Performance-Based Monitoring Analysis System 2007 Manual

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Performance-Based Monitoring Analysis System 2007 Manual

Section I: Introduction

Background Information

Over the past decade state and federal statute have guided the Texas Education Agency (TEA) in its monitoring of students served in programs that are supported by state and federal funds. These programs include special education, bilingual education, career and technical education, and many of the federal Title programs under the Elementary and Secondary Education Act, which was reauthorized as the No Child Left Behind (NCLB) Act in 2001. The agency's monitoring efforts have also been guided by the results of external audits and reviews, including those of the State Auditor's Office (SAO), the United States Department of Education (USDE), and the Office of Special Education Programs (OSEP). The following information summarizes some of these external reviews as well as several of the statutory changes that have occurred, but it is not intended to provide an exhaustive description of all external reviews of the agency's monitoring responsibilities or of all legislation pertaining to state and federal monitoring.

Senate Bill 1 of the 74th Texas Legislature (1995) recodified the Texas Education Code (TEC), Chapter 29, *Educational Programs, Subchapter A, Special Education Program*. It stipulated that the agency develop and implement a statewide plan that included procedures designed to: 1) ensure state compliance with requirements for supplemental federal funding for all state-administered programs involving the delivery of instructional or related services to students with disabilities; 2) allow the agency to effectively monitor and periodically conduct site visits of all school districts to ensure that rules adopted under this section were applied in a consistent and uniform manner; 3) ensure that districts were complying with those rules; and 4) ensure that annual statistical reports filed by districts and not otherwise available through the Public Education Information Management System (PEIMS) under TEC, §42.006, were accurate and complete.

In 1995, the agency formed a study group comprised of agency staff, school district personnel, and regional education service center representatives to conduct a needs assessment focused on addressing corrective actions as required by the findings of a report administered through the OSEP. The agency developed the District Effectiveness and Compliance (DEC) process as a result of the needs assessment. The DEC process was based on a plan to conduct onsite monitoring of special programs in every school district within a five-year cycle. That plan was later amended, with OSEP approval, to a six-year cycle.

House Bill 2172 of the 76th Texas Legislature (1999) modified the TEC, §29.010, *Compliance*, by mandating a comprehensive system for monitoring school district compliance with federal and state laws relating to special education. The monitoring system was required to provide for the ongoing analysis of district special education data and of complaints filed with the agency concerning special education services. Statute also required that the monitoring system include onsite inspections of school districts and district facilities. The agency used information obtained through an analysis of district data and from the complaints management system to determine the appropriate schedule for, and extent of, the inspection. The initial analysis led to the development of the Special Education Data Analysis System (DAS), which was a data-driven system comprised of various elements designed to predict a district or charter's overall risk of special education program area noncompliance.

A 1999 SAO report entitled, *A Report on the 1998 Financial and Compliance Audit Results* (SAO Report, No. 99-555), recommended that the agency develop an agencywide plan for federal monitoring that included steps to shift from a cyclical onsite monitoring system to a risk-based monitoring system. As a result of that report, the agency initiated the development of the Program Analysis System (PAS). PAS, like its counterpart DAS, was a data-driven system designed to predict a district or charter's overall program area risk. PAS, however, focused on programs other than special education—programs such as bilingual education, career and technical education, gifted and talented education, state compensatory education, as well as certain federal Title programs and the Optional Extended Year Program. PAS and DAS were used by the agency from 2000 to 2003 to incorporate a risk-based approach to both the DEC process and the process for conducting Comprehensive Special Education Self Evaluations and Reviews (CSESER).

House Bill 3459 of the 78th Texas Legislature, Regular Session (2003) limited and redirected the agency's monitoring activities, with the exception of special education monitoring. This legislation also included a new performance-based section on bilingual education, new local board of trustees' responsibilities for ensuring school district compliance with all applicable requirements of state programs, and an emphasis on data integrity.

Development of the Performance-Based Monitoring Analysis System (PBMAS)

Statutory changes, combined with 2003 and 2004 reorganizations of the agency, resulted in a realignment of agency functions and an emphasis on a coordinated approach to agency monitoring. Through this new approach, TEA began a coordinated implementation of several different agency evaluation and monitoring components, including the following:

- the PBMAS;
- the Data Validation System;
- federal program and fiscal compliance;
- the state accountability system, including alternative education accountability (AEA) procedures;
- federal accountability provisions, including Adequate Yearly Progress (AYP);
- the Financial Integrity Rating System of Texas (FIRST);
- financial audits;
- complaints;
- due process hearings;
- governance; and
- other monitoring responsibilities such as those required by the Office for Civil Rights.

These changes also led to a new definition of agency monitoring:

> Agency monitoring is 1) using a data-driven, performance-based model to observe, evaluate, and report on the public education system at the individual student group, campus, local education agency, regional, and statewide levels across diverse areas including program effectiveness, compliance with federal and state law and regulations, financial management, and data integrity for the purpose of assessing that student needs are being met; 2) promoting diagnostic and evaluative systems in local education agencies (LEAs) that are integrated with the agency's desk audit and intervention process; and 3) relying on a research-based framework of interventions that ensures compliance and enhances student success.

Transition to PBMAS

The 2003-2004 school year was a transition year for monitoring systems across the agency. Monitoring activities with districts continued while development began on a new data-driven analysis system that would focus on student performance and program effectiveness in the following program areas: bilingual education, career and technical education, special education, and NCLB. During the 2003-2004 school year, the final 165 "cycle" districts identified under DEC participated in graduated interventions focused on improvement planning. In addition, a limited number of other districts were identified for monitoring interventions as a result of previous monitoring history and/or outstanding compliance issues in their special education programs.

In 2004, the agency initiated the development of a statistically sound, meaningful set of performance indicators to evaluate student performance and program effectiveness in special program areas and in the area of data integrity. To assist in this effort, the Performance-Based Monitoring (PBM) Division conducted a series of stakeholder meetings in 2004 to gather educator input on proposed indicators, performance criteria, and performance standards. During the period of May – August 2004, several stakeholder meetings were held with diverse groups of individuals representing school districts, education service centers, professional organizations, advocacy groups, and others. Meeting participants provided input on ways to structure effective and meaningful measures to evaluate student performance and data quality. Input continues to be received through monthly Texas Education Telecommunications Network (TETN) sessions, focus group meetings, and public comment periods that are part of the annual rule adoption process for PBMAS manuals. In addition, comments and recommendations on the PBMAS may be submitted at any time through the PBM Division's e-mail address (pbm@tea.state.tx.us).

The 2004-2005 school year marked the first implementation year of the PBMAS. Features of the system included new indicators to evaluate student performance and program effectiveness and the use of performance levels rather than risk levels to report on district and charter performance. These performance levels are one of several evaluation criteria used by the agency to identify districts for further intervention or monitoring. Other evaluation criteria examined by the agency include financial and compliance information, complaints, results of due process hearings, governance issues, and previous monitoring and accountability history.

Guiding Principles of the PBMAS

The PBMAS is based on the following principles:

School District Effectiveness
PBMAS is designed to assist school districts and charters in their efforts to improve local performance.

Statutory Requirements
PBMAS is designed to meet statutory requirements.

Valid Indicators of Performance
PBMAS indicators are designed to reflect critical areas of student performance, program effectiveness, and data integrity.

Maximum Inclusion
PBMAS is designed to evaluate a maximum number of school districts and charters by using appropriate alternatives to analyze the performance of districts and charters with small numbers of students.

Individual Program Accountability
PBMAS evaluations are structured to ensure that low performance in one program area cannot be masked by high performance in other program areas or lead to interventions in program areas where performance is high.

High Standards
PBMAS is designed to encourage high standards for all students in all districts and charters. Standards will be adjusted over time to ensure high expectations continue to be set.

Annual Statewide Evaluation
PBMAS allows for the annual evaluation of a maximum number of school districts and charters in the state, and all evaluated school districts and charters can access PBMAS performance data on a yearly basis.

Public Input and Accessibility
The design, development, and implementation of PBMAS are structured to reflect public input. Performance information that PBMAS generates is available to the public.

System Evolution
PBMAS is a dynamic system in which indicators are added, revised, or deleted in response to changes and developments that occur outside of the system, including new legislation and the development of new assessments.

Coordination
PBMAS is part of an overall agency coordination strategy for the performance-based evaluation of school districts and charters.

