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Results Driven Accountability (RDA) Overview

Formerly Performance-Based Monitoring Analysis System (PBMAS)

The Results Driven Accountability (RDA) is an automated data system that reports annually on the performance of local education agencies (LEAs) in selected program areas (bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education). Unless otherwise noted, the term LEA includes open-enrollment charter schools.

The data contained in the 2019 RDA also includes certain State Performance Plan (SPP) federally required LEA determination elements. Technical resources for understanding the 2019 RDA/formerly PBMAS reports are corresponding to the 2019 RDA Manual/previous PBMAS Manuals as well as the State Performance Plan.

Since 2004 PBMAS reports have been produced with specific district-level data for each performance indicator and since 2016 the reports also included four SPP federally required elements. State-level PBMAS reports were first produced in 2006 and regional reports in 2007.

The Division of Review and Support monitors and supports intervention activities within this data-driven and performance-based system using a continuous improvement model. Activities targeted to improve student performance, or program effectiveness concerns are identified. LEAs are required to participate in these activities and may also be subject to additional interventions, including on-site reviews.

Acronyms

PL - Performance Level

ND - No Data Available

NA - Not Assigned

SD - Significant Disproportionality

SA - Special Analysis

HH - Hold Harmless*

MSR - Minimum Size Requirement

DL - Determination Level

RI - Required Improvement

**HH provision only applies to OSP

Changes for 2022 RDA

2021

(Age 6-21)



(School - Age)

School-aged is defined as students at least age five and enrolled in Kindergarten, or age six as of Oct. 29, 2021, and less than 22 as of Sep. 1, 2021.

(Age 3-5)



(Pre-School Age)

Preschool-aged is defined as students at least age three and less than six as of Oct. 29, 2021, and age 5 not enrolled in kindergarten

2022

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 utilize PLs associated with the non-report only RDA indicators for SPED, BE/ESL/EB, and OSP. In addition, the PLs for the four federally required elements (FREs) are also included in the LEA determinations for SPED.
- **Performance Uniformity (99/95/80)**
 - LEAs receive determinations based on the 99/95/80 percentile rule implemented for the 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 PL mean to assign the LEA program area a determination. LEAs in the 99th percentile are assigned Needs Substantial Intervention (DL 4). LEAs in the 95th percentile are assigned Needs Intervention (DL 3). LEAs in the 80th percentile are assigned Needs Assistance (DL 2). LEAs below the 80th percentile are assigned Meets Requirements (DL 1). The program area determinations provide the basis for monitoring and support activities.

Determination Method

The Texas Education Agency (TEA), per its obligation under [20 USC §1416\(a\)](#), [34 CFR §300.600\(a\)\(2\)](#), [TEC §7.028\(a\)](#), and [19 TAC §97.1005\(b\)](#), makes annual determinations on the performance of LEAs for the three RDA program areas: SPED, BE/ESL/EB, and OSP. The four DLs include Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). 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 use RDA 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):

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

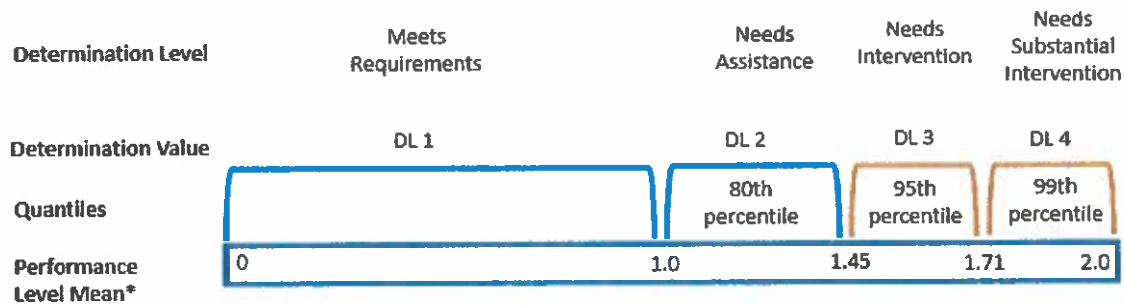
2. Apply the 99/95/80 percentile rule to the PL mean values of a program area to identify the cut points for each DL: Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4).
3. Apply each PL mean to the DL cut points to assign the LEA program area a determination.

