

Appendix K—Results Driven Accountability (RDA)

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

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

Indicator	Indicator #1 (i-iv)
Indicator Name	BE STAAR 3-8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Report Only (No PL Assigned) ¹
Definition	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.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA with Bilingual Program Type Code = 2, 3, 4, or 5 (BILINGUAL-PROGRAM-TYPE-CODE E1042), Alternative Language Program Code = 00 (ALTERNATIVE-LANGUAGE-PROGRAM-CODE E1642), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$\text{Calculation} = \frac{\text{number of BE STAAR 3 – 8 [subject(i – iv)] passers}}{\text{number of BE STAAR 3 – 8 [subject(i – iv)] takers}}$$

PL Assignment
Report Only (No PL Assigned)

¹ Report Only continually assigned in 2023 for all LEAs due to exclusion of previously included student populations. Changes in PEIMS code for students identified as participating in an alternative language BE program (E1642 alternative bilingual language program code = 01) are available in CAF utilized for this indicator started in 2022 and will be analyzed for cut point distribution.

Indicator	Indicator #2 (i-iv)
Indicator Name	ESL STAAR 3-8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Report Only (No PL Assigned) ²
Definition	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.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA with English as a Second Language (ESL) Program Code = 2 or 3 (ESL-PROGRAM-TYPE-CODE E1043), Alternative Language Program Code = 00 (ALTERNATIVE-LANGUAGE-PROGRAM-CODE E1642), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$\text{Calculation} = \frac{\text{number of ESL STAAR 3 – 8 [subject(i – iv)] passers}}{\text{number of ESL STAAR 3 – 8 [subject(i – iv)] takers}}$$

PL Assignment
Report Only (No PL Assigned)

² Changes in PEIMS code for students identified as participating in an alternative language ESL program ([E1642 alternative language program code = 02](#)) are available in the Consolidated Accountability File (CAF) utilized for this indicator started in 2022 and will be analyzed for cut point distribution in future year.

Indicator	Indicator #3 (i-iv)
Indicator Name	ALP ³ STAAR 3-8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the percent of students served in an alternative language program (ALP) rather than served in a standard bilingual education (BE) program or 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.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EB participating with Alternative Language Program Code = 01 (i.e., alternative bilingual language program) and 02 (i.e., alternative English as a second language (ESL) language program) (ALTERNATIVE-LANGUAGE-PROGRAM-CODE E1642), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 11
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$Calculation = \frac{\text{number of ALP STAAR 3 – 8 [subject(i – iv)] passers}}{\text{number of ALP STAAR 3 – 8 [subject(i – iv)] takers}}$$

PL Assignment
Report Only (No PL Assigned)

³ Alternative Language Programs require a [Bilingual Education Exception and English as a Second Language \(ESL\) Waiver](#) per [19 TAC §89.1207\(a\)](#) or [19 TAC §89.1207\(b\)](#).

Indicator	Indicator #4 (i-iv)
Indicator Name	EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the percent of emergent bilingual (EB) students not served in a bilingual education (BE) program or an English as a second language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EB but not participating in a state-approved bilingual education program (BILINGUAL-PROGRAM-TYPE-CODE E1042) or English as a second language program (ESL-PROGRAM-TYPE-CODE E1043) or an alternative language program (ALTERNATIVE-LANGUAGE-PROGRAM-CODE E1642) and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	2, 7
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$\text{Calculation} = \frac{\text{number of EB students (not served in BE/ESL) STAAR 3 – 8 [subject(i – iv)] passers}}{\text{number of EB students (not served in BE/ESL) STAAR 3 – 8 [subject(i – iv)] takers}}$$

PL Assignment
Report Only (No PL Assigned)

Indicator	Indicator #5
Indicator Name	EB Dyslexia STAAR 3-8 Reading Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessments.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EB and as Dyslexia Indicator Code = 1 (DYSLEXIA-INDICATOR-CODE E1530) and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 7
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$Calculation = \frac{\text{number of EB students with dyslexia STAAR 3 – 8 reading passers}}{\text{number of EB students with dyslexia STAAR 3 – 8 reading takers}}$$

PL Assignment
Report Only (No PL Assigned)

Indicator	Indicator #6 (i-iv)
Indicator Name	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of certain former emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and having met the criteria for emergent bilingual student reclassification, no longer classified as EB in PEIMS, in their first, second, third, or fourth year of monitoring as allowed by ESSA (M1-M4 indicator code) and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	2
MSR	Denominator ≥ 30
RI	No
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$Calculation = \frac{\text{number of EB students YsAR STAAR 3 – 8 [subject(i – iv)] passers}}{\text{number of EB students YsAR STAAR 3 – 8 [subject(i – iv)] takers}}$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3-8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	
ii. Reading	3-8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	

Indicator	Indicator #7 (i-iv)
Indicator Name	EB STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EB and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	1, 2, 3, 7
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Summer 2022, Fall 2022, and Spring 2023

$$\text{Calculation} = \frac{\text{number of EB students STAAR EOC [subject(i - iv)] passers}}{\text{number of EB students STAAR EOC [subject(i - iv)] takers}}$$

