



## 2019-2020 Results Driven Accountability (RDA) Intervention Requirements

### Special Populations

Performance Level (PL)	Establish DCSI and DLT	Engage in Continuous Improvement	Submit Continuous Improvement Plan to the Texas Education Agency (TEA)
<b>Performance Level 0</b> LEAs that have no program areas assigned a PL higher than a 0	<b>OPTIONAL</b>	<b>OPTIONAL</b>	<b>N/A</b>
<b>Performance Level 1</b> LEAs that have no program areas assigned a PL higher than a 1	<b>YES</b>	<b>YES</b>	<b>NO</b>
<b>Performance Level 2</b> LEAs that have no program areas assigned a PL higher than a 2	<b>YES</b>	<b>YES</b>	<b>NO</b>
<b>Performance Level 3</b> LEAs that have no program areas assigned a PL higher than a 3	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>Performance Level 4</b> LEAs that have no program areas assigned a PL higher than a 4	<b>YES</b>	<b>YES</b>	<b>YES</b>



## 2019-2020 Results Driven Accountability (RDA) Intervention Requirements

### Special Education

Performance Level (PL)	Establish DCSI and DLT	Engage in Continuous Improvement	Submit continuous Improvement Plan to the Texas Education Agency (TEA)
<b>Performance Level 0</b> LEAs assigned a PL 0 in special education	<b>OPTIONAL</b>	<b>OPTIONAL</b>	<b>N/A</b>
<b>Performance Level 1</b> LEAs assigned a PL 1 in special education	<b>YES</b>	<b>YES</b>	<b>NO</b>
<b>Performance Level 2</b> LEAs assigned a PL 2 in special education	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>Performance Level 3</b> LEAs assigned a PL 3 in special education	<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>Performance Level 4</b> LEAs assigned a PL 4 in special education	<b>YES</b>	<b>YES</b>	<b>YES</b>