RDA PLs, FREs, and determinations are available on the [Results Driven Accountability Data and Reports](#) webpage.

Special Education (SPED)

2022 Determination Levels

The following figure shows three separate but interrelated parts of the RDA determination process: PL mean, percentiles, cut points, and determination values/DLs. The PL mean for SPED is calculated using the PL values from both the program area RDA indicators and the four FREs. The 99/95/80 percentile rule is then applied to the PL mean values for the program area to identify the cut points for each DL. A cut point is the point at which an LEA's PL mean for a particular RDA program area falls either above or below and corresponds to a DL.



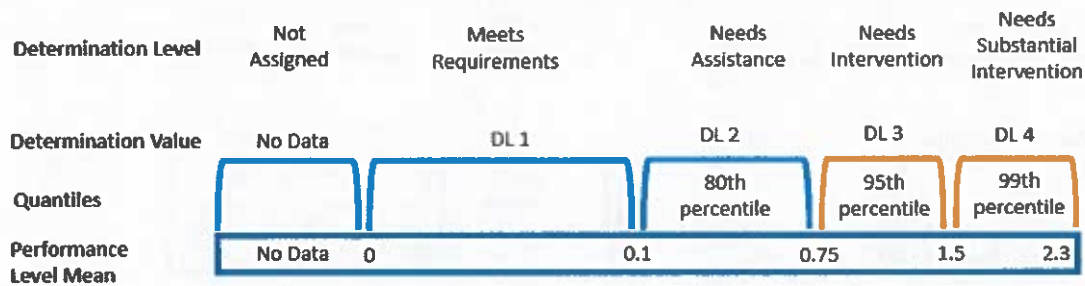
The following table shows the statewide 2022 determinations for the SPED program area. The first column lists both the DLs and the determination values. The second column lists the cut points as PL mean values based on the percentile associated with the DL. The third column lists the frequency or number of LEAs assigned to each DL. The fourth column lists the percentage of all LEAs at each DL.

Determination Level	Cut Point (99/95/80)	# of LEA	% by DL
Meets Requirements (DL1)	< 1.00	936	77.55%
Needs Assistance (DL2)	>= 1.00 but < 1.45	209	17.32%
Needs Intervention (DL3)	>= 1.45 but < 1.71	49	4.06%
Needs Substantial Intervention (DL4)	>= 1.71	13	1.08%
Total	NA	1207	100%

Other Special Populations (OSP)

2022 Determination Levels

The following figure shows three separate but interrelated parts of the RDA determination process: PL mean, percentiles, cut points, and determination values/DLs. The PL mean for OSP is calculated using the PL values from the program area RDA indicators. The 99/95/80 percentile rule is then applied to the PL mean values for the program area to identify the cut points for each DL. A cut point is essentially the point at which an LEA's PL mean for a particular RDA program area falls either above or below and corresponds to a DL.



The following table shows the statewide 2022 determinations for the OSP program area. The first column lists both the DLs and the determination values. The second column lists the cut points as PL mean values based on the percentile associated with the DL. The third column lists the frequency or number of LEAs assigned to each DL. The fourth column lists the percentage of all LEAs at each DL.

