Results Driven Accountability (RDA)

2024-2025

RDA Overview

RDA Data and Reports

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**

RDA & A-F Accountability

2024 Accountability Manual

By Chapter

RDA is now included in the A-F Accountability Manual. While Performance Levels (PLs) and Determination Levels (DLs) currently come out separately, beginning in 2028, TEA plans to fully integrate RDA into A-F ratings, including a campus level component.

Indicators and Performance Levels

BE/ESL/EB Domain 1: Academic Achievement (Indicators 1-9)

Indicators included in BE/ESL/EB 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).

There are indicators for each special population monitored.

Indicator	Description	Definition
Indicator #1 (i- iv)	BE STAAR 3-8 Passing Rate (New! PL Assignment)	Measures the percent of students served in a standard Bilingual Education (BE) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #2 (i- iv)	ESL STAAR 3-8 Passing Rate (New! PL Assignment)	Measures the percent of students served in a standard English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Indicator #3 (i- iv)	ALP STAAR 3-8 Passing Rate (New! PL Assignment)	Measures the percent of students served in an alternative language program (ALP) rather than served in a standard BE or standard ESL program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.

Performance levels are assigned based on the definition of measurement.

Indicators and Performance Levels

Performance Level Summary by Each Program Area

	2024 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

Lower performance levels are better.

Performance Levels (PLs) for each indicator are used to assign an overall Determination Level (DL) for each special population.

Determination Levels (DL) trigger various actions. These will be released in November.

ECISD RDA Determination Levels

2024

	Determination Level		
BE/ESL/EB	▲ Needs Intervention (DL 3)		
OSP	▲ Needs Substantial Intervention (DL 4)		
SPED	▲ Needs Intervention (DL 3)		

2023

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

Determination Levels Key:
- DL 1: Meets Requirements
- DL 2: Needs Assistance
- DL 3: Needs Intervention
- DL 4: Needs Substantial Intervention

Emergent Bilingual (EB, BIL, ESL)

Areas of Celebration (PL 0 and 1)
- STAAR 3-8 Math Passing Rate (BE, ALP, EB)
- STAAR 3-8 RLA Passing Rate (ALP)
- STAAR 3-8 Passing Rate, Year After Exit, all subjects
- EB EOC Passing Rate for Algebra 1, Biology, US History
- EB Graduation Rate
- EB Dropout Rate

Area of Focus (PL 3)
- STAAR 3-8 Science Passing Rate (BE, ESL, EB)
- STAAR 3-8 Social Studies Passing Rate (BE, ESL, EB, ALP)
- TELPAS Reading Beginning Proficiency Level

RDA Determination Level Assigned: DL 3

Other Special Populations (Foster, Homeless, Military Connected)

Areas of Celebration (PL 0 and 1)
- OSP EOC Passing Rate for Algebra 1, Biology, US History

Areas of Focus (PL 3)
- STAAR 3-8 Science Passing Rate
- STAAR 3-8 Social Studies Passing Rate

*Note:
For Other Special Populations, having one area receive a PL 3 automatically requires a determination level of 4.

RDA Determination Level Assigned: DL 4*

Special Education

Areas of Celebration (PL 0 and 1)
- STAAR 3-8 Passing Rate Year After Exit, Math
- SPED EOC Passing Rate, Biology & US History
- SPED Dropout Rate
- SPED Regular Class Rate

Areas of Focus (PL 3)
- STAAR 3-8 Passing Rate for Science and Social Studies
- STAAR 3-8 Passing Rate Year After Exit, Science
- SPED EOC Passing Rate, English I & II
- SPED Regular Early Childhood Program Rate

Areas of Significant Disproportionality:
- White Emotional Disturbance Identification (SD 1)
- SPED Disciplinary Removals:
  - African American (SD 2)
  - Two or More Races (SD 3)