PL Area	Grade/Age	PL 0	PL 1	PL 2	PL 3	PL 4
i. Algebra I	EOC	100%- 65.0%	64.9%- 55.0%	54.9%- 45.0%	44.9%-0%	
ii. Biology	EOC	100%- 75.0%	74.9%- 65.0%	64.9%- 55.0%	54.9%-0%	
iii. U.S. History	EOC	100%- 70.0%	69.9%- 60.0%	59.9%- 50.0%	49.9%-0%	
iv. English I & II	EOC	100%- 60.0%	59.9%- 50.0%	49.9%- 30.0%	29.9%- 19.0%	

Indicator	Indicator #8
Indicator Name	TELPAS Reading Beginning Proficiency Level Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students tested over two years who performed at the beginning proficiency level on the TELPAS reading assessment in the current year.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA for two consecutive years and reported as tested on the TELPAS reading assessment for two consecutive years.
Data Note(s)	4
MSR	Denominator ≥ 30 ; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2021 and Fall 2022
Test Administrations	Spring 2022 and Spring 2023

$$\text{Calculation} = \frac{\text{number of EB students in grades 2 – 12 who scored a beginning proficiency level on TELPAS reading in current year}}{\text{number of EB students in grades 2 – 12 who were tested in the current and previous year on TELPAS reading}}$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Reading	2-12	0%-7.5%	7.6%-10.9%	11%-13.9%	14.0%-100%	

Indicator	Indicator #9
Indicator Name	TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the percent of emergent bilingual (EB) students in U.S. schools for multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA and who received a TELPAS Composite Rating.
Data Note(s)	5, 6
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$\text{Calculation} = \frac{\text{number of EB students in grades 5 – 12 in US schools five or more years and receive TELPAS Composite rating of beginning or intermediate}}{\text{number of EB students in grades 5 – 12 in US schools five or more years with a TELPAS Composite rating}}$$

PL Assignment
Report Only (No PL Assigned)

BE/ESL/EB Domain II: Post-Secondary Readiness (Indicators 10-11)

Indicator	Indicator #10
Indicator Name	EB Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students who graduated with a high school diploma in four years.
Data Source	Data sources and methods for calculating graduation 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-dropout .
Data Note(s)	10
MSR	Denominator \geq 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2022 (most current data available)
Test Administrations	NA

$$\text{Calculation} = \frac{\text{number of EB students in the grade 9 cohort who graduated with a high school diploma}}{\text{number of EB students in the class of 2022}}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
Graduation	Grade 9 Cohort	100%-80.0%	79.9%-70.0%	69.9%-55.0%	54.9%-0%	

Indicator	Indicator #11
Indicator Name	EB Annual Dropout Rate (Grades 7-12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students in grades 7-12 who dropped out in a given school year.
Data Source	Data sources and methods for calculating the 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-dropout .
Data Note(s)	NA
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2021-2022 school year (most current data available)
Test Administrations	NA

$$Calculation = \frac{\text{number of EB students in grades 7 – 12 who dropped out}}{\text{number of EB students in grades 7 – 12 enrolled during the school year}}$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Dropout	7-12	0%-1.8%	1.9%-3.3%	3.4%-5.3%	5.4%-100%	

BE/ESL/EB Domain III: Disproportionate Analysis (Indicators 12)

Indicator	Indicator #12
Indicator Name	EB Dyslexia Representation (Ages 6-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the difference between the rate of emergent bilingual (EB) students identified with dyslexia to the rate of all students identified with dyslexia at the LEA.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA with EB (LEP = 1) and Dyslexia Indicator Code = 1 (DYSLEXIA-INDICATOR-CODE E1530).
Data Note(s)	8, 9
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Fall 2022
Test Administrations	NA

$$\text{Calculation} = \frac{\text{number of EB students ages 6 – 21 identified with dyslexia}}{\text{number of EB students ages 6 – 21}} - \frac{\text{number of students ages 6 – 21 identified with dyslexia}}{\text{number of students ages 6 – 21}}$$

PL Assignment
Report Only (No PL Assigned)

Other Special Populations (OSP)

OSP Domain I: Academic Achievement (Indicators 1-3)

Indicator	Indicator #1 (i-iv)
Indicator Name	OSP STAAR 3-8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Data Source	Students reported by LEAs in the PEIMS 40100 Sub-Category as enrolled in the LEA with Foster Care Indicator Code = 1 (FOSTER-CARE-INDICATOR-CODE E1528), or Homeless Status Code = 2, 3, 4, 5 (HOMELESS-STATUS-CODE E1082), or Military-Connected Student Code = 1, 2, 3, 4, 5, 6 (MILITARY-CONNECTED-STUDENT-CODE E1529), and reported on the STAAR, STAAR Spanish and STAAR Alternate 2 assessments
Data Note(s)	12, 13, 14, 15, 16, 17, 20
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$Calculation = \frac{\text{total number of OSP STAAR 3 – 8 [subject(i – iv)] passers}}{\text{total number of OSP STAAR 3 – 8 [subject(i – iv)] takers}}$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3-8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	
ii. Reading	3-8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	

