**MEMORANDUM**                                                    December 9, 2022

TO:        Millard L. House II
           Superintendent of Schools

FROM:      Allison E. Matney, Ed.D.
           Executive Officer, Research and Accountability

SUBJECT:   **Results Driven Accountability (RDA), 2022**

Results Driven Accountability (RDA) is a local education agency (LEA) level, data-driven monitoring framework developed and implemented annually by the Department of Review and Support in coordination with supporting departments within the Texas Education Agency (TEA). The results of the state's RDA have been released. Attached is the 2022 RDA report.

As in 2021, the 2022 RDA indicators are grouped under three identified domains. Domain, I capture indicators of Academic Achievement. Domain II captures indicators of Post-Secondary Readiness. Domain III captures indicators of Disproportionate Analysis. The student groups for Foster Care, Homeless, and Military Connected students are combined into a single group called Other Special Populations (OSP). For HISD, the majority of students evaluated under OSP are from the Homeless group.

**Data Sources**
Student assessment data were provided by the TEA's test contractor. Dropout and longitudinal graduation data were obtained from the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS). An LEA with no data available for evaluation receives a designation of No Data (ND), meaning the LEA cannot be evaluated because of an absence of data.

**Performance Levels (PLs)**
A performance level (PL) is the result that occurs when a standard is applied to an LEA's performance on an indicator. RDA indicators include a range of PLs, and each PL range has an established set of cut points. For all RDA indicators, higher PLs indicate lower performance. **Table 1** (p. 2) displays the performance levels available for indicators in the 2022 RDA.

**Table 1. Results-Driven Accountability (RDA) Performance Levels (PL)**

| Performance Level (PL) | Description |
|---|---|
| 0 | Met the standard |
| 1, 2, 3, and 4 | Did not meet the standard. Depending on the indicator, either a 3 or a 4 represents the poorest possible rating. |
| 0RI | Required Improvement: Because the system includes a range of PLs, an LEA with required improvement (RI) from one year to the next can be assigned a PL of 0 (indicated by 0RI) even it falls below the standard. Indicators with a PL of 0RI will have to maintain their pace of improvement or meet the standard the following year to remain at a PL of 0. |
| 0SA, 1SA, 2SA, 3SA, and 4SA | PLs established using special analysis process |
| 3HH, 4HH | Hold Harmless: Targeted hold harmless provision for certain indicators. Any LEA that receives a PL3 or PL4 on Other Special Populations (OSP) indicators but does not meet MSR in each of the single OSP populations for the particular indicator will receive a PL3 HH or a PL4 HH; the count of PL3 HH or PL4 HH will not be added to an LEA's total PL3 and PL4 count. |
| SD | Significant Disproportionality: IDEA requires state agencies to identify LEAs that place students with disabilities in more restrictive settings, or discipline children from any racial or ethnic group at markedly higher rates than their peers. The state calculates 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 establised risk ratio threshold of 2.5 for any racial/ethnic group category will be assigned a PL designation of SD. LEA data are analyzed in 98 separate categories for SD. |
| RO | Report Only. Some indicators are reported for information and planning purposes. For these indicators, performance is reported along with the overall state rate for the indicator. Cut points, MSR, and PLs are not typically applied to these indicators. |
| MSR | Minimum size requirement of at least 30 students in the relevant segment of the student population denominator and either five or ten students in the relevant segment of the student population numerator to be evaluated on an indicator using the standard RDA analysis. |
| RP | Reasonable progress. An LEA must reduce its risk ratio in each of two prior consecutive years and meet a proportionate improvement rate requirement to receive an RP designation. |
| No Data Available | The LEA cannot be evaluated because of an absence of data. |
| NA | Not Assigned |

Source: 2022 Results Driven Accountability Manual
Notes: Special Analysis (SA), Hold Harmless (HH), Minimum Size Requirement (MSR), and Reasonable Progress (RP) do not occur for HISD in the 2022 reporting year.