PBMAS Manual

The *Performance-Based Monitoring Analysis System 2007 Manual* is a comprehensive technical resource designed to explain the PBMAS, which is used by the agency as one part of its overall evaluation of the performance and program effectiveness of school districts and charters. The PBMAS is a district-level, data-driven analysis system developed and implemented by the PBM Division in coordination with agency divisions representing the Department of Assessment, Accountability, and Data Quality and the Department of Standards and Programs. Key PBMAS program areas in the Department of Standards and Programs include the Bilingual Education/English as a Second Language (BE/ESL) Unit, the Career and Technical Education (CTE) Unit, the NCLB Program Coordination Division, and the Individuals with Disabilities Education Act (IDEA) Coordination Division.

Changes to the PBMAS in 2007

The 2007 PBMAS includes several key changes from the 2006 system. A new graduation rate indicator is previewed in each of the four program areas. Performance levels will be assigned for the four Recommended High School Program / Distinguished Achievement Program (RHSP/DAP) indicators that have been Report Only for the last three years. The CTE program area has been renamed Career and Technical Education. In addition, the Nontraditional Course indicators in the CTE program area are reported using a new list of nontraditional courses (see Appendix A). The Highly Qualified Teachers indicator has been deleted from the NCLB program area. The required improvement component has been expanded to many more indicators, and science has been added as a subject area for which professional judgment special analysis is available on certain indicators. The Texas Assessment of Knowledge and Skills-Alternate (TAKS-Alt[1]) has been added to the PBMAS participation indicators. Two indicators in the special education program area that evaluate placements in less restrictive environments (LRE) have changed. A performance level will be assigned to the 3-5 LRE indicator, and the age range for the 3-11 LRE indicator has changed to 6-11. Additional numerator controls have been added to the special education identification and representation indicators, and some of the performance level cut points for the representation indicators have been adjusted. The special education Statewide Assessment Exemption indicator has been suspended for 2007 and will be revised in 2008 to reflect new assessments for students with disabilities. And finally, additional specificity has been added to the 2007 PBMAS performance levels to designate required improvement and professional judgment special analysis. Changes to the PBMAS indicators for 2007 are marked in the manual as *"New!"* for easy reference.

Planning for the Future: 2008 and Beyond

It is anticipated that the ongoing implementation of PBMAS will include the addition of new indicators, revision of current indicators, and deletion of indicators that are no longer necessary. Factors independent from the PBMAS itself are also likely to have an impact on the future versions of PBMAS. These factors include the following:

- replacement of the State-Developed Alternative Assessment II (SDAA II) with alternate assessments for students with disabilities in 2008;
- reauthorizations of the Carl D. Perkins Vocational and Technical Education Act, IDEA, and NCLB;
- results of any USDE reviews, guidance, or regulations;
- changes to data collection definitions and processes; and
- legislation from a regular or special legislative session.

[1] TAKS-Alt is an assessment designed for students with significant cognitive disabilities to meet the federal requirements mandated under the NCLB Act. TAKS-Alt involves teachers observing students as they complete teacher-designed activities that link to the grade-level Texas Essential Knowledge and Skills (TEKS) curriculum. Teachers submit results and documentation through an online instrument. TAKS-Alt is tested in the same grades and subjects as the general assessment (TAKS).

Section II: Components of the 2007 PBMAS

Data Sources

Data used in PBMAS come from a variety of sources. Student assessment data, including Texas Assessment of Knowledge and Skills (TAKS) data, are obtained from data sets produced by the Student Assessment Division of the agency. Data obtained from other divisions within TEA include the list of dropouts and graduation data from the Division of Accountability Research; Academic Excellence Indicator System (AEIS), AYP, and graduation data from the Performance Reporting Division; and PEIMS data from the PEIMS Division. The data source for each performance indicator is included as a part of the explanation of each indicator described in this manual.

The calculations for each indicator are based on the most current data available and, for ease of understanding, are presented in this manual as single-year calculations. In certain instances, however, multiple years of data are combined in order to meet minimum size requirements. (See *Minimum Size Requirements* on page 12.)

The PBMAS relies on district-reported data. As such, the integrity of the system is ensured only when districts collect and submit accurate data. (See also *No Data Available for an Indicator* below.)

Filters

At times, there are unique circumstances surrounding the evaluation of a district on a particular performance indicator. For example, a residential facility for students with disabilities in a particular district is likely to increase the percentage of students identified for special education programs. As such, it may be appropriate to apply certain filters to the data sets before performance indicators are calculated. Any filters applied to data sets used to calculate performance indicators are included in the description of the indicator in this manual. In addition, TEC, §39.072, requires that the performance of students in certain Texas Youth Commission settings be excluded from districts' student performance determinations, and these exclusions have been applied to the PBMAS calculations.

No Data Available for an Indicator

A district with no data available for evaluation receives a designation of *"No Data",* meaning that the district cannot be evaluated because of an absence of data. For example, if a district has no migrant students, then for all performance indicators applied to migrant students (such as NCLB #2 Migrant TAKS Passing Rate or NCLB #3 Migrant Annual Dropout Rate), the PBMAS report for the district will show *"No Data"* instead of a performance level on those indicators. Districts with one or more designations of "*No Data*" should examine their local data collection and submission procedures as well as the Data Source section for each PBMAS indicator to confirm the accuracy of the "*No Data*" designation. It is the ongoing responsibility of districts to ensure that students are coded correctly for both PEIMS and student assessment data. In addition, data integrity analyses and reviews are conducted by the agency as part of its performance-based monitoring activities.

Rounding

All PBMAS calculations are rounded to one decimal place; for example, 79.877% is rounded to 79.9%.

Masking

District data are released to each school district and charter as allowed under the Family Educational Rights and Privacy Act (FERPA). PBMAS data released to the public are masked to protect student confidentiality.

Standards and Performance Levels

A performance level is the result that occurs when a standard is applied to a district's performance on an indicator. The performance levels available for indicators in the 2007 PBMAS include *Not Assigned, 0, 0SA, 0PJSA, 0RI, 1, 1SA, 1PJSA, 2, 2SA, 2PJSA, 3, 3SA, or 3PJSA*. (SA refers to special analysis, while PJSA refers to professional judgment special analysis; both are described in the *Minimum Size Requirements and Special Analysis* section below. RI refers to Required Improvement, which is also described in a separate section below.) A performance level of *0* is the highest designation for any indicator, meaning that the district met the standard for the indicator. A performance level of *3* is the lowest designation, indicating that the district performance was farthest from the *0 - Met Standard* designation. (An exception to these performance levels can be found in certain NCLB indicators where designations of Met and Not Met are used.)

Types of Standards

Absolute standards are tied to an absolute requirement or goal that all districts have the possibility of achieving each year. The state accountability system provides absolute standards to which PBMAS standards can be aligned for certain TAKS indicators. The standards, by subject, for a rating of *Academically Acceptable* in the 2007 state accountability system are as follows:

TAKS Subject	Percent of Students Passing
Mathematics	45.0%
Reading/ELA*	65.0%
Science	40.0%
Social Studies	65.0%
Writing	65.0%

** English Language Arts (ELA)*

Standards for certain PBMAS TAKS indicators are aligned with these state accountability standards so that a district achieving the performance standard for an accountability rating of *Academically Acceptable* in a TAKS subject area test receives a PBMAS performance level assignment of *0 – Met Standard* for that TAKS subject area indicator in PBMAS. In standard PBMAS analysis, a district with performance up to 5.0 percentage points below the state accountability standard receives a performance level assignment of *1*, and a district with performance 5.1 to 10.0 percentage points below the state accountability standard receives a performance level assignment of *2*. Any district with performance 10.1 or more percentage points below the state accountability standard receives a performance level of *3*, the lowest designation in the PBMAS. The following chart summarizes the assignment of performance levels for many of the PBMAS TAKS indicators:

Performance Level Criterion: District Group TAKS Passing Rate Compared to PBMAS Standards				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district group TAKS passing rate is at or above the state accountability standard for the subject. (Minimum size requirements not applicable if PL = 0.)	The district group TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district group TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district group TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Absolute standards set in the federal AYP system are also used in some of the PBMAS indicators.

Relative standards are not tied to an absolute requirement or goal. Rather, they are usually based on the distribution of scores of the population being evaluated. While absolute standards are preferred, they are not always possible to determine with a new indicator and may not always be appropriate depending on the purpose of a particular indicator. Relative standards may be used in the PBMAS to determine a baseline absolute standard for certain indicators.

Changes to PBMAS Standards

As part of the annual PBMAS development cycle, the agency considers the standards for each PBMAS indicator. A decision to increase standards for one or more indicators is based on a careful consideration of the following:

- whether a state or federal goal has been identified for the indicator;
- actual improvement on the indicator over one or more previous years;
- amount of improvement that is reasonable for the indicator;
- overall impact on the PBMAS of increased standards;
- other considerations that could affect performance on particular indicators;
- setting appropriate standards across similar indicators; and
- external input.