Indicator	Indicator #2
Indicator Name	OSP Dyslexia STAAR 3-8 Reading Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected identified with dyslexia and who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessments.
Data Source	Students reported by LEAs in the PEIMS 40100 Sub-Category as enrolled in the LEA with Foster Care Indicator Code = 1 (FOSTER-CARE-INDICATOR-CODE E1528), or Homeless Status Code = 2, 3, 4, 5 (HOMELESS-STATUS-CODE E1082), or Military-Connected Student Code = 1, 2, 3, 4, 5, 6 (MILITARY-CONNECTED-STUDENT-CODE E1529), and Dyslexia Indicator Code = 1 (DYSLEXIA-INDICATOR-CODE E1530), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	12, 13, 14, 15, 16, 17
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$\text{Calculation} = \frac{\text{total number of OSP students with dyslexia STAAR 3 – 8 reading passers}}{\text{total number of OSP students with dyslexia STAAR 3 – 8 reading takers}}$$

PL Assignment
Report Only (No PL Assigned)

Indicator	Indicator #3 (i-iv)
Indicator Name	OSP STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected who met the minimum level of satisfactory performance or higher on the STAAR 3-8 EOC assessments.
Data Source	Students reported by the LEA in the PEIMS 40100 Sub-Category as enrolled in the LEA and having Foster Care Indicator Code = 1 (FOSTER-CARE-INDICATOR-CODE E1528), or Homelessness Status Code = 2, 3, 4, 5 (HOMELESS-STATUS-CODE E1082), or Military-Connected Student Code = 1, 2, 3, 4, 5, 6 (MILITARY-CONNECTED-STUDENT-CODE E1529), and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	12, 13, 14, 15, 16, 17, 20
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Summer 2022, Fall 2022, and Spring 2023

$$\text{Calculation} = \frac{\text{total number of OSP STAAR EOC[subject(i - iv)] passers}}{\text{total number of OSP STAAR EOC[subject(i - iv)] takers}}$$

PL Area	Grade/ Age	PL 0	PL 1	PL 2	PL 3	PL 4
i. Algebra I	EOC	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	
ii. Biology	EOC	100%-75.0%	74.9%-65.0%	64.9%-55.0%	54.9%-0%	
iii. U.S. History	EOC	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	
iv. English I & II	EOC	100%-60.0%	59.9%-50.0%	49.9%-30.0%	29.9%-19.0%	18.9%-0%

OSP Domain II: Post-Secondary Readiness (Indicators 4-5)

Indicator	Indicator #4
Indicator Name	OSP Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected who graduated with a high school diploma in four years.
Data Source	Data sources and methods for calculating the graduation rate of foster care (FOSTER-CARE-INDICATOR-CODE E1528), homeless (HOMELESS-STATUS-CODE E1082), and military connected (MILITARY-CONNECTED-STUDENT-CODE E1529) students are 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-dropout .
Data Note(s)	14, 15, 16, 17, 20
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2022 (most current data available)
Test Administrations	NA

$$\text{Calculation} = \frac{\text{total number of students (nonduplicative count) in the grade 9 cohort identified as OSP who graduated with a high school diploma}}{\text{total number of students (nonduplicative count) in the class of 2022 identified as OSP}}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
Graduation	School-Age	100%-80.0%	79.9%-70.0%	69.9%-55.0%	54.9%-0%	

Indicator	Indicator #5
Indicator Name	OSP Annual Dropout Rate (Grades 7-12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students in foster care, experiencing homelessness, or military connected in grades 7-12 who dropped out in a given school year.
Data Source	Data sources and methods for calculating the dropout rate of foster care (FOSTER-CARE-INDICATOR-CODE E1528), homeless (HOMELESS-STATUS-CODE E1082), and military connected (MILITARY-CONNECTED-STUDENT-CODE E1529) students are 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-dropout .
Data Note(s)	14, 15, 16, 17, 20
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2021- 2022 school year (most current data available)
Test Administrations	NA

$$\text{Calculation} = \frac{\text{total number of OSP students (nonduplicative counts) in grades 7 – 12 who dropped out}}{\text{total number of OSP students (nonduplicative counts) in grades 7 – 12 enrolled during the school year}}$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Dropout	7-12	0%-1.8%	1.9%-3.3%	3.4%-5.3%	5.4%-100%	

OSP Domain III: Disproportionate Analysis (Indicators 6)

Indicator	Indicator #6
Indicator Name	OSP Dyslexia Representation (Ages 6-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the difference in the rate of students in foster care, experiencing homelessness, or military connected identified with dyslexia to the rate of all students identified with dyslexia at the LEA.
Data Source	Students reported by the LEA in the PEIMS 40100 Sub-Category as enrolled in the LEA with Foster Care Indicator Code = 1 (FOSTER-CARE-INDICATOR-CODE E1528), or Homelessness Status Code = 2, 3, 4, 5 (HOMELESS-STATUS-CODE E1082), or Military-Connected Student Code = 1, 2, 3, 4, 5, 6 (MILITARY-CONNECTED-STUDENT-CODE E1529), and Dyslexia Indicator Code = 1 (DYSLEXIA-INDICATOR-CODE E1530).
Data Note(s)	14, 15, 16, 17, 18, 19
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Fall 2022
Test Administrations	NA

$$\text{Calculation} = \frac{\text{number of OSP identified with dyslexia ages 6 – 21}}{\text{number of OSP ages 6 – 21}} - \frac{\text{number of students identified with dyslexia ages 6 – 21}}{\text{number of students ages 6 – 21}}$$