**RDA Indicators**

Each program area has several indicators and sub-indicators which are assessed against the RDA standards established by the TEA. There are 12 indicators for Bilingual Education/English as a Second Language/English Learner (BE/ESL/EL), six indicators for Other Special Populations (OSP), and 18 indicators for Special Education (SPED). In addition, four Federally

Required Elements (FRE) from the State Performance Plan (SPP) are included in the summary table and performance mean calculation of the SPED program area on the 2022 RDA report.

**Table 2** (pp. 3–4) displays the indicators, description, and possible performance level (PL) assignments for the RDA and SPP indicators for the 2022 RDA.

| Domain | Indicator # | Description | PL Assignment |
|---|---|---|---|
| **Table 2. Summary of 2022 RDA Indicators** | | | |
| **Bilingual Education/English as a Second Language & English Learner (BE/ESL/EL) Indicators** | | | |
| Domain I | 1 (i-iv) | BE STAAR 3-8 Passing Rate | Report Only[1] |
| | 2 (i-iv) | ESL STAAR 3-8 Passing Rate | Report Only[2] |
| | 3 (i-iv) | ALP STAAR 3-8 Passing Rate | Report Only[3] |
| | 4 (i-iv) | EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate | Report Only |
| | 5 | BL Dyslexia STAAR 3-8 Reading Passing Rate | Report Only |
| | 6 (i-iv) | EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate | 0, 1, 2, 3 |
| | 7 (i-iv) | EB STAAR EOC Passing Rate | 0, 1, 2, 3, 4 |
| | 8 | TELPAS Reading Beginning Proficiency Level Rate | 0, 1, 2, 3 |
| | 9 | TELPAS Composite Rating Levels for Students in US Schools Multiple Years | 0, 1, 2, 3 |
| Domain II | 10 | EB Graduation Rate | 0, 1, 2, 3 |
| | 11 | EB Annual Dropout Rate (Grades 7-12) | 0, 1, 2, 3 |
| Domain III | 12 | EB Dyslexia Representation (Ages 6-21) | Report Only |
| **Other Special Populations (OSP) Indicators** | | | |
| Domain I | 1 (i-iv) | OSP STAAR 3-8 Passing Rate | 0, 1, 2, 3 |
| | 2 | OSP Dyslexia STAAR 3-8 Reading Passing Rate | Report Only |
| | 3 (i-iv) | OSP STAAR EOC Passing Rate | 0, 1, 2, 3, 4 |
| Domain II | 4 | OSP Graduation Rate | 0, 1, 2, 3 |
| | 5 | OSP Annual Dropout Rate (Grades 7-12) | 0, 1, 2, 3 |
| Domain III | 6 | OSP Dyslexia Representation (Ages 6-21) | Report Only |
| **Special Education (SPED) Indicators** | | | |
| Domain I | 1 (i-iv) | SPED STAAR 3-8 Passing Rate | 0, 1, 2, 3, 4 |
| | 2 | SPED Dyslexia STAAR 3-8 Reading Passing Rate | Report Only |
| | 3 (i-iv) | SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate | 0, 1, 2, 3 |
| | 4 (i-iv) | SPED STAAR EOC Passing Rate | 0, 1, 2, 3, 4 |
| | 5 (i-iii) | #SPED STAAR Alternate 2 Participation Rate | Report Only |
| Domain II | 6 | SPED Graduation Rate | 0, 1, 2, 3 |
| | 7 | SPED Annual Dropout Rate (Grades 7-12) | 0, 1, 2, 3 |
| Domain III | 8 | SPED Dyslexia Representation (Ages 6-21) | Report Only |
| | 9 | SPED Regular Early Childhood Program Rate (Ages 3-5) | 0, 1, 2, 3 |
| | 10 | SPED Regular Class ≥80% Rate (Ages 6-21) | 0, 1, 2, 3 |
| | 11 | *SPED Regular Class < 40% Rate (Ages 6-21) | 0, 1, 2, 3 |
| | 12 | *SPED Separate Settings Rate (Ages 6-21) | Report Only |
| | 13 | *^SPED Representation (Ages 3-21) | Report Only |
| | 14 | *SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21) | Report Only |
| | 15 | *SPED OSS and Expulsions > 10 Days Rate (Ages 3-21) | Report Only |
| | 16 | *SPED ISS ≤ 10 Days Rate (Ages 3-21) | Report Only |
| | 17 | *SPED ISS >10 Days Rate (Ages 3-21) | Report Only |
| | 18 | *SPED Total Disciplinary Removals Rate (Ages 3-21) | 0, 1, 2, 3, 4 |

