2019-2020 RDA Performance Framework

The 2019 Results Driven Accountability (RDA) intervention process is based on the two long-standing principles that have been fundamental to the overall RDA system since its inception:

- Local Education Agencies (LEAs) with one or more indicators with a performance level (PL) 3[1] or higher are identified for interventions; and

- Interventions for those LEAs are differentiated across four performance levels (PL) to ensure that the Texas Education Agency's (TEA's) engagement and support are focused on the LEAs with the most significant student performance and program effectiveness concerns.

Within this process, there continues to be uniformity of performance across the four RDA program areas, and the intervention process includes more standardization across the LEAs to ensure that variation in the scope of RDA indicators on which LEAs are evaluated is considered:

- Uniformity across RDA program areas: Intervention identification for LEAs with one or more PL3 or higher is implemented based on a 90%/10% distribution, with 90% of the LEAs identified at either PL1 or PL2 and 10% of the LEAs with a program performance at either PL3 or PL4. This distribution applies to all four RDA program areas.

- More standardization across LEAs: LEAs with one or more RDA indicators or federally-required elements (FREs) with a PL3 or higher are not all the same. Some districts have many indicators with a PL3; others have a combination of PL3s and PL4s; some have only PL4s; some are evaluated on almost all the indicators within a program area, while others are evaluated on a smaller number of indicators within a program area. To address these variations, the intervention process considers (a) the number of RDA indicators on which a LEA is evaluated within each program area; and (b) its performance level on each of those RDA indicators:

$$PROGRAM\ AREA\ MEAN = \frac{SUM(VALUE\ of\ PL\ 0\ [RI,SA]\ to\ 4\ [SA])^2}{\#\ RATED}$$

An adjustment to the mean ranges by program area for the assignment of an overall performance level was implemented to ensure the continuation of the 90% (PL1 and PL2)/10% (PL 3 and PL4) distribution of intervention levels by program area.

Mean Ranges by Program Area for a 90%/10% Distribution[3]

Overall (Mean) Performance Level	BE/ESL	CTE	ESSA	SPED
1	0.1 - 1.1	0.1 - 0.8	0.1 - 0.7	0.2 - 1.1
2	1.2 - 1.6	0.9 - 1.2	0.8 - 1.4	1.2 - 1.4
3	1.7 - 1.8	1.3 - 1.4	1.5 - 1.6	1.5 - 1.7
4	1.9 - 3.0	1.5 - 3.0	1.7 - 3.0	> = 1.8

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[1] In the special education program, this includes the federally required elements (FREs). The FREs are: State Performance Plan compliance indicators 9, 10, 11, 12 and 13; data integrity; uncorrected noncompliance; and audit findings.

[2] Each PL's value is equal to its level, i.e. PL3=3.

[3] The 10% of LEAs at PL3 and PL4 will generally represent 6% at PL3 and 4% at PL4. The 90% of LEAs at PL1 and PL2 will generally represent 60% at PL1 and 30% at PL2. However, there will be some variations of that distribution across the four RDA program areas. This is because each RDA program area has a different number of indicators, a different number of LEAs with at least one RDA indicator or FRE with a PL3 or higher, and different overall program performance.

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