PL Assignment
Report Only (No PL Assigned)

Special Education (SPED)

SPED Domain I: Academic Achievement (Indicators 1-5)

Indicator	Indicator #1 (i-iv)
Indicator Name	SPED STAAR 3-8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Data Source	Students reported by the LEA in the PEIMS 40110 Sub-Category as enrolled in the LEA with Special Education Indicator Code = 1 (SPECIAL-ED-INDICATOR-CODE E0794) and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	21
MSR	Denominator ≥ 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$\text{Calculation} = \frac{\text{number of special education STAAR 3 – 8 [subject(i – iv)] passers}}{\text{number of special education STAAR 3 – 8 [subject(i – iv)] takers}}$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3-8	100%-70.0%	69.9%-55.0%	54.9%-40.0%	39.9%-20.0%	19.9%-0%
ii. Reading	3-8	100%-70.0%	69.9%-55.0%	54.9%-40.0%	39.9%-20.0%	19.9%-0%
iii. Science	5, 8	100%-65.0%	64.9%-50.0%	49.9%-40.0%	39.9%-20.0%	19.9%-0%
iv. Social Studies	8	100%-65.0%	64.9%-50.0%	49.9%-40.0%	39.9%-20.0%	19.9%-0%

Indicator	Indicator #2
Indicator Name	SPED Dyslexia STAAR 3-8 Reading Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the percent of SPED students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading assessments.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA with Special Education Indicator Code = 1 (SPECIAL-ED-INDICATOR-CODE E0794), Dyslexia Indicator Code = 1 (DYSLEXIA-INDICATOR-CODE E1530), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
Data Note(s)	21
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023

$$Calculation = \frac{\text{number of special education dyslexia STAAR 3 – 8 reading passers}}{\text{number of special education dyslexia STAAR 3 – 8 reading takers}}$$

PL Assignment
Report Only (No PL Assigned)

Indicator	Indicator #3 (i-iv)
Indicator Name	SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students formerly served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments.
Data Source	Students reported by LEAs (a) on the previous year’s PEIMS 40110 Sub-Category as enrolled in the LEA and receiving special education services or reported on the previous year’s PEIMS 42400 and 42500 Sub-Categories as in attendance and receiving special education services; and (b) on the current year’s PEIMS 40110 Sub-Category as enrolled in the LEA and also reported on the STAAR and STAAR Spanish assessments as not participating in a special education program with a Special Education Indicator Code = 0 (SPECIAL-ED-INDICATOR-CODE E0794).
Data Note(s)	NA
MSR	Denominator ≥ 30
RI	No
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2021, Summer 2022, and Fall 2022
Test Administrations	Spring 2023

$$Calculation = \frac{\text{number of special education YAE STAAR 3 – 8 [subject(i – iv)] passers}}{\text{number of special education YAE STAAR 3 – 8 [subject(i – iv)] takers}}$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
i. Mathematics	3-8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	
ii. Reading	3-8	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-0%	
iii. Science	5, 8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	
iv. Social Studies	8	100%-65.0%	64.9%-55.0%	54.9%-45.0%	44.9%-0%	

Indicator	Indicator #4 (i-iv)
Indicator Name	SPED STAAR EOC Passing Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Yes
Definition	Measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA with Special Education Indicator Code = 1 (SPECIAL-ED-INDICATOR-CODE E0794) and reported on the STAAR and STAAR Alternate 2 assessments.
Data Note(s)	21, 22
MSR	Denominator \geq 30
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	Yes
Applicable Collections	PEIMS Fall 2021 and Fall 2022
Test Administrations	Summer 2022, Fall 2022, and Spring 2023

$$\text{Calculation} = \frac{\text{number of special education STAAR EOC [subject(i - iv)] passers}}{\text{number of special education STAAR EOC [subject(i - iv)] takers}}$$

PL Area	Grade /Age	PL 0	PL 1	PL 2	PL 3	PL 4
i. Algebra I	EOC	100%-65.0%	64.9%-55.0%	54.9%-40.0%	39.9%-25.0%	24.9%-0%
ii. Biology	EOC	100%-75.0%	74.9%-65.0%	64.9%-55.0%	54.9%-35.0%	34.9%-0%
iii. U.S. History	EOC	100%-70.0%	69.9%-60.0%	59.9%-50.0%	49.9%-35.0%	34.9%-0%
iv. English I & II	EOC	100%-60.0%	59.9%-50.0%	49.9%-30.0%	29.9%-19.0%	18.9%-0%