| Table 2. Summary of 2022 RDA Indicators, Continued | |
|---|---|
| **Description** | **PL Assignment** |
| **Federally Required Elements[4]** | |
| State Performance Plan (SPP) Compliance Indicators (9-13) | 0, 1, 2, 3 |
| Valid, Reliable, and Timely Data | 0, 1, 2, 3 |
| Status of Uncorrected Noncompliance | 0, 1, 2, 3 |
| Financial Audits | 0, 1, 2, 3 |

Source:  2022 Results Driven Accountability Manual

Notes:  1 Report Only assigned in 2022 for all LEAs due to exclusion of previously included student populations

2 Changes in PEIMS code for students identified as participating in ALP used in 2022

3 ALP require an ESL waiver

4  The Federally Required Elements indicators were included in the summary table and the performance mean calculation of the SPED program area of the 2022 RDA District Report.

\# RDA reports will include disaggregate information by race/ethnicity, including (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races, for each subject area reported in this indicator beginning in 2021 to meet federal reporting and monitoring requirements. These data will be in report only format and no PL assignments will be made.

\* RDA reports will include disaggregate information by race/ethnicity, including (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races, for each subject area reported in this indicator beginning in 2021 to meet federal reporting and monitoring requirements. These data will be in report only format and no PL assignments will be made.

^ SD Analysis: The data for each racial/ethnic group is also disaggregated by the following disability categories: (1) Intellectual Disabilities; (2) Specific Learning Disabilities; (3) Emotional Disturbance; (4) Speech/Language Impairments; (5) Other Health Impairments; and (6) Autism.

**Table 3** shows the performance level summary by each program area. The FRE indicators shown in Table 2 above were excluded in the summary of the SPED program area in Table 3.

| Table 3. Performance Level Summary by Program Area, 2022 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Performance Level** | | | | | | | | | **Total #** | **Rated #** |
| | **0** | **1** | **2** | **3** | **4** | **NA** | **No Data** | **RO** | **SD, SD(RP)** | **Indicators** | **Indicators** |
| **BE/ESL/EL** | 7 | | 3 | 2 | | | | 18 | | **30** | **12** |
| **OSP** | 4 | 3 | 1 | 2 | | | | 2 | | **12** | **10** |
| **SPED** | 9 | 3 | 6 | 4 | | | | 10 | 1 | **32** | **22** |
| **Total** | **20** | **6** | **10** | **8** | **0** | **0** | **0** | **30** | **1** | **74** | **44** |

Source:  TEA 2022 Confidential RDA Summary Reports

**Results by Program Area**

*BE/ESL/EL Program*

The BE/ESL/EL Program contains a total of 30 indicators, including sub-indicators (see Table 3). Of those 30 indicators, 18 were Report Only (RO) and 12 were rated for the 2022 RDA (see Table 2). A summary of PLs for the 12 rated indicators is shown in **Table 4**, p. 5.

| PL | # Indicators | Description |
|---|---|---|
| **Table 4. BE/ESL/EL Program Performance Levels on RDA Indicators** | | |
| **0 or 0 RI** | 7 | Domain I: EB Years-After-Reclassification (YsAR) STAAR 3-8 Passing Rate: |
| | | *Mathematics* |
| | | *Reading* |
| | | *Science* |
| | | *Social Studies* |
| | | Domain I: EB STAAR EOC Passing Rate: |
| | | *Algebra I* |
| | | *US History* |
| | | Domain I: TELPAS Composite Rating for Students in US Schools Multiple Years |
| **2** | 3 | Domain I: EB STAAR EOC Passing Rate: *Biology* *English I and II* |
| | | Domain II: EB Graduation Rate |
| **3** | 2 | Domain I: TELPAS Reading Beginning Proficiency Level Rate |
| | | Domain II: EB Annual Dropoout Rate (7-12) |

Source: TEA 2022 Confidential RDA Summary Reports

**Key Findings:**
- ELs STAAR EOC passing rates for Biology and English I and II were below the standard at PL2.
- ELs graduation and dropout rate indicators were below the standard (PL2 and PL3, respectively).
- TELPAS reading beginning proficiency level was below the standard at PL3.