The table below identifies the PBMAS standards for 2006 and 2007, as well as anticipated standards for 2008. However, all standards are subject to change as a result of any state or federal requirements that the agency is required to implement.

PBMAS STANDARDS				
TBD = To Be Determined; LEP = Limited English Proficient	**PBMAS Standards by Year**			
		2006	**2007**	**2008**
TAKS Indicators (All program areas)	**Subject**			
	Mathematics	40.0%	45.0%	50.0%
	Reading/ELA	60.0%	65.0%	70.0%
	Science	35.0%	40.0%	45.0%
	Social Studies	60.0%	65.0%	65.0%
	Writing	60.0%	65.0%	65.0%
Annual Dropout Rate Indicators (All program areas)		2.0%	2.0%	TBD
Bilingual Education (BE)/English as a Second Language (ESL) Indicators				
LEP TAKS/TAKS-I/SDAA II Participation Rate		82.0%	82.0%	TBD
LEP Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) Diploma Rate		Report Only	60.0%	60.0%
LEP Graduation Rate			Report Only	Report Only
Reading Proficiency Tests in English (RPTE) Multi-Year Beginning Proficiency Level Rate		Report Only	Report Only	TBD
Career and Technical Education (CTE) Indicators				
Non-Traditional Courses-Male		Report Only	Report Only	TBD
Non-Traditional Courses-Female		Report Only	Report Only	TBD
CTE RHSP/DAP Diploma Rate		Report Only	70.0%	70.0%
CTE Graduation Rate			Report Only	Report Only

PBMAS STANDARDS				
TBD = To Be Determined; LEP = Limited English Proficient	PBMAS Standards by Year			
		2006	2007	2008
No Child Left Behind (NCLB) Act Indicators				
AYP Performance	**Subject**			
	Mathematics	42.0%	50.0%	50.0%
	Reading/ELA	53.0%	60.0%	60.0%
Migrant RHSP/DAP Diploma Rate		Report Only	70.0%	70.0%
Migrant Graduation Rate			Report Only	Report Only
Highly Qualified Teachers as Defined by NCLB (Deleted in the 2007 PBMAS)		95.0%		
Annual Measurable Achievement Objective (LEP Progress K-2)		15.0%	17.0%	TBD
Annual Measurable Achievement Objective (LEP Progress Grades 3-12)		42.0%	44.0%	TBD
Annual Measurable Achievement Objective (LEP Attainment K-2)		2.0%	2.5%	TBD
Annual Measurable Achievement Objective (LEP Attainment Grades 3-12)	**Method 1**	25.5%	26.0%	TBD
	Method 2	42.0%	44.0%	TBD
Annual Measurable Achievement Objective (LEP AYP Status)		Met AYP	Met AYP	Met AYP
Special Education Indicators				
SDAA II Gap Closure (Grades 3-8)	**Subject**			
	Mathematics	48.1%	48.1%	
	Reading	43.1%	43.1%	
	Writing	Report Only	Report Only	
SDAA II Gap Closure (Grades 3-10)	**Subject**			
	Mathematics	Report Only	Report Only	
	Reading/ELA	Report Only	Report Only	

PBMAS STANDARDS				
TBD = To Be Determined; LEP = Limited English Proficient		PBMAS Standards by Year		
		2006	2007	2008
Special Education Indicators (continued)				
TAKS Only Participation Rate		20.0%	20.0%	TBD
TAKS/TAKS-I Only Participation Rate		Report Only	Report Only	TBD
SDAA II Only Participation Rate		56.0%	56.0%	
Statewide Assessment Exemption Rate	**Average Daily Attendance (ADA)**			
	1600 or higher	3.0%		
	Less than 1600	8.0%		
3-5 Year-Olds Less Restrictive Environment Placement Rate		Report Only	11.0%	TBD
6-11 Year-Olds Less Restrictive Environment Placement Rate		25.0%	25.0%	TBD
12-21 Year-Olds Less Restrictive Environment Placement Rate		46.5%	46.5%	TBD
RHSP/DAP Graduation Rate		Report Only	16.5%	16.5%
Identification		8.5%	8.5%	8.5%
African American Representation		1.0 percentage point	1.0 percentage point	1.0 percentage point
Hispanic Representation		1.0 percentage point	1.0 percentage point	1.0 percentage point
LEP Representation		1.0 percentage point	1.0 percentage point	1.0 percentage point
Discretionary Disciplinary Alternative Education Program (DAEP) Placements		1.0 percentage point	1.0 percentage point	1.0 percentage point
Discretionary Expulsions		1.0 percentage point	1.0 percentage point	1.0 percentage point
Discretionary Placements to In-School Suspension (ISS)		16.0 percentage points	16.0 percentage points	TBD

Report Only Indicators

Some PBMAS indicators are reported for district information and planning purposes. For these indicators, the district performance will be reported along with the overall statewide rate for the indicator. No minimum size requirements are applied, and no performance levels are set for these indicators.

After a period of two years, performance levels are typically assigned to Report Only indicators, and district performance on these indicators will be evaluated. The inclusion of Report Only indicators in PBMAS provides districts with an opportunity to review current performance and plan ahead.

Minimum Size Requirements and Special Analysis

A minimum size requirement is incorporated into all indicators that are assigned a performance level (PL). In general, districts must have at least thirty (30) students in the relevant segment of the student population denominator to be evaluated on an indicator using the standard PBMAS analysis. In addition, depending on the particular indicator districts must have at least five (5) or thirty (30) students in the relevant segment of the student population numerator to be evaluated on certain PBMAS indicators. The minimum size requirements are noted in the description of each indicator in this manual.

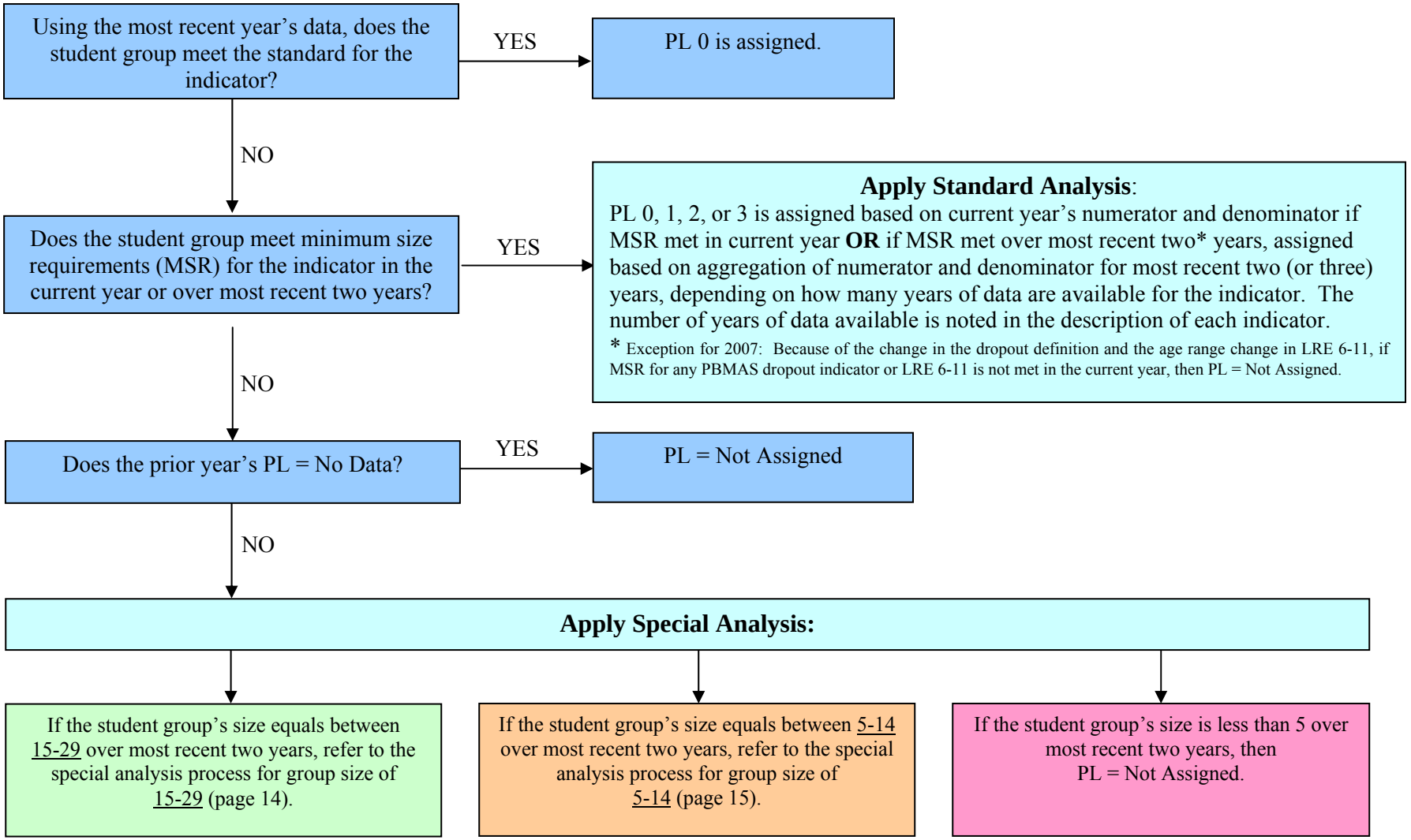
Minimum size requirements can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years. If the minimum size requirement is met for a particular performance indicator, then a district is evaluated using the standard PBMAS analysis. Under standard analysis, when minimum size requirements are met with the current year's data, a performance level is assigned based on that data in relation to the standard for the indicator. When minimum size requirements are met based on the most recent two years of data, the numerator and denominator for the current and prior years are aggregated, the indicator is calculated, and a performance level is assigned based on the current year's standard for the indicator. Depending on the particular indicator, there may be one or two prior years of data that are aggregated in the assignment of a performance level. If the minimum size requirement is not met, then the district is evaluated under a process called "special analysis," which is described below.