Indicator	Indicator #5 (i-iii)
Indicator Name	SPED STAAR Alternate 2 Participation Rate
Domain	Domain I
Domain Name	Academic Achievement
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the percent of all students who were tested on STAAR Alternate 2 in Mathematics (including Algebra I), Reading/ELA (including English I and II), or Science (including Biology).
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA with Special Education Indicator Code = 1 (SPECIAL-ED-INDICATOR-CODE E0794) and reported on the STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, TELPAS Alternate, SAT, and ACT assessments.
Data Note(s)	23, 24, 25
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Fall 2022
Test Administrations	Spring 2023 ⁶

$$Calculation = \frac{\text{number of special education STAAR Alternate 2 [subject(i - iii)] takers}}{\text{number of all students assessed in [subject(i - iii)]}}$$

PL Assignment
Report Only (No PL Assigned)

⁶ The denominator includes all STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, TELPAS Alternate, SAT, and ACT assessments administered during the Summer 2022, Fall 2022, and Spring 2023.

SPED Domain II: Post-Secondary Readiness (Indicators 6-7)

Indicator	Indicator #6
Indicator Name	SPED Graduation Rate
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.
Data Source	Data sources and methods for calculating graduation rate of special education students are 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-dropout .
Data Note(s)	NA
MSR	Denominator ≥ 30
RI	Yes
SA	No
Year(s) Available	3
Accountability Subset	No
Applicable Collections	Class of 2022 (most current data available)
Test Administrations	NA

$$\text{Calculation} = \frac{\text{number of students in the grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 2022 served in special education}}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
Graduation	School-Age	100%-80.0%	79.9%-70.0%	69.9%-55.0%	54.9%-0%	

Indicator	Indicator #7
Indicator Name	SPED Annual Dropout Rate (Grades 7-12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of students in grades 7-12 served in special education (SPED) who dropped out in a given school year.
Data Source	Data sources and methods for calculating dropout rate of special education students are 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-dropout .
Data Note(s)	NA
MSR	Denominator ≥ 30; Numerator ≥ 5
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	2021- 2022 school year (most current data available)
Test Administrations	NA

Calculation

$$= \frac{\text{number of grades 7 – 12 students served in special education who dropped out}}{\text{number of grades 7 – 12 students served in special education enrolled during the school year}}$$

PL Area	Grade	PL 0	PL 1	PL 2	PL 3	PL 4
Dropout	7-12	0%-1.8%	1.9%-3.3%	3.4%-5.3%	5.4%-100%	

SPED Domain III: Disproportionate Analysis (Indicators 8-18)

Indicator	Indicator #8
Indicator Name	SPED Dyslexia Representation (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the difference between the rate of (school-aged) students served in special education (SPED) identified with dyslexia to the rate of all students identified with dyslexia at the LEA.
Data Source	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA with Special Education Indicator Code = 1 (SPECIAL-ED-INDICATOR-CODE E0794), Child Count Funding Type Code = 3 (CHILD-COUNT-FUNDING-TYPE-CODE E0832), and Dyslexia Indicator Code = 1 (DYSLEXIA-INDICATOR-CODE E1530).
Data Note(s)	25, 31
MSR	NA
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Fall 2022
Test Administrations	NA
SD Analysis	NA
Rate Threshold	NA

$$\text{Calculation} = \frac{\text{number of SPED identified with dyslexia (school aged)}}{\text{number of SPED (school aged)}} - \frac{\text{number of students identified with dyslexia (school aged)}}{\text{number of students (school aged)}}$$

PL Assignment
Report Only (No PL Assigned)

Indicator	Indicator #9
Indicator Name	SPED Regular Early Childhood Program Rate (preschool-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percent of students ages 3-4, and age 5 not enrolled in kindergarten, served in special education (SPED) who were placed in a regular early childhood program.
Data Source	Students reported by LEAs in the PEIMS 40110 and 41163 Sub-Categories (CHILD-COUNT-FUNDING-TYPE-CODE E0832 , INSTRUCTIONAL-SETTING-CODE E0173 , and PPCD-SERVICE-LOCATION-CODE E1077) as enrolled in the LEA with Child Count Funding Type Code = 3 (denominator), Preschool Program for Children with Disabilities (PPCD) Service Location Code = 1 or 4, and Instructional Setting Code = 00, 40, 41, 81, 82, 91, and 92 (numerator).
Data Note(s)	26, 32, 33
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2022
Test Administrations	NA
SD Analysis	NA
Rate Threshold	NA

$$\text{Calculation} = \frac{\text{number of students (preschool aged) served in special education with PPCD service location code 1 or 4 and instructional setting codes 00, 40, 41, 81, 82, 91, and 92}}{\text{number of students (preschool aged) served in special education}}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
SPED Regular Early Childhood Program	Preschool-Age	100%-30.0%	29.9%-20.0%	19.9%-10.1%	10.0%-0%	