*OSP Program*
The OSP program contains a total of 12 indicators, including sub-indicators (see Table 3). Of those 12 indicators, two were Report Only and 10 were rated for the 2022 RDA (see Table 2). A summary of the PLs for the 10 rated indicators is shown in **Table 5**, p. 6.

| Table 5. OSP Program Performance Levels on RDA Indicators | | |
|---|---|---|
| **PL** | **# Indicators** | **Description** |
| **0 or 0 RI** | 4 | Domain I: OSP STAAR 3-8 Passing Rate: |
| | | *Math* |
| | | *Reading* |
| | | *Science* |
| | | Domain I: OSP STAAR EOC Passing Rate: |
| | | *US History* |
| **1** | 3 | Domain I: OSP STAAR EOC Passing Rate: |
| | | *Biology* |
| | | *English I and II* |
| | | Domain II: OSP Graduation Rate |
| **2** | 1 | Domain I: OSP STAAR EOC Passing Rate: |
| | | *Algebra I* |
| **3** | 2 | Domain I: OSP STAAR 3-8 Passing Rate: |
| | | *Social Studies* |
| | | Domain II: OSP Annual Dropout Rate (Grades 7-12) |

Source:TEA 2022 Confidential RDA Summary Reports

**Key Findings:**
- STAAR 3–8 passing rates among OSP students met the standard for reading, mathematics, and science, but were below standard for social studies (PL3) for the 2022 RDA.
- STAAR EOC passing rates among OSP students met the standard for US History but were below the standard for Algebra I (PL2), Biology and English I and II (PL3).
- OSP graduation and dropout rate indicators were below the standard (PL1 and PL3, respectively).

*SPED Program*
The SPED program contains a total of 29 indicators, including sub-indicators. Of those 29 indicators, 18 were rated for the 2022 RDA, one was rated SD, and 10 were Report Only. A summary of the PLs for the 18 rated indicators is shown in Table 6A.

| PL | # Indicators | Description |
|---|---|---|
| **Table 6A. SPED Program Performance Levels on RDA Indicators** | | |
| **0 or 0 RI** | 5 | Domain I: SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate: |
| | | *Mathematics* |
| | | *Reading* |
| | | Domain I: SPED STAAR EOC Passing Rate: |
| | | *US History* |
| | | Domain III: SPED Regular Class $\geq$80% Rate (Ages 6-21) |
| | | Domain III: SPED Total Disciplinary Removals Rate (Ages 3-21) |
| **1** | 3 | Domain I: SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate: |
| | | *Science* |
| | | Domain II: SPED Graduation Rate |
| | | Domain III: SPED Regular Early Childhood Program Rate (Ages 3-5) |
| **2** | 6 | Domain I: SPED STAAR 3-8 Passing Rate: |
| | | *Mathematics* |
| | | *Reading* |
| | | Domain I: SPED STAAR EOC Passing Rate: |
| | | *Algebra I* |
| | | *English I and II* |
| | | Domain II: SPED Annual Dropout Rate (Grades 7-12) |
| | | Domain III: SPED Regular Class < 40% Rate (Ages 6-21) |
| **3** | 4 | Domain I: SPED STAAR 3-8 Passing Rate: |
| | | *Science* |
| | | *Social Studies* |
| | | Domain I: SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate: |
| | | *Social Studies* |
| | | Domain I: SPED STAAR EOC Passing Rate: |
| | | *Biology* |