There is one exception to the minimum size requirement. If a district does not meet the minimum size requirement for an indicator, but the performance of the district meets the criteria to earn a performance level of *0 – Met Standard*, then the district receives a performance level of *0*, regardless of the number of students in the relevant segment of the student population.

Special analysis is a tool that can be used to analyze the performance of districts and charters with small numbers of students. Performance levels established using the special analysis process will have "SA" or "PJSA" appended (*0SA, 0PJSA, 1SA, 1PJSA, 2SA, 2PJSA, 3SA, 3PJSA*) and will be included on PBMAS reports to districts and charters.

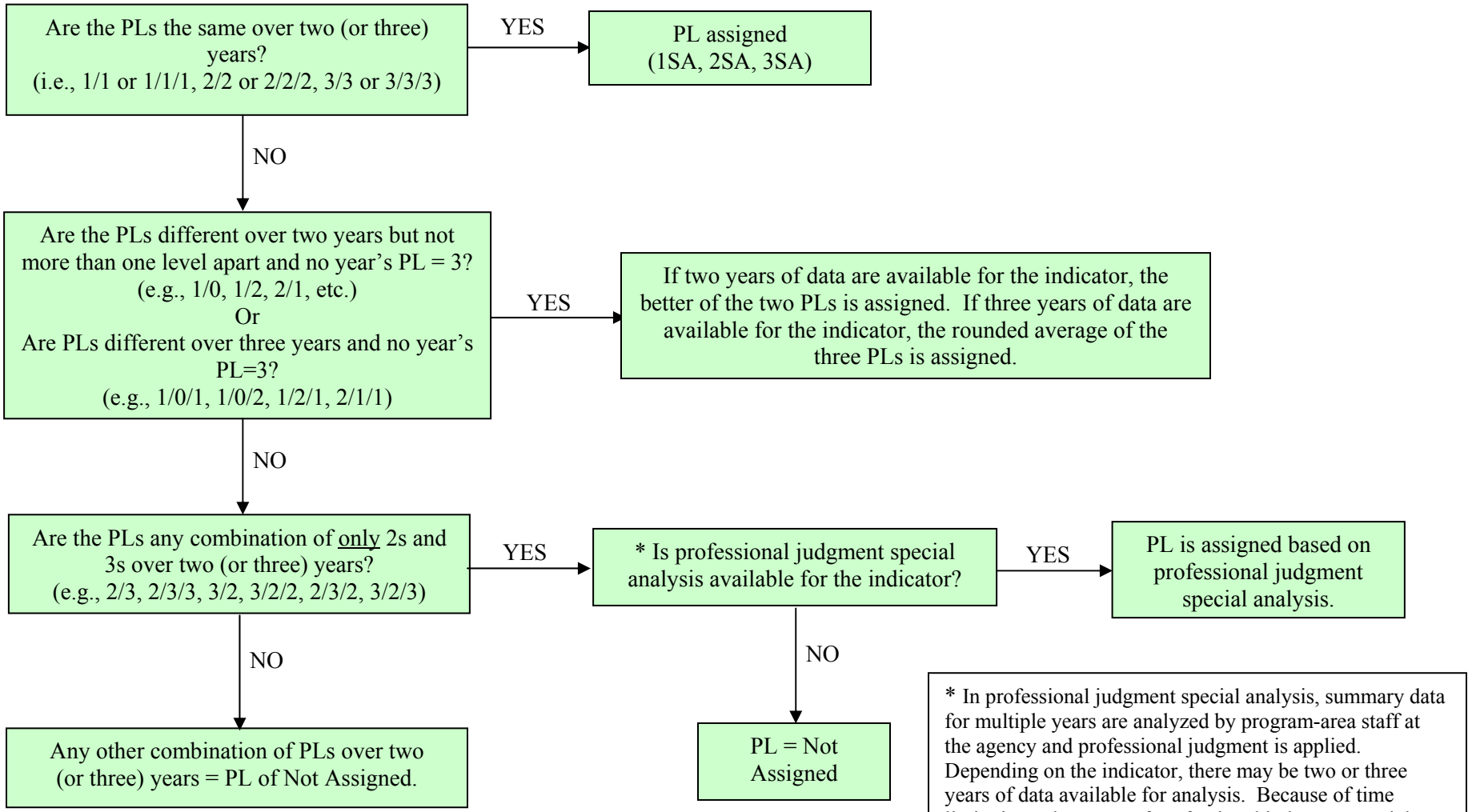
The flowcharts on the following pages depict the process of determining whether standard or special analysis (including professional judgment special analysis) is applied in the PBMAS:

2007 PBMAS Performance Level Assignment and Special Analysis Determination Process



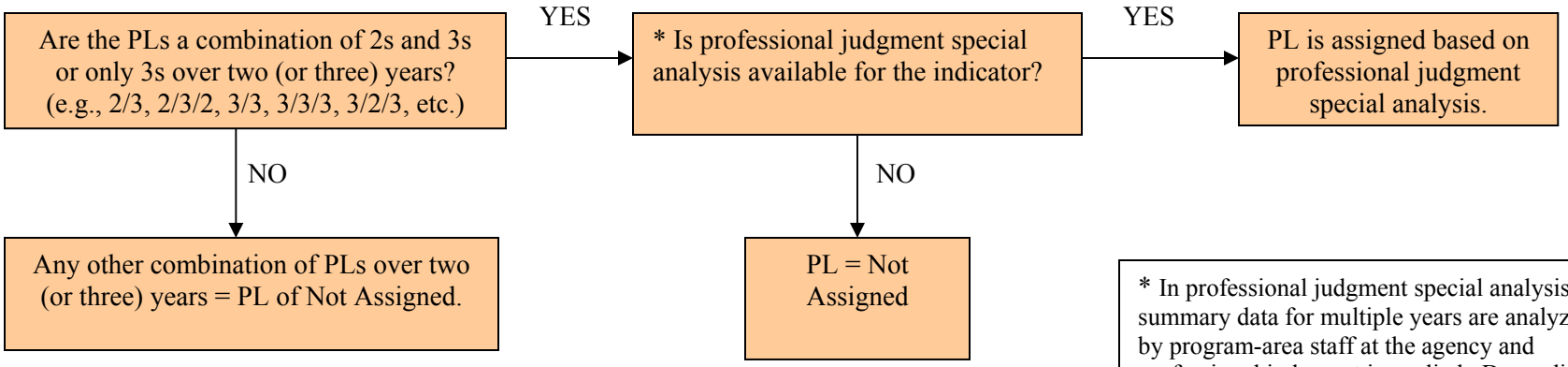
Note: For indicators eligible for the PBMAS special analysis process that have minimum size requirements in both the denominator and the numerator(s), a district's group size is determined by the *smallest* denominator or numerator(s) over the most recent two years.

2007 PBMAS Performance Level Assignment and Special Analysis Process for Group Size of
15-29 (sum of most current two years)



* In professional judgment special analysis, summary data for multiple years are analyzed by program-area staff at the agency and professional judgment is applied. Depending on the indicator, there may be two or three years of data available for analysis. Because of time limitations, the scope of professional judgment special analysis may be limited to certain indicators and/or certain subjects within an indicator. The scope of professional judgment special analysis is described in the Minimum Size Requirement section for each indicator.