Indicator	Indicator #10
Indicator Name	SPED Regular Class ≥80% Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percent of students (school-aged) served in special education (SPED) in the regular class for 80% or more of the day.
Data Source	Students reported by LEAs in the PEIMS 40110 and 41163 Sub-Categories (CHILD-COUNT-FUNDING-TYPE-CODE E0832 and INSTRUCTIONAL-SETTING-CODE E0173) as enrolled in the LEA with Child Count Funding Type Code = 3 (denominator) and Instructional Setting Code = 00, 40, 41, 81, 82, 91, 92, and 97 (numerator).
Data Note(s)	26, 31, 32
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2022
Test Administrations	NA
SD Analysis	NA
Rate Threshold	NA

$$\text{Calculation} = \frac{\text{number of students (school aged) served in special education with instructional setting codes 00, 40, 41, 81, 82, 91, 92, and 97}}{\text{number of students (school aged) served in special education}}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
SPED Regular Class ≥80% Rate	School-Age	100%-70.0%	69.9%-57.0%	56.9%-45.1%	45.0%-0%	

Indicator	Indicator #11
Indicator Name	SPED Regular Class <40% Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the percent of students (school-aged) served in special education (SPED) in the regular class less than 40% of the day.
Data Source	Students reported by the LEA in the PEIMS 40110 and 41163 Sub-Categories (CHILD-COUNT-FUNDING-TYPE-CODE E0832 and INSTRUCTIONAL-SETTING-CODE E0173) as enrolled in the LEA with Child Count Funding Type Code = 3 (denominator) and Instructional Settings code = 08, 44, 85, 88, and 95 (numerator).
Data Note(s)	26, 27, 28, 29, 31, 32, 34
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Fall 2022
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2) , each LEA’s rate is disaggregated by the following racial and ethnic groups: (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. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$\text{Calculation} = \frac{\text{number of students (school aged) in special education with instructional setting codes 08, 44, 85, 88, and 95}}{\text{number of school aged students in SPED}}$$

$$\text{Risk Ratio} = \frac{\text{racial/ethnic group's} < 40\% \text{ rate}}{\text{other students' } < 40\% \text{ rate}}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
SPED Regular Class <40% Rate	School-Age	0%-10.0%	10.1%-18.9%	19.0%-20.9%	21.0%-100%	
Significant Disproportionality (SD) Analysis also included						

Indicator	Indicator #12
Indicator Name	SPED Separate Settings Rate (school-aged)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the percent of students (school-aged) served in special education (SPED) in separate settings.
Data Source	Students reported by LEAs in the PEIMS 40110 and 41163 Sub-Categories (CHILD-COUNT-FUNDING-TYPE-CODE E0832 and INSTRUCTIONAL-SETTING-CODE E0173) as enrolled in the LEA with Child Count Funding Type Code = 3 (denominator) and Instructional Settings Code = 30, 50, 60, 70, 71, 86, 87, and 96 (numerator).
Data Note(s)	26, 27, 28, 29, 31, 32, 34
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Falls 2022
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2) , each LEA’s rate is disaggregated by the following racial and ethnic groups: (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. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{\text{number of students (school aged) served in special education with instructional setting codes 30, 50, 60, 70, 71, 86, 87, and 96}}{\text{number of students (school aged) served in special education}}$$

$$Risk Ratio = \frac{\text{racial/ethnic group's separate setting rate}}{\text{other students' separate setting rate}}$$

PL Assignment
Report Only (No PL Assigned)
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #13
Indicator Name	SPED Representation (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	No
Definition	Measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.
Data Source	Students reported by LEAs in the PEIMS 40110 and 41163 Sub-Categories (CHILD-COUNT-FUNDING-TYPE-CODE E0832 and SPECIAL-ED-INDICATOR-CODE E0794) as enrolled in the LEA (denominator) with Child Count Funding Type Code = 3 and Special Education Indicator Code = 1 (numerator).
Data Note(s)	27, 28, 29, 32, 35, 39
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No (Note: This indicator has no PL assigned and is not a Report Only either.)
Applicable Collections	PEIMS Falls 2022
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2) , each LEA’s rate is disaggregated by racial and ethnic groups: (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. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples. 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.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$\text{Calculation} = \frac{\text{number of [race/ethnicity group] enrolled students ages 3 – 21 in special education}}{\text{number of [race/ethnicity group] students ages 3 – 21 enrolled}}$$

$$\text{Risk Ratio 1} = \frac{\text{racial/ethnic group's representation rate}}{\text{other students' representation rate}}$$

$$\text{Risk Ratio 2} = \frac{\text{racial/ethnic group's disability category rate}}{\text{other students' disability category rate}}$$

PL Assignment
No
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #14
Indicator Name	SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with out-of-school suspension (OSS) or expulsion for 10 or fewer school days.
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days removed) on the PEIMS 44425 Sub-Category with Action Code (E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator) (DISCIPLINARY-ACTION-CODE E1005).
Data Note(s)	26, 27, 28, 29, 30, 36, 37, 38
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2022
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2) , each LEA's rate is disaggregated by the following racial and ethnic groups: (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. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$\text{Calculation} = \frac{\text{number of students ages 3 – 21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, 53} \leq 10 \text{ days}}{\text{number of students served in special education in attendance}}$$

$$\text{Risk Ratio} = \frac{\text{racial/ethnic group's OSS and expulsion rate} \leq 10 \text{ days}}{\text{other students' OSS and expulsion rate} \leq 10 \text{ days}}$$