RDA Determination Level Assigned:
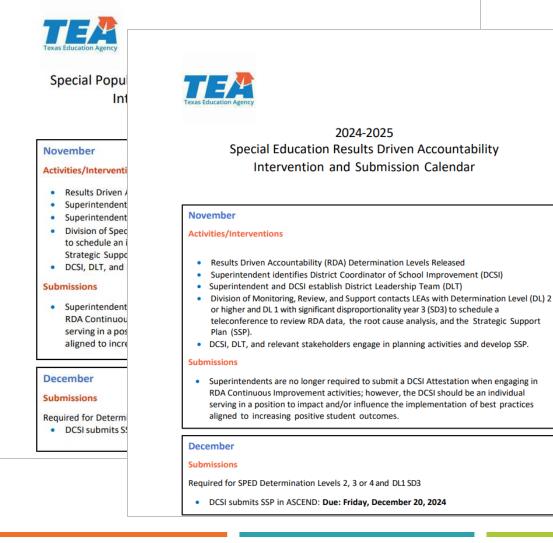**DL 3**

ECISD RDA Determination Levels

	Determination Level
BE/ESL/EB	Needs Intervention (DL 3)
OSP	Needs Substantial Intervention (DL 4)
SPED	Needs Intervention (DL 3)

Determination Levels Key:
- DL 1: Meets Requirements
- DL 2: Needs Assistance
- DL 3: Needs Intervention
- DL 4: Needs Substantial Intervention

Determination Level Implications

<u>Districts Identified with a DL 3 or 4 must do the following for EACH identified area:</u>

- Engage in a root cause analysis
- Submit a Stategic Support Plan (SSP) which includes strategic support actions and products for submission to TEA (Dec)
- Meet with TEA to review the SSP (Jan)
- Meet with TEA for monthly monitoring meetings (Feb, March, April, May) to review submitted evidence
- Complete an end-of-year evaluation
- Meet with TEA for an end-of-year review
- Submit final evidence to TEA

*There are additional implications for significant disproportionality such as financial set-asides.

ECISD RDA Timeline

Already Completed:
- Meetings with OSP, EB, and SPED teams to review their data and prep them for upcoming SSPs and Root Cause Analysis
- Meeting with Full RDA Committee (OSP, EB, SPED, EDLs, and C&I) to review data and begin root cause process
- RDA Focus Group with Campus Stakeholders
- RDA TEA Webinar
- RDA Instructional Rounds at high-impact campuses for RDA metrics (Week of 11/18)
- SSP Planning Meetings by required plan (12/10)
- TEA SSP Review Meeting (Jan)

Up Next:
- TEA regular evidence review meetings (Feb-May)
- TEA end-of-year review
- Final Submission

ECISD RDA Timeline of Events

- These items are aggregated from TEA's RDA cycle guidance. EB / OSP and SPED
- Meetings may be added or adjusted as needed.
- You are responsible for attending **all** meetings **in which your team is involved.**

	Title	Date	Description / Documentation	Items Due
✅	RDA Initial Data Meeting - OSP	9/23/24	RDA Initial Team Meeting - OSP.docx	n/a
✅	RDA Initial Data Meeting - EB	9/23/24	RDA Initial Team Meeting - EB.docx	n/a
✅	RDA Initial Data Meeting - SPED	9/25/24	RDA Initial Team Meeting - SPED.docx	n/a
✅	RDA Full Team Meeting	10/1/24	RDA 2024 Initial Presentation.pptx RDA 2024 Unmasked Confidential.pdf Buckets of Work.docx RDA Work & Owners.xlsx	Buckets of Work.docx
✅	RDA Focus Groups (Campus Stakeholders ONLY)	11/14/2024	**This will be a meeting for campus stakeholders only.** 5-Whys Guide & Template.pdf rda pg 10.pdf	Campus stakeholder contributions for root causes and possible strategic supports: Padlet
✅	RDA Public Release of Determination Levels (DLs)	11/14/2024	Released in TEAL	n/a
✅	TEA RDA Webinar	11/14/2024	RDA Overview	Link to join: https://zoom.us/j/94452981665
	RDA Instructional Rounds	10am-12pm 11/18 - EKD 11/19 - Crockett 11/21 - OHS	The team will be scheduled to visit high-impact campuses for RDA metrics. We will spend time after the visits calibrating and refining possible root causes and strategic supports.	Structured notes – to be linked

ECISD RDA Timeline