2007 PBMAS Performance Level Assignment and Special Analysis Process for Group Size of
5-14 (sum of most current two years)



* In professional judgment special analysis, summary data for multiple years are analyzed by program-area staff at the agency and professional judgment is applied. Depending on the indicator, there may be two or three years of data available for analysis. Because of time limitations, the scope of professional judgment special analysis may be limited to certain indicators and/or certain subjects within an indicator. The scope of professional judgment special analysis is described in the Minimum Size Requirement section for each indicator.

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Required Improvement

The PBMAS, by design, has a built-in improvement component. Because the system includes a range of performance levels, districts that demonstrate improvement from one year to the next can progress from one performance level to another. For example, a district with 55% of its Special Education (SPED) students passing the TAKS reading/ELA test in 2006 received a performance level of 1. If that same district is able to improve the SPED TAKS reading passing rate to 65% in 2007, it would receive a performance level of 0 because its performance meets the 2007 standard.

In addition to the system's built-in improvement component, the 2007 PBMAS will again include implementation of a "required improvement" component for certain indicators, similar to the required improvement feature in the state accountability system. The 2007 PBMAS indicators for which required improvement is available are the following:

- BE/ESL #1(i-v)—BE English TAKS Passing Rate
- BE/ESL #2(i-v)—ESL English TAKS Passing Rate
- BE/ESL #3(i-iv)—BE Spanish TAKS Passing Rate
- BE/ESL #4(i-iv)—ESL Spanish TAKS Passing Rate
- BE/ESL #6—LEP TAKS/TAKS-I/SDAA II Participation Rate
- BE/ESL #8—LEP RHSP/DAP Diploma Rate
- CTE #1(i-iv)—CTE TAKS Passing Rate
- CTE #2(i-iv)—CTE LEP TAKS Passing Rate
- CTE #3(i-iv)—CTE Economically Disadvantaged TAKS Passing Rate
- CTE #4(i-iv)—CTE Special Education TAKS Passing Rate
- CTE #5(i-iv)—CTE Tech Prep TAKS Passing Rate
- CTE #7—CTE RHSP/DAP Diploma Rate
- NCLB #2(i-iv)—Migrant TAKS Passing Rate
- NCLB #4—Migrant RHSP/DAP Diploma Rate
- NCLB #6—Annual Measurable Achievement Objective (LEP Progress Grades K-2)
- NCLB #7—Annual Measurable Achievement Objective (LEP Progress Grades 3-12)
- NCLB #8—Annual Measurable Achievement Objective (LEP Attainment Grades K-2)
- NCLB #9—Annual Measurable Achievement Objective (LEP Attainment Grades 3-12)
- SPED #1(i-iv)—SPED TAKS Passing Rate
- SPED #5—SPED TAKS Only Participation Rate

- SPED #8—SPED 3-5 Year-Olds in Less Restrictive Environments Placement Rate
- SPED #10—SPED 12-21 Year-Olds in Less Restrictive Environments Placement Rate
- SPED #12—SPED RHSP/DAP Diploma Rate
- SPED #14—SPED Identification
- SPED # 15—SPED African American Representation
- SPED #16—SPED Hispanic Representation
- SPED #17—SPED LEP Representation
- SPED #18—SPED Discretionary Disciplinary Alternative Education Program (DAEP) Placements
- SPED #19—SPED Discretionary Expulsions
- SPED #20—SPED Discretionary Placements to In-School Suspension (ISS)

For the TAKS passing rate indicators where required improvement is available, the following calculation will be used for districts that meet minimum size requirements in both the current and previous year and have a performance level that is not equal to *0 – Met Standard*:

Actual Change: **Required Improvement:**

$$[\text{performance in 2007}] - [\text{performance in 2006}] \geq \frac{[\text{standard for 2010}] - [\text{performance in 2006}]}{[\text{number of years to reach standard}]}$$

EXAMPLE OF REQUIRED IMPROVEMENT USING SPECIAL EDUCATION INDICATOR #1(ii): SPED TAKS Passing Rate (Reading/ELA)
1. First, calculate the **Actual Change** for the district's SPED TAKS reading/ELA passing rate: **Actual Change:** *[50.0%] (2007) – [43.0%] (2006) = 7.0*
2. Next, calculate the **Required Improvement** for the district's SPED TAKS reading passing rate: **Required Improvement:** $\frac{[70.0\%^*] - [43.0\%]}{6\ (2012\text{-}2006)} = 4.5$ Note: The 2012 target year allows districts two years beyond 2010 to reach the 2010 standard.
3. Then compare the two numbers to see if the **Actual Change** is greater than or equal to the **Required Improvement**: 7.0 > 4.5. (Gains in passing rates are measured in *positive* numbers.)
4. Result: the district meets **Required Improvement** and receives a performance level of *0 – Met Standard*.

** In 2010, the anticipated standard in the state accountability system for Academically Acceptable for TAKS reading/ELA is currently 70% passing. The PBMAS TAKS passing rate target standards used for 2007 Required Improvement will be equivalent to the Academically Acceptable standards in the state accountability system currently planned for each subject area in 2010. For information on anticipated standards in the state accountability system, see the 2007 Accountability Manual available at the following web address: http://www.tea.state.tx.us/perfreport/account/2007/manual/.*

For all other indicators for which required improvement is available, the only differences in the required improvement calculation are that the target year standard is the current [2007] PBMAS standard and the number of years to reach the standard is two. In addition, note that the calculation below measures *reductions* in rates which are measured in *negative* numbers. The actual change in special education identification needs to be *less than or equal to Required Improvement* for the standard to be met.

EXAMPLE OF REQUIRED IMPROVEMENT USING SPECIAL EDUCATION INDICATOR #14: SPED Identification
1. First, calculate the **Actual Change** for the district's SPED identification rate: **Actual Change:** *[15.0%] – [25.0%] = -10.0* *(2007) (2006)*
2. Next, calculate the **Required Improvement** for the district's SPED identification rate: **Required Improvement:** $\frac{[8.5\%] - [25.0\%]}{2\ (2008\text{-}2006)} = -8.25$
3. Then compare the two numbers to see if the **Actual Change** is less than or equal to the **Required Improvement**: -10.0 < - 8.25. (Reductions in identification rates are measured in *negative* numbers.)
4. Result: the district meets **Required Improvement** and receives a performance level of *0 – Met Standard*.

System Safeguards

System safeguard activities are conducted by the agency to ensure the integrity of the performance-based monitoring system. These activities include data validation analyses of leaver data, student assessment data, and discipline data as well as random or other means of selection to verify system effectiveness and districts' implementation of monitoring requirements, including, but not limited to, accuracy of data reporting, implementation of intervention activities, implementation of plans for improvement or correction, and accuracy of findings made through the performance-based monitoring process.

Performance-based monitoring interventions determinations are based on PBMAS performance levels and other criteria as well as results of the data validation analyses described above. Sanctions are applied as necessary and according to state and federal law and Texas Administrative Code, including, but not limited to, Texas Education Code §39.075.

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Sections III - VI

Performance Indicators

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SECTION III:

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

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BE/ESL Indicator #1(i-v): BE English TAKS Passing Rate

This indicator is the percent of Bilingual Education (BE) students passing the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies, Writing) in English.

CALCULATION

For each district, calculate the district BE English TAKS passing rate for each TAKS subject:

$$\textit{District BE passing rate for an English TAKS [subject (i-v)] test} = \frac{\textit{District number of BE students who passed the English TAKS [subject (i-v)] test in spring 2007}}{\textit{District number of BE students who took the English TAKS [subject (i-v)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 BE English TAKS test takers in the subject area.
- ***New!*** Professional judgment special analysis is available in the Mathematics and Reading/ELA subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as participating in a state-approved **bilingual** program on the spring 2007 TAKS answer documents (Bilingual indicator code).

NOTES

- The BE English TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
1(i)	Mathematics	3-11
1(ii)	Reading/ELA	3-11
1(iii)	Science	5, 10, 11
1(iv)	Social Studies	8, 10, 11
1(v)	Writing	4, 7

- ***New!*** Required improvement is available for this indicator.
- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

The district BE English TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District BE English TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)**	**Performance Level = 1 (Also includes 1SA and 1PJSA)**	**Performance Level = 2 (Also includes 2SA and 2PJSA)**	**Performance Level = 3 (Also includes 3SA and 3PJSA)**
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of *Not Assigned*.	The district BE English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district BE English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district BE English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district BE English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

** For the BE English TAKS Passing Rate Indicator, professional judgment special analysis is not available for Science, Social Studies, and Writing.*

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
1(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
1(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
1(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
1(v)	Writing	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

BE/ESL Indicator #2(i-v): ESL English TAKS Passing Rate

This indicator is the percent of English as a Second Language (ESL) students passing the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies, Writing) in English.