PL Assignment
Report Only (No PL Assigned)
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #15
Indicator Name	SPED OSS and Expulsion >10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) with out-of-school suspension (OSS) or expulsion for more than 10 school days.
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days removed) on the PEIMS 44425 Sub-Category with Action Code (E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator) (DISCIPLINARY-ACTION-CODE E1005).
Data Note(s)	26, 27, 28, 29, 30, 36, 37, 38
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2022
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2) , each LEA’s rate is disaggregated by the following racial and ethnic groups: (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. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$\text{Calculation} = \frac{\text{number of students ages 3 – 21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 > 10 days}}{\text{number of students served in special education in attendance}}$$

$$\text{Risk Ratio} = \frac{\text{racial/ethnic group's OSS and expulsion rate > 10 days}}{\text{other students' OSS and expulsion rate > 10 days}}$$

PL Assignment
Report Only (No PL Assigned)
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #16
Indicator Name	SPED ISS ≤10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for 10 or fewer school days.
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days ISS) on the PEIMS 44425 Sub-Category with Action Code (E1005) 06 or 26 (numerator) (DISCIPLINARY-ACTION-CODE E1005).
Data Note(s)	26, 27, 28, 29, 30, 36, 37, 38
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2022
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2) , each LEA's rate is disaggregated by the following racial and ethnic groups: (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. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$\text{Calculation} = \frac{\text{number of students ages 3 – 21 served in special education and reported with action codes 06 or 26 for } \leq 10 \text{ days}}{\text{number of students in special education in attendance}}$$

$$\text{Risk Ratio} = \frac{\text{racial/ethnic group's ISS rate } \leq 10 \text{ days}}{\text{other students' ISS rate } \leq 10 \text{ days}}$$

PL Assignment
Report Only (No PL Assigned)
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #17
Indicator Name	SPED ISS >10 Days Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Report Only (No PL Assigned)
Definition	Measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for more than 10 school days.
Data Source	Student reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days ISS) on the PEIMS 44425 Sub-Category with Action Code (E1005) 06 or 26 (numerator) (DISCIPLINARY-ACTION-CODE E1005).
Data Note(s)	26, 27, 28, 29, 30, 36, 37, 38
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	No
SA	No
Year(s) Available	1
Accountability Subset	No
Applicable Collections	PEIMS Summer 2022
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2) , each LEA’s rate is disaggregated by the following racial and ethnic groups: (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. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$Calculation = \frac{\text{number of students ages 3 – 21 served in special education and reported with action codes 06 or 26 for > 10 days}}{\text{number of students served in special education attendance}}$$

$$Risk Ratio = \frac{\text{racial/ethnic group's ISS rate > 10 days}}{\text{other students' ISS rate > 10 days}}$$

PL Assignment
Report Only (No PL Assigned)
Significant Disproportionality Analysis ONLY included

Indicator	Indicator #18
Indicator Name	SPED Total Disciplinary Removals Rate (Ages 3-21)
Domain	Domain III
Domain Name	Disproportionate Analysis
PL Assignment	Yes
Definition	Measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED).
Data Source	Students reported by LEA in the PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and the number of removals reported on the PEIMS 44425 Sub-Category as Action Code (E1005) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60 (numerator) (DISCIPLINARY-ACTION-CODE E1005).
Data Note(s)	26, 27, 28, 29, 30, 36, 37, 38
MSR	Denominator ≥ 30; Numerator ≥ 10
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	No
Applicable Collections	PEIMS Summer 2022
Test Administrations	NA
SD Analysis	As required by 34 CFR 300.647(b)(2) , each LEA's rate is disaggregated by the following racial and ethnic groups: (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. See Components of the RDA Report section for more information regarding significant disproportionality and calculation examples.
Rate Threshold	> 2.5 = SD designation for SD (Year 1), SD (Year 2), SD (Year 3), or SD RP if applicable

$$\text{Calculation} = \frac{\text{number of times students ages 3 – 21 served in special education were reported with action codes 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60}}{\text{number of special education students in attendance}}$$

$$\text{Risk Ratio} = \frac{\text{racial/ethnic group's total disciplinary removal rate}}{\text{other student's total disciplinary removal rate}}$$

PL Area	Age	PL 0	PL 1	PL 2	PL 3	PL 4
Disciplinary Removals	3-21	0%-19.0%	19.1%-29.9%	30.0%-50.9%	51.0%-80.9%	81.0%-max
Significant Disproportionality (SD) Analysis also included						