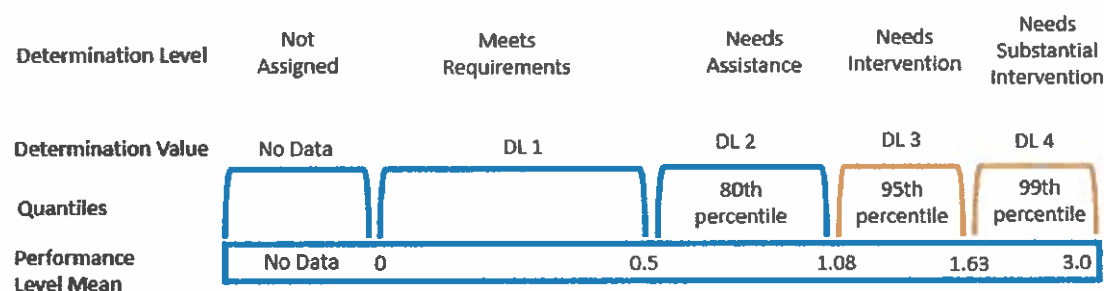
Determination Level	Cut Point (99/95/80)	# of LEA	% by DL
Not Assigned (NA)	No Data	120	9.94%
Meets Requirements (DL1)	< 0.10	843	69.84%
Needs Assistance (DL2)	>= 0.10 but < 0.75	189	15.66%
Needs Intervention (DL3)	>= 0.75 but < 1.50	43	3.56%
Needs Substantial Intervention (DL4)	>= 1.50	12	0.99%
Total	NA	1207	100%

Wylie was
= 0.10
DL2

Bilingual Education/English as a Second Language, and Emergent Bilingual (BE/ESL/EB)

2022 Determination Levels

The following figure shows three separate but interrelated parts of the RDA determination process: PL mean, percentiles, and determination values/DLs. The PL mean for BE/ESL/EB is calculated using the PL values from the program area RDA indicators. The 99/95/80 percentile rule is then applied to the PL mean values for the program area to identify the cut points for each DL. A cut point is essentially the point at which an LEA's PL mean for a particular RDA program area falls either above or below and corresponds to a DL.



The following table shows the statewide 2022 determinations for the BE/ESL/EB program area. The first column lists both the DLs and the determination values. The second column lists the cut points as PL mean values based on the percentile associated with the DL. The third column lists the frequency or number of LEAs assigned to each DL. The fourth column lists the percentage of all LEAs at each DL.

Determination Level	Cut Point (99/95/80)	# of LEA	% by DL
Not Assigned (NA)	No Data	86	7.13%
Meets Requirements (DL1)	< 0.50	863	71.50%
Needs Assistance (DL2)	>= 0.50 but < 1.08	198	16.40%
Needs Intervention (DL3)	>= 1.08 but < 1.63	47	3.89%
Needs Substantial Intervention (DL4)	>= 1.63	13	1.08%
Total	NA	1207	100%

Endnotes

¹ Prior to 2019, the state monitoring system was called the Performance Based Monitoring and Analysis System (PBMAS) 19 Texas Education Code (TEC) §97.1005

² The four federally required elements (FREs) for special education include State Performance Plan (SPP) indicators 4b, 9, 10, 11, 12 and 13; data integrity; uncorrected noncompliance; and financial audit findings.

³ RDA program areas in the 2022 RDA Manual for monitoring and intervention activities are bilingual education/English as a second language/emergent bilingual (BE/ESL/EB), other special populations (OSP), and special education (SPED). OSP includes students in foster care, students experiencing homelessness, and students who are military connected.



2022-2023 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 District Leadership Team (DLT)
- Engage in Continuous Improvement

Determination Level 2 - Needs Assistance

- Establish a DCSI and DLT
- Engage in Continuous Improvement

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



2022-2023 RESULTS DRIVEN ACCOUNTABILITY 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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Bilingual Education/English as a Second Language
& Emergent Bilingual Students

(BE/ESL/EB)

Indicators (1 – 12)

BE/ESL/EB Overview

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. The 2022 BE/ESL/EB RDA report includes 12 indicators across Domains I through III that are used to measure and ensure the academic success of emergent bilingual (EB) students in Texas.