CALCULATION

For each district, calculate the district ESL English TAKS passing rate for each TAKS subject:

$$\textit{District ESL passing rate for an English TAKS [subject (i-v)] test} = \frac{\textit{District number of ESL students who passed the English TAKS [subject (i-v)] test in spring 2007}}{\textit{District number of ESL students who took the English TAKS [subject (i-v)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 ESL English TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading/ELA subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as participating in a state-approved **ESL** program on the spring 2007 TAKS answer documents (ESL indicator code).

NOTES

- The ESL English TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
2(i)	Mathematics	3-11
2(ii)	Reading/ELA	3-11
2(iii)	Science	5, 10, 11
2(iv)	Social Studies	8, 10, 11
2(v)	Writing	4, 7

- *New!* Required improvement is available for this indicator.
- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

The district ESL English TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District ESL English TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of *Not Assigned.*	The district ESL English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district ESL English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district ESL English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district ESL English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

** For the ESL English TAKS Passing Rate Indicator, professional judgment special analysis is not available for Science, Social Studies, and Writing.*

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
2(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
2(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
2(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
2(v)	Writing	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

BE/ESL Indicator #3(i-iv): BE Spanish TAKS Passing Rate

This indicator is the percent of Bilingual Education (BE) students passing the TAKS subject test (Mathematics, Reading, Science, Writing) in Spanish.

CALCULATION

For each district, calculate the district BE Spanish TAKS passing rate for each TAKS subject:

$$\textit{District BE passing rate for a Spanish TAKS [subject (i-iv)] test} = \frac{\textit{District number of BE students who passed the Spanish TAKS [subject (i-iv)] test in spring 2007}}{\textit{District number of BE students who took the Spanish TAKS [subject (i-iv)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 BE Spanish TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics, Reading, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as participating in a state-approved **bilingual** program on the spring 2007 TAKS answer documents (Bilingual indicator code).

NOTES

- The BE Spanish TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
3(i)	Mathematics	3-6
3(ii)	Reading	3-6
3(iii)	Science	5
3(iv)	Writing	4

- *New!* Required improvement is available for this indicator.
- *New!* Professional judgment special analysis is available for science.
- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

The district BE Spanish TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District BE Spanish TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)**	**Performance Level = 1 (Also includes 1SA and 1PJSA)**	**Performance Level = 2 (Also includes 2SA and 2PJSA)**	**Performance Level = 3 (Also includes 3SA and 3PJSA)**
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of *Not Assigned*.	The district BE Spanish TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district BE Spanish TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district BE Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district BE Spanish TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

** For the BE Spanish TAKS Passing Rate Indicator, professional judgment special analysis is not available for Writing.*

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL =0	PL = 1	PL = 2	PL = 3
3(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
3(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
3(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
3(iv)	Writing	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

BE/ESL Indicator #4(i-iv): ESL Spanish TAKS Passing Rate

This indicator is the percent of English as a Second Language (ESL) students passing the TAKS subject test (Mathematics, Reading, Science, Writing) in Spanish.

CALCULATION

For each district, calculate the district ESL Spanish TAKS passing rate for each TAKS subject:

$$\textit{District ESL passing rate for a Spanish TAKS [subject (i-iv)] test} = \frac{\textit{District number of ESL students who passed the Spanish TAKS [subject (i-iv)] test in spring 2007}}{\textit{District number of ESL students who took the Spanish TAKS [subject (i-iv)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 ESL Spanish TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as participating in a state-approved **ESL** program on the spring 2007 TAKS answer documents (ESL indicator code).

NOTES

- The ESL Spanish TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
4(i)	Mathematics	3-6
4(ii)	Reading	3-6
4(iii)	Science	5
4(iv)	Writing	4

- *New!* Required improvement is available for this indicator.
- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

The district ESL Spanish TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District ESL Spanish TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of *Not Assigned*.	The district ESL Spanish TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district ESL Spanish TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district ESL Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district ESL Spanish TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

** For the ESL Spanish TAKS Passing Rate Indicator, professional judgment special analysis is not available for Science and Writing.*

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
4(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
4(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
4(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
4(iv)	Writing	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

BE/ESL Indicator #5(i-v): LEP Year-After-Exit (YAE) English TAKS Passing Rate

This indicator is the percent of former limited English proficient (LEP) students passing the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies, Writing) in English.

CALCULATION

For each district, calculate the district LEP YAE English TAKS passing rate for each TAKS subject:

$$\textit{District LEP YAE passing rate for an English TAKS [subject (i-v)] test} = \frac{\textit{District number of students in their first year of monitoring who passed the English TAKS [subject (i-v)] test in spring 2007}}{\textit{District number of students in their first year of monitoring who took the English TAKS [subject (i-v)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 LEP YAE English TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district on the spring 2007 TAKS answer documents as having met the criteria for BE/ESL program exit, no longer classified as LEP in PEIMS, and in their first year of monitoring (**M1** indicator code).

NOTES

- The LEP YAE English TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
5(i)	Mathematics	3-11
5(ii)	Reading/ELA	3-11
5(iii)	Science	5, 10, 11
5(iv)	Social Studies	8, 10, 11
5(v)	Writing	4, 7

- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

The district LEP YAE English TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District LEP YAE English TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA)**	**Performance Level = 1 (Also includes 1SA)**	**Performance Level = 2 (Also includes 2SA)**	**Performance Level = 3 (Also includes 3SA)**
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district LEP YAE English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district LEP YAE English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district LEP YAE English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district LEP YAE English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
5(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
5(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
5(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
5(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
5(v)	Writing	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

BE/ESL Indicator #6: LEP TAKS/TAKS-I/SDAA II Participation Rate

This indicator is the percent of limited English proficient (LEP) students taking the TAKS, TAKS-I, or SDAA II in every subject (Mathematics, Reading/ELA, Science, Social Studies, and Writing).

CALCULATION

For each district, calculate the district LEP TAKS/TAKS-I/SDAA II participation rate:

$$\textit{District LEP TAKS/TAKS-I/SDAA II participation rate} = \frac{\textit{District number of LEP students (Grades 3-11) tested on TAKS, TAKS-I, or SDAA II for all subjects in spring 2007}}{\textit{District number of LEP students (Grades 3-11) for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2007 and district number of students who participated in the TAKS-Alt field test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 LEP students (Grades 3-11) for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2007 or who participated in the spring 2007 TAKS-Alt field test.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as **LEP** on the spring 2007 TAKS, TAKS-I, or SDAA II answer documents (LEP indicator code) or through the spring 2007 TAKS-Alt field test.

NOTES

- *New!* Required improvement is available for this indicator.
- LEP exempt students taking a linguistically accommodated TAKS or SDAA II test are not included in the numerator of this indicator.
- The LEP TAKS/TAKS-I/SDAA II participation rate is based on results from students in the following grades:

Subject Test	TAKS Grade Levels	TAKS-I Grade Levels	SDAA II Grade Levels
Mathematics	3-11	11	3-10
Reading/ELA	3-11	11	3-10
Science	5, 8, 10, 11	5, 8, 10, 11	
Social Studies	8, 10, 11	8, 10, 11	
Writing	4, 7		4, 7

PERFORMANCE LEVEL ASSIGNMENT

The district LEP TAKS/TAKS-I/SDAA II participation rate is compared to the PBMAS standards for the TAKS/TAKS-I/SDAA II participation rate and performance levels are assigned as follows:

Performance Level Criterion: District LEP TAKS/TAKS-I/SDAA II Participation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA and 0RI)**	**Performance Level = 1 (Also includes 1SA)**	**Performance Level = 2 (Also includes 2SA)**	**Performance Level = 3 (Also includes 3SA)**
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district LEP TAKS/TAKS-I/ SDAA II participation rate is 82.0% or higher. Minimum size requirements not applicable if PL = 0.	The district LEP TAKS/TAKS-I/ SDAA II participation rate is between 75.0% and 81.9%.	The district LEP TAKS/TAKS-I/ SDAA II participation rate is between 64.0% and 74.9%.	The district LEP TAKS/TAKS-I/ SDAA II participation rate is 63.9% or lower.

BE/ESL Indicator #7: LEP Annual Dropout Rate

This indicator is the percent of limited English proficient (LEP) students (Grades 7-12) who dropped out in 2005-2006.

CALCULATION

For each district, calculate the district LEP annual dropout rate:

$$\textit{District LEP annual dropout rate} = \frac{\textit{District number of LEP students (Grades 7-12) who dropped out in 2005-2006}}{\textit{District number of LEP students (Grades 7-12) in attendance in 2005-2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 LEP students (Grades 7-12) in attendance and at least 5 LEP dropouts in 2005-2006.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: http://www.tea.state.tx.us/research/.