Data Notes

No.	Program	Note
1	BE/ESL/EB	Emergent bilingual students in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.
2	BE/ESL/EB	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.
3	BE/ESL/EB	Performance standard in place when a student first takes an EOC assessment is maintained throughout the student's school career.
4	BE/ESL/EB	Denominator is based on students who were in grades 2-12 in spring 2022 and who, because of either grade retention or grade promotion, were in grades 2-12 in the spring of 2023.
5	BE/ESL/EB	EB students (grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate English STAAR reading (enrolled in grades 5-8) or English I or II EOC assessments (enrolled in grades 5-12) are not included in the numerator of this indicator.
6	BE/ESL/EB	Campus testing coordinator in consultation with the Language Proficiency Assessment Committee (LPAC) is responsible for submitting and verifying the years in U.S. schools' information.
7	BE/ESL/EB	If a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the Consolidated Accountability File (CAF) file used for the RDA.
8	BE/ESL/EB	Will remain Report Only each year, Performance Level assignment not appropriate.
9	BE/ESL/EB	Student's age, derived from PEIMS 40100 Sub-Category (DATE-OF-BIRTH E0006), must be at least six as of October 28, 2022, and less than 22 as of September 1, 2022.
10	BE/ESL/EB	Based on students reported in PEIMS as EBs at any time while attending Grades 9-12 in a Texas Public School.
11	BE/ESL/EB	Local Education Agencies (LEAs), including school districts, districts of innovation, and open-enrollment charter schools that are unable to provide the appropriately certified teachers to implement the BE program must request from the commissioner of education an exception for the BE program, and for ESL program must request from the commissioner of education a waiver for the ESL program, and receive approval to offer a temporary alternative language program as per 19 TAC §89.1207(a) for BE and 19 TAC §89.1207(b) for ESL for student data to be included in this indicator.
12	OSP	Students in Foster Care, identified as homeless, or military-connected in their first year in U.S. schools are excluded from this indicator unless they were administered the STAAR Alternate 2.
13	OSP	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.
14	OSP	The general term foster care includes all students in the managing conservatorship of the Texas Department of Family and Protective Services.
15	OSP	The definition of "homeless" is the education definition used in the McKinney- Vento Homeless Assistance Act.
16	OSP	The definition of a military-connected student is defined under TEC §25.006 (d) (1-2) .
17	OSP	Each OSP group will be disaggregated for report only (no performance level assignment).
18	OSP	Will remain Report Only each year, Performance Level assignment not appropriate.
19	OSP	Student's age derived from PEIMS 40100 Sub-Category (DATE-OF-BIRTH E0006), must be at least six as of October 28, 2022, and less than 22 as of September 1, 2022.
20	OSP	Holds Harmless (HH) applied if applicable. See Components of the RDA Report section for more information on HH application.
21	SPED	STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

No.	Program	Note
22	SPED	Performance standard in place when a student first takes an EOC assessment is maintained throughout the student’s school career.
23	SPED	Students will count in each subject numerator if they test on STAAR Alternate 2 in the reported subject area (Mathematics, Reading/ELA, or Science).
24	SPED	Students qualifying for a Medical Exception designation are not included in calculation.
25	SPED	Will remain Report Only each year, Performance Level assignment not appropriate.
26	SPED	A complete list and descriptions of codes (i.e., instructional arrangement, discipline actions) can be found in TEDS here https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/ .
27	SPED	Significant disproportionality risk ratio calculations are based on one year of data.
28	SPED	Per federal regulations (34 CFR §300.647), an SD risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison “other students” group, these federal regulations require an SD risk ratio be calculated based on the alternate risk ratio, which uses the rates for “other students” in the state. If an LEA’s SD assignment was based on the alternate risk ratio, it will be so noted on the LEA’s RDA report.
29	SPED	The intermediate results for SD risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.
30	SPED	The actual length of a disciplinary assignment included in this indicator must be greater than zero.
31	SPED	Student’s age derived from PEIMS 40100 Sub-Category (DATE-OF-BIRTH E0006). School-aged is defined as students at least age five and enrolled in kindergarten or age six as of October 28, 2022, and less than 22 as of September 1, 2022.
32	SPED	PEIMS Average Daily Attendance (ADA) Code = 0 (ADA-ELIGIBILITY-CODE E0787) are included in both the numerator and denominator.
33	SPED	Student’s age derived from PEIMS 40100 Sub-Category (DATE-OF-BIRTH E0006). Preschool-aged is defined as students at least three, and less than six as of October 28, 2022, and age five not enrolled in kindergarten.
34	SPED	Excludes PEIMS 40110 Sub-Category (STUDENT-ATTRIBUTION-CODE E1000) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26); PEIMS 41163 Sub-Category (INSTRUCTIONAL-SETTING-CODE E0173) is 01 (Homebound); 02 (Hospital Class); or 30 (State Supported Living Centers – Exclusion applies only to RDA Indicator 11); PEIMS 41163 Sub-Category (REG-DAY-SCH-PROG-DEAF-CODE E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf).
35	SPED	Excludes PEIMS 40110 Sub-Category (STUDENT-ATTRIBUTION-CODE E1000) indicating a court-ordered placement (attribution codes 21, 22, 25, or 26).
36	SPED	Student’s age derived from PEIMS 40100 Sub-Category (DATE-OF-BIRTH E0006). Must be at least three as of October 29, 2021, and less than 22 as of September 1, 2021.
37	SPED	Counted in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
38	SPED	PEIMS 40110 Sub-Category (STUDENT-ATTRIBUTION-CODE E1000) student attribute 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
39	SPED	Student’s age derived from PEIMS 40100 Sub-Category (DATE-OF-BIRTH E0006). Must be at least three as of October 28, 2022, and less than 22 as of September 1, 2022.