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

Other Special Populations

(OSP)

Indicators (1 – 6)

OSP Overview

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. The 2022 OSP RDA report includes 6 indicators across Domains I through III that are used to measure and ensure the academic success of students in Foster Care, experiencing homelessness, or Military-Connected in an LEA in Texas.

Domain I	Indicator #1 (i-iv)	OSP STAAR 3-8 Passing Rate
	Indicator #2	OSP Dyslexia STAAR 3-8 Reading Passing Rate
	Indicator #3 (i-iv)	OSP STAAR EOC Passing Rate
Domain II	Indicator #4	OSP Graduation Rate
	Indicator #5	OSP Annual Dropout Rate (Grades 7-12)
Domain III	Indicator #6	OSP Dyslexia Representation (Ages 6-21)

Indicator #5	OSP Annual Dropout Rate (Grades 7-12)
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Measures the percent of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students (nonduplicative count) 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)	3, 4, 5, 6, 9	PL Assignment	Yes

Processing Criteria					
MSR	RI	SA	Year(s) Available	Accountability Subset	Applicable Collections
Denominator ≥ 30; Numerator ≥ 5	Yes	No	2	No	2020-2021 school year (most current data available)

Calculation	$\frac{\text{total number of grades 7-12 OSP identified students (nonduplicative count) who dropped out}}{\text{total number of grades 7-12 OSP identified students (nonduplicative count) enrolled during the school year}}$
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PL Assignment				
0	1	2	3	4
0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%	

Special Education

(SPED)

Indicators (1 –18)

SPED Overview

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. The 2022 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 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)

Significant Disproportionality in Certain Indicators

IDEA requires state agencies to identify LEAs that place students with disabilities in more restrictive settings, or that discipline children from any racial or ethnic group at markedly higher rates than their peers. Therefore, the state must calculate a risk ratio for each LEA in seven racial/ethnic groups for each analysis category within areas of identification (representation), placement, and discipline. LEAs that exceed the state established risk ratio threshold of 2.5 for any racial/ethnic group category will be assigned a PL designation of significant disproportionate (SD). A first-year designation of SD is assigned as SD Year 1, two consecutive years in the same racial/ethnic group category is assigned as SD Year 2, and three consecutive years as SD Year 3, unless reasonable progress (RP) is met. (Additional information regarding SD RP is included later in this section). Only the most recent 3 consecutive years of available data are analyzed for SD Year 3 and RP purposes.

Minimum size requirements for SD analysis are applied using the following criteria. An LEA must have at least thirty (30) students in a particular group or the comparison

group of the student population denominator, and ten (10) students in a particular group or the comparison group of the student population numerator to be evaluated for SD. The comparison group is comprised of all other racial or ethnic groups within an LEA or within the state, when reviewing a particular racial or ethnic group within an LEA.

An alternate risk ratio is applied when the comparison group in the LEA does not meet the minimum cell size or the minimum n-size. This calculation is performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk of that outcome for children in all other racial or ethnic groups in the State.

No risk ratio or alternate risk ratio is calculated in a particular category for an LEA if the particular racial or ethnic group being analyzed does not meet the minimum cell size (10) or minimum n-size (30); or if the comparison group in the state does not meet the minimum cell size (10) or minimum n-size (30).

Graphic Display – 98 Required Categories for Analysis under § 300.647 (b)(2) determining significant disproportionality.

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 children ages 3 through 21 with a disability	✓	✓	✓	✓	✓	✓	✓	Representation = 49
	Identification of children 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 children ages 6 through 21 into particular educational settings:	✓	✓	✓	✓	✓	✓	✓	Placement = 14
	1. Inside a regular class less than 40 percent of the day								
	2. Inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities or private schools	✓	✓	✓	✓	✓	✓	✓	
Discipline	Placements of children ages 3 through 21 into particular disciplinary settings:	✓	✓	✓	✓	✓	✓	✓	Discipline = 35
	1. Out-of-school suspensions and expulsions of 10 days or fewer								
	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	✓	✓	✓	✓	✓	✓	✓		