NOTES

- Dropout data are for the 2005-2006 school year.
- *New!* As required by state law [§39.051(b)(2)], the annual dropout rate must now be computed in accordance with the National Center for Education Statistics (NCES) dropout definition. In the 2005-2006 school year, districts began collecting information according to the new definition and began submitting data using the new definition in the 2006-2007 school year. Students who dropped out during the 2005-2006 school year are reported in the 2007 PBMAS in accordance with the NCES dropout definition.

PERFORMANCE LEVEL ASSIGNMENT

The district LEP annual dropout rate is compared to the PBMAS standards for the annual dropout rate, and performance levels are assigned as follows:

Performance Level Criterion: District LEP Annual Dropout Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district LEP annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district LEP annual dropout rate is between 2.1% and 5.0%.	The district LEP annual dropout rate is between 5.1% and 8.0%.	The district LEP annual dropout rate is 8.1% or higher.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

BE/ESL Indicator #8: LEP RHSP/DAP Diploma Rate

This indicator is the percent of limited English proficient (LEP) students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

CALCULATION

For each district, calculate the percent of LEP students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma:

$$\textit{District LEP RHSP/DAP diploma rate} = \frac{\textit{District number of LEP students who graduated with a RHSP or DAP diploma in 2005-2006}}{\textit{District number of LEP students who graduated in 2005-2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 LEP graduates.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the RHSP/DAP diploma rate, see the *2007 Accountability Manual* available at the following web address: http://www.tea.state.tx.us/perfreport/account/2007/manual/.

NOTES

- *New!* Performance levels will be assigned for this indicator in 2007.
- *New!* Required improvement is available for this indicator.
- Graduation data are for the 2005-2006 school year.

PERFORMANCE LEVEL ASSIGNMENT

The district LEP RHSP/DAP diploma rate is compared to the PBMAS standards for the LEP RHSP/DAP diploma rate, and performance levels are assigned as follows:

Performance Level Criterion: District LEP RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0RI)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district LEP RHSP/DAP diploma rate is 60.0% or higher. Minimum size requirements not applicable if PL = 0.	The district LEP RHSP/DAP diploma rate is between 50.0% and 59.9%.	The district LEP RHSP/DAP diploma rate is between 30.1% and 49.9%.	The district LEP RHSP/DAP diploma rate is 30.0% or lower.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

BE/ESL Indicator #9: LEP Graduation Rate

This indicator is the percent of limited English proficient (LEP) students who graduated with a high school diploma in four years.

CALCULATION

For each district, calculate the percent of LEP students graduating with a high school diploma in four years:

$$\textit{District LEP graduation rate} = \frac{\textit{District number of LEP students in the Grade 9 cohort who graduated with a high school diploma in 2005-2006}}{\textit{District number of LEP students in the Class of 2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the LEP graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: http://www.tea.state.tx.us/research/.

NOTES

- *New!* This is a Report only indicator for 2007. The district LEP graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2007.
- Graduation data are for the 2005-2006 school year.

BE/ESL Indicator #10: RPTE Multi-Year Beginning Proficiency Level Rate

This indicator is the percent of BE and ESL students performing at the Beginning proficiency level on the RPTE for multiple years.

CALCULATION

For each district, calculate the district RPTE multi-year Beginning proficiency level rate:

$$\textit{District RPTE multi-year Beginning proficiency level rate} = \frac{\textit{District number of BE/ESL students in Grades 3-12 scoring at the Beginning level of RPTE for any two or more years}}{\textit{District number of BE/ESL students in Grades 3-12 tested on RPTE in any two or more years of the spring 2005, 2006, and 2007 test administrations}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students meeting the following criteria: (1) enrolled in the district for two or more years based on the PEIMS fall snapshot data from 2004, 2005, and 2006 (110 Record); and (2) reported on the spring 2005, 2006, or 2007 TELPAS answer documents as participating in the district's state-approved **BE** or **ESL** program for one or more years.

NOTES

- This is a Report Only indicator for 2007. The district RPTE multi-year Beginning proficiency level rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2007.

SECTION IV:

Career and Technical Education (CTE) Indicators

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CTE Indicator #1(i-iv): CTE TAKS Passing Rate

This indicator is the percent of Career and Technical Education (CTE) students (Grades 9-11) passing the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

For each district, calculate the district CTE TAKS passing rate for each TAKS subject:

$$\textit{District CTE passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2007}}{\textit{District number of CTE students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics, Reading/ELA, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2007 TAKS answer documents (Career and Technical Education indicator code).

NOTES

- The CTE TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
1(i)	Mathematics	9-11
1(ii)	Reading/ELA	9-11
1(iii)	Science	10, 11
1(iv)	Social Studies	10, 11

- *New!* Professional judgment special analysis is available for science.
- Only Career and Technical Education students with status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Required improvement is available for this indicator.

PERFORMANCE LEVEL ASSIGNMENT

The district CTE TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District CTE TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of *Not Assigned*.	The district CTE TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

** For the CTE TAKS Passing Rate Indicator, professional judgment special analysis is not available for Social Studies.*

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
1(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
1(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
1(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

CTE Indicator #2(i-iv): CTE LEP TAKS Passing Rate

This indicator is the percent of Career and Technical Education (CTE) students (Grades 9-11) with limited English proficiency (LEP) who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

For each district, calculate the district CTE LEP TAKS passing rate for each TAKS subject:

$$\textit{District CTE LEP passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE LEP students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2007}}{\textit{District number of CTE LEP students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE LEP TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as **LEP** and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2007 TAKS answer documents (LEP and Career and Technical Education indicator codes).

NOTES

- The CTE LEP TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
2(i)	Mathematics	9-11
2(ii)	Reading/ELA	9-11
2(iii)	Science	10, 11
2(iv)	Social Studies	10, 11

- *New!* Required improvement is available for this indicator.
- Only Career and Technical Education students with status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

The district CTE LEP TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District CTE LEP TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA and 0RI)**	**Performance Level = 1 (Also includes 1SA)**	**Performance Level = 2 (Also includes 2SA)**	**Performance Level = 3 (Also includes 3SA)**
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district CTE LEP TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE LEP TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE LEP TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE LEP TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
2(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
2(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
2(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

CTE Indicator #3(i-iv): CTE Economically Disadvantaged TAKS Passing Rate

This indicator is the percent of Career and Technical Education (CTE) students (Grades 9-11) who are economically disadvantaged and who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

For each district, calculate the district CTE economically disadvantaged TAKS passing rate for each TAKS subject:

$$\textit{District CTE economically disadvantaged passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE economically disadvantaged students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2007}}{\textit{District number of CTE economically disadvantaged students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE economically disadvantaged TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading/ELA subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as **economically disadvantaged** and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2007 TAKS answer documents (Economic Disadvantage and Career and Technical Education indicator codes).

NOTES

- The CTE economically disadvantaged TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
3(i)	Mathematics	9-11
3(ii)	Reading/ELA	9-11
3(iii)	Science	10, 11
3(iv)	Social Studies	10, 11

- *New!* Required improvement is available for this indicator.
- Only Career and Technical Education students with status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

The district CTE economically disadvantaged TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District CTE Economically Disadvantaged TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of *Not Assigned*.	The district CTE economically disadvantaged TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE economically disadvantaged TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE economically disadvantaged TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE economically disadvantaged TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

** For the CTE Economically Disadvantaged TAKS Passing Rate Indicator, professional judgment special analysis is not available for Science and Social Studies.*

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
3(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
3(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
3(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
3(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

CTE Indicator #4(i-iv): CTE Special Education TAKS Passing Rate

This indicator is the percent of Career and Technical Education (CTE) students (Grades 9-11) who receive special education services and who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

For each district, calculate the district CTE special education TAKS passing rate for each TAKS subject:

$$\textit{District CTE special education passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE special education students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2007}}{\textit{District number of CTE special education students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE special education TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as a participant in a **special education** program and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2007 TAKS answer documents (Special Education and Career and Technical Education indicator codes).