Source: TEA 2022 Confidential RDA Summary Reports

**Key Findings:**
- STAAR 3–8 passing rates among SPED students were below the standard for all subjects for the 2022 RDA, at either PL2 or PL3. Among SPED Year-After-Exit students, passing rates were below the standard for science (PL1) and for social studies (PL3).
- STAAR EOC passing rates among SPED students were below the standard for algebra I and English I and II (PL2) and for biology (PL3) for the 2022 RDA. US history passing rates met standards in 2022.
- The percentage of students served in special education in the regular class for less than 40% of the day was below the standard (PL2), while the percentage of students served in special education in the regular class for 80% or more of the day exceeded the standard (PL=0).
- SPED total disciplinary removals rate met the required improvement standard (PL0), but the graduation rate (PL1) and dropout rate (PL2) were below the standard.
- The percentage of students aged 3–5 served in SPED who were placed in a regular early childhood program did not meet the standard (PL1).

A summary of the PLs for the one SD indicator is shown in **Table 6B**. Districts designated as SD (Year 1) or SD (Year 2) are only for information and planning purposes, while districts designed as SD (Year 3) are assigned interventions.

| Table 6B. SPED Indicators Evaluating Significant Disproportionality | |
|---|---|
| **PL** | **Description** |
| SD (Year 3) | SPED OSS and Expulsion $\leq$ 10 Days Rate (Ages 3-21): African American |

Source: TEA 2022 Confidential RDA SPED Indicators Evaluating SD Report

*Federally Required Elements*
**Table 7** shows the four Federally Required Elements (FRE), which were all rated for the 2022 RDA. Under federal law, the TEA makes annual special education determinations for LEAs using data from RDA and these four FRE. A summary of the PLs for the four FRE is shown in Table 7.

| Table 7. FRE Performance Levels | |
|---|---|
| **PL** | **Description** |
| 0 | State Performance Plan (SPP) Compliance Indicators |
| 0 | Valid, Reliable, and Timely Data |
| 0 | Status of Uncorrected Noncompliance |
| 0 | Financial Audits |

Source: TEA 2022 Confidential RDA Summary Reports

Key Findings:
- Compliance status for SPP indicators 4b, 9, 10, 11, 12, and 13 were all greater than or equal to 95%.
- Data submitted by the LEA was submitted by the deadline and there were no reliability issues found for SPP indicators 11, 12, and 13.
- HISD had timely correction of noncompliance, addressed within one year after notification.
- HISD had no financial audit findings related to IDEA Part B.

**Identification for Interventions**
TEA analyzes data from the RDA indicators to address LEA performance on student outcomes and compliance indicators to guide supervision and support for each LEA. Each LEA is assigned an annual determination level (DL), which is then aligned with specific monitoring and support activities. The DLs are calculated based on an overall analysis of indicator results. LEAs are expected to address the needs associated with their assigned DL of 1, 2, 3, or 4 and with individual data indicators that contribute to the overarching DL.
- **DL1: Meets Requirements.** LEAs identified as DL1 have no PL 1, 2, or 3 for BE/ESL/EL or OSP, and a mean performance level less than or equal to 0.5 for SPED. LEAs who obtain a DL1 and meet requirements retain continuous improvement plans at the local level.
- **DL2: Needs Assistance.** LEAs identified as DL2 have no PL 2 or 3 for BE/ESL/EL or OSP, and a mean performance level greater than 0.5 but less than or equal to 0.7 for SPED. The TEA Department of Review and Support provides guidance regarding practices of continuous improvement, targeted supports designed to address the LEA's areas of need, and monitors progress toward strategic support plan goals.

- **DL3: Needs Intervention.** LEAs identified as DL3 have no PL3 for BE/ESL/EL or OSP, and a mean performance level greater than 0.7 but less than or equal to 0.9 for SPED. TEA helps the LEA develop a strategic support plan that prioritizes continuous improvement efforts. The LEA will participate in bi-monthly collaboration with TEA Review and Support staff to monitor progress toward strategic support plan goals and receive assistance regarding targeted supports designed to address prioritized areas of need
- **DL4: Needs Substantial Intervention.** LEAs identified as DL4 have at least one PL3 for BE/ESL/EL or OSP and a mean performance level greater than or equal to 1.0 for SPED. LEAs participate in monthly collaboration with the TEA Review and Support staff to monitor progress toward strategic support plan goals and will be prescribed targeted and intensive supports and activities designed to address areas of need.

