

SpEd Strategic Support Plan (SS), Cont'd

Annual Goal: The Special Education passing rate on STAAR 3-8 social studies will increase from 22.5% to 65%, by increasing from 48 passers to 100 passers out of 155 testers, by May of 2024.

Special Education Strategic Support Plan (Science)

Problem Statement: Special Education students in STAAR 3-8 science are performing at 36.7% while the state expectation is 65%, thus receiving a performance level 3.

Root Cause:

- Elementary teachers focusing on reading and math, due to the weight of these on accountability.
- Therefore, the required minutes for science have not been met.
- Therefore, students are progressing to middle school with instructional gaps in science.

SpEd Strategic Support Plan (Science), Cont'd

Implementation Strategies:

1. C&I will continue to encourage and support strong implementation of the science Instructional Frameworks in grades K-4.
2. Campuses will utilize the short-cycle assessment (SCA) data in grades 3-5 to ensure instructional gap closure prior to 5th grade science STAAR.
3. Prioritize 5th and 8th grade science professional development with C&I supports
4. SpEd teachers will attend 5th and 8th grade science professional learning communities (PLCs) at least on a monthly basis
5. SpEd case managers will implement data-tracking in 5th and 8th grade science for students they support

SpEd Strategic Support Plan (Science), Cont'd

Annual Goal: The Special Education passing rate of STAAR 3-8 science (5th grade and 8th grade) will increase from 36.7% to 65%, by increasing from 192 passers to 290 passers out of 445 testers, by May of 2024.

Significant Disproportionality

Significant disproportionality (SD) refers to students of any racial/ethnic group who are identified for special education, placed in more restrictive settings, or disciplined at higher rates than their peers in other racial/ethnic groups.

RDA Required Action for SpEd Significant Disproportionality

- Review and revision of policies, practices, and procedures, as appropriate.
- Required use of maximum amount (15%) of the flow-through funds for early intervention services.

DCSI and DLT:

1. Mark Gabrylczyk (Executive Director of SpEd)
2. Misty Hiner (Special Education Director)
3. Michael Williamson (Special Education Specialist – Behavior)
4. Amanda Warber (AEC Principal)
5. Dora Flores (Burleson Principal)
6. Amy Russell (Bowie Principal)
7. Nicole Jeffreys (Bonham Assistant Principal)
8. Efrain Moreno (Odessa High Associate Principal)
9. Angela Smith (Permian High Assistant Principal)

SpEd Domain 3: Disproportionate Analysis

(vii) Two or More Races (TWO/+)							
		Threshold	Risk Ratio	Rate	SPED Removals	SPED Students	Performance Level
TWO/+ All Other	2023	>2.5	4.0	130.2	82	63	SD (Year 3)
				32.2	1,221	3,792	
	2022		2.6				
	2021		4.2				



* 2022 Two or More Races – was a risk ratio of 2.6 and a SD (Year 2)

Significant Disproportionality Strategic Support Plan

Problem Statement: Special Education students, specifically Two or More Races, had disciplinary removals (ages 3-21) at a risk ratio of 4.0 while the state expectation is below 2.5, thus receiving a performance level SD (Year 3).

Root Cause:

- ECISD is lacking a multi-tiered system of support (MTSS) for all students.
- Therefore, resulting in campus administrators utilizing a variety of systems to guide behavioral expectations and consequences.
- Therefore, resulting in higher removal rates from a lack of standard operating procedures amongst the staff for the students we serve.

SD Strategic Support Plan, Cont'd

Implementation Strategies:

1. C&I department will begin and rollout the multi-tiered systems of support (MTSS) plan, prioritizing behavior, for the 24-25 school year.
2. The SpEd department will provide professional development to administrators in the areas of SpEd discipline, MTSS, and the Legal Framework.
3. The SpEd department will assemble a committee of internal stakeholders to develop creative consequences for SpEd students.
4. The SpEd department will ensure campuses know their SpEd student listings that create the RDA metric.

SD Strategic Support Plan, Cont'd

Annual Goal: The special education total disciplinary removal rate (ages 3-21) for Two or More Races will decrease from a risk ratio 4.0 to 2.4 or below by May of 2024.

Overview of Actions

- Adhere to TEA's [RDA Intervention and Submission Calendar](#)
- **January:** Superintendent identifies DCSI
- **February:** submission for DL 3s in BE and OSP, due February 23, 2024
- **March:** TEA teleconference to discuss initial State Performance Plan (SPP) submission, engage in continuous improvement meeting with TEA
- **April:** submit evidence of strategy implementation in Ascend
- **May:** engage in continuous improvement meeting with TEA, submit evidence of strategy implementation in Ascend
- **June:** engage in continuous improvement meeting with TEA, submit evidence of strategy implementation in Ascend
- **June/July:** submit end-of-year (EOY) evidence in Ascend, due on June 28, 2024



Questions?

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