NOTES

- The CTE special education TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
4(i)	Mathematics	9-11
4(ii)	Reading/ELA	9-11
4(iii)	Science	10, 11
4(iv)	Social Studies	10, 11

- *New!* Required improvement is available for this indicator.
- Only Career and Technical Education students with status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

The district CTE special education TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District CTE Special Education TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA and 0RI)**	**Performance Level = 1 (Also includes 1SA)**	**Performance Level = 2 (Also includes 2SA)**	**Performance Level = 3 (Also includes 3SA)**
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district CTE special education TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE special education TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE special education TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE special education TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
4(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
4(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
4(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
4(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

CTE Indicator #5(i-iv): CTE Tech Prep TAKS Passing Rate

This indicator is the percent of Career and Technical Education (CTE) students coded as Tech Prep program participants (Grades 9-11) who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

For each district, calculate the district CTE Tech Prep TAKS passing rate for each TAKS subject:

$$\textit{District CTE Tech Prep passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE Tech Prep program participants (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2007}}{\textit{District number of CTE Tech Prep program participants (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE Tech Prep TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading/ELA subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as a **3** (Tech Prep) program participant on the spring 2007 TAKS answer documents (Career and Technical Education indicator code).

NOTES

- The CTE Tech Prep TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
5(i)	Mathematics	9-11
5(ii)	Reading/ELA	9-11
5(iii)	Science	10, 11
5(iv)	Social Studies	10, 11

- *New!* Required improvement is available for this indicator.
- Only Career and Technical Education students with status code 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

The district CTE Tech Prep TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District CTE Tech Prep TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of *Not Assigned*.	The district CTE Tech Prep TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE Tech Prep TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE Tech Prep TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE Tech Prep TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

** For the CTE Tech Prep TAKS Passing Rate Indicator, professional judgment special analysis is not available for Science and Social Studies.*

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
5(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
5(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
5(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
5(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

CTE Indicator #6: CTE Annual Dropout Rate

This indicator is the percent of Career and Technical Education (CTE) students (Grades 9-12) who dropped out in 2005-2006.

CALCULATION

For each district, calculate the district CTE annual dropout rate:

$$\textit{District CTE annual dropout rate} = \frac{\textit{District number of CTE students (Grades 9-12) who dropped out in 2005-2006}}{\textit{District number of CTE students (Grades 9-12) in attendance in 2005-2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE students (Grades 9-12) in attendance and at least 5 CTE dropouts in 2005-2006.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://www.tea.state.tx.us/research/.

NOTES

- Only students with PEIMS CTE status codes 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Dropout data are for the 2005-2006 school year.
- *New!* As required by state law [§39.051(b)(2)], the annual dropout rate must now be computed in accordance with the National Center for Education Statistics (NCES) dropout definition. In the 2005-2006 school year, districts began collecting information according to the new definition and began submitting data using the new definition in the 2006-2007 school year. Students who dropped out during the 2005-2006 school year are reported in the 2007 PBMAS in accordance with the NCES dropout definition.

PERFORMANCE LEVEL ASSIGNMENT

The district CTE annual dropout rate is compared to the PBMAS standards for the annual dropout rate, and performance levels are assigned as follows:

Performance Level Criterion: District CTE Annual Dropout Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district CTE annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district CTE annual dropout rate is between 2.1% and 5.0%.	The district CTE annual dropout rate is between 5.1% and 8.0%.	The district CTE annual dropout rate is 8.1% or higher.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

CTE Indicator #7: CTE RHSP/DAP Diploma Rate

This indicator is the percent of Career and Technical Education (CTE) students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

CALCULATION

For each district, calculate the percent of CTE students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma:

$$\textit{District CTE RHSP/DAP diploma rate} = \frac{\textit{District number of CTE students who graduated with a RHSP or DAP diploma in 2005-2006}}{\textit{District number of CTE students who graduated in 2005-2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE graduates. (See Notes below.)
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the RHSP/DAP diploma rate, see the *2007 Accountability Manual* available at the following web address: http://www.tea.state.tx.us/perfreport/account/2007/manual/.

NOTES

- *New!* Performance levels will be assigned for this indicator in 2007.
- *New!* Required improvement is available for this indicator.
- Only students with PEIMS CTE status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Graduation data are for the 2005-2006 school year.

PERFORMANCE LEVEL ASSIGNMENT

The district CTE RHSP/DAP diploma rate is compared to the PBMAS standards for the CTE RHSP/DAP diploma rate, and performance levels are assigned as follows:

Performance Level Criterion: District CTE RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0RI)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district CTE RHSP/DAP diploma rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district CTE RHSP/DAP diploma rate is between 50.0% and 69.9%.	The district CTE RHSP/DAP diploma rate is between 30.1% and 49.9%.	The district CTE RHSP/DAP diploma rate is 30.0% or lower.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

CTE Indicator #8: CTE Graduation Rate

This indicator is the percent of Career and Technical Education (CTE) students who graduated with a high school diploma in four years.

CALCULATION

For each district, calculate the percent of CTE students graduating with a high school diploma in four years:

$$\textit{District CTE graduation rate} = \frac{\textit{District number of CTE students in the Grade 9 cohort who graduated with a high school diploma in 2005-2006}}{\textit{District number of CTE students in the Class of 2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the CTE graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: http://www.tea.state.tx.us/research/.

NOTES

- *New!* This is a Report only indicator for 2007. The district CTE graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2007.
- Only Students with PEIMS CTE status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Graduation data are for the 2005-2006 school year.

CTE Indicator #9: CTE Nontraditional Courses—Male

This indicator is the percent of male students (Grades 9-12) completing Career and Technical Education (CTE) courses that are nontraditional for their gender.

CALCULATION

For each district, calculate the district CTE male nontraditional course completion rate:

$$\textit{District male nontraditional course completion rate} = \frac{\textit{District number of male CTE students (Grades 9-12) who completed male nontraditional courses}}{\textit{District number of CTE students (Grades 9-12) who completed male nontraditional courses}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size requirements and the PBMAS special analysis process do not apply to this indicator.

DATA SOURCE

- PEIMS fall 2005 snapshot data (110 Record).
- PEIMS summer 2006 data (415 Record).

NOTES

- *New!* An updated list of CTE nontraditional courses is located in the back of this manual as Appendix A.
- This is a Report Only indicator for 2007. The district CTE male nontraditional course completion rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2007.
- Only students with PEIMS CTE status codes 1 (Career/Technology Elective), 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Course completion data are for the 2005-2006 school year.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.

CTE Indicator #10: CTE Nontraditional Courses—Female

This indicator is the percent of female students (Grades 9-12) completing Career and Technical Education (CTE) courses that are nontraditional for their gender.

CALCULATION

For each district, calculate the CTE female nontraditional course completion rate:

$$\textit{District female nontraditional course completion rate} = \frac{\textit{District number of female CTE students (Grades 9-12) who completed female nontraditional courses}}{\textit{District number of CTE students (Grades 9-12) who completed female nontraditional courses}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

DATA SOURCE

- PEIMS fall 2005 snapshot data (110 Record).
- PEIMS summer 2006 data (415 Record).

NOTES

- *New!* An updated list of CTE nontraditional courses is located in the back of this manual as Appendix A.
- This is a Report Only indicator for 2007. The district CTE female nontraditional course completion rate is reported for district information and planning purposes. No performance levels are assigned for this indicator for 2007.
- Only students with PEIMS CTE status codes 1 (Career/Technology Elective), 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Course completion data are for the 2005-2006 school year.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.

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SECTION V

No Child Left Behind (NCLB) Indicators

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NCLB Indicator #1(i-ii): Adequate Yearly Progress (AYP)

This indicator evaluates the Adequate Yearly Progress (AYP) performance of districts' economically disadvantaged students in Reading/ELA and Mathematics.

CALCULATION

For more information on Adequate Yearly Progress, refer to the *2007 Adequate Yearly Progress Guide* available at: http://www.tea.state.tx.us/ayp.

NOTES

- The performance level assignments for this indicator are based on districts' preliminary AYP status prior to appeals and will not be changed due to any resulting appeals being granted.
- Districts meeting the AYP performance improvement ("safe harbor") criteria for reading/ELA or mathematics are considered to have met the standard for that subject area in this indicator and will receive a performance level of 0. Districts not meeting AYP MSR will receive a performance level of Not Assigned.
- The PBMAS special analysis process is not applicable to this indicator.

PERFORMANCE LEVEL ASSIGNMENT

Performance levels for the Adequate Yearly Progress indicator are assigned as follows:

Performance Level Criterion: Economically Disadvantaged Adequate Yearly Progress (AYP)				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
The district was Not Assigned a performance level for its economically disadvantaged population in 2007. (Refer to *AYP Guide* for more information.)	The district's economically disadvantaged reading or mathematics performance is at or above the federal accountability standard for the subject.	The district's economically disadvantaged reading or mathematics performance is 0.1 to 5.0 percentage points below the federal accountability standard for the subject.	The district's economically disadvantaged reading or mathematics performance is 5.1 to 10.0 percentage points below the federal