**Table 8** shows the RDA determination level (DL) criteria and distribution across LEAs. A LEA's DL is calculated as the sum of the PLs divided by the total number of indicators. For example, for the 2022 program year in SPED, HISD had nine PL0 (9 X 0 = 0), three PL1 (3 X 1 = 3), six PL2 (6 X 2 = 12), and four PL3 (4 X 3 = 12), with a total of 22 rated indicators (see Table 3), which resulted in a SPED mean of 1.2 [(0+3+12+12)/22]. In addition, HISD had one SD Year 3 (see Table 6B, p. 8). HISD has been rated as DL2 for BE/ESL/EL2 and SPED and DL3 for OSP for the 2022 RDA year. HISD will be required to provide TEA with self-assessments and strategic support plans and participate in targeted on-site reviews.

| Table 8. RDA Determination Level (DL) Criteria, 2022 | | | |
|---|---|---|---|
| **DL** | **BE/ESL/EL** | **OSP** | **SPED** |
| NA | No Data | No Data | Not Applicable |
| | 86 LEAs (7.13%) | 120 LEAs (9.94%) | |
| 1 | <0.50 | <0.10 | <1.00 |
| | 863 LEAs (71.5%) | 843 LEAs (69.84%) | 936 LEAs (77.55%) |
| 2 | >=0.50 but <1.08 **HISD = 1.0** | >=0.10 but <0.75 | >=1.00 but <1.45 **HISD = 1.2** |
| | 198 LEAs (16.4%) | 189 LEAs (15.66%) | 209 LEAs (17.32%) |
| 3 | >=1.08 but <1.63 | >=0.75 but <1.50 **HISD = 1.10** | >=1.45 but <1.71 |
| | 47 LEAs (3.89%) | 43 LEAs (3.56%) | 49 LEAs (4.06%) |
| 4 | >=1.63 | >=1.50 | >=1.71 |
| | 13 LEAs (1.08%) | 12 LEAs (0.99%) | 13 LEAs (1.08%) |

Sources: TEA 2022 Confidential RDA Summary Reports; TEA 2022 RDA
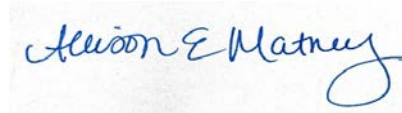Performance Framework

LEAs participating in interventions in any program area at DL3 or DL4 submit their district strategic support plan, targeted improvement plan, or pre-existing document to TEA. LEAs retain information used during the data analysis and needs assessment and only submit to TEA if requested. **Table 9** (p. 10) shows the required and optional targeted monitoring activities by program area.

| Table 9. Targeted Monitoring Activities by Program Area | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | BE/ESL/EL | | | | OSP | | | | SPED | | | |
| Monitoring Activity | DL1 | DL2 | DL3 | DL4 | DL1 | DL2 | DL3 | DL4 | DL1 | DL2 | DL3 | DL4 |
| Self-Assessment | ◊ | ◊ | ● | ● | | | ● | ● | ● | ● | ● | ● |
| Strategic Support Plan | ◊ | ◊ | ● | ● | ◊ | ◊ | ● | ● | ◊ | ● | ● | ● |
| Dyslexia Monitoring | | | | | | | | | ● | ● | ● | ● |
| Targeted Desk Review | | | | | | | | | | | ● | ● |
| Targeted On-Site Review* | | | | | | | | | | | ● | ● |

Source: TEA 2022 RDA Performance Framework

Notes: ◊= Optional; ●= Required; Blank = Not Required or Not Yet Available. *SD Year 3 Status required. The TEA Department of Review and Support Differentiated Monitoring Support Guide to General Supervision for the 2021 RDA year has not yet been released.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

_____AEM

Attachment

cc: Superintendent's Direct Reports
    Assistant Superintendents
    Cynthia Hoppman
    Sonya Monreal
    Candice Castillo, Ed.D.
    Glenda Calloway
    Christy Dafonte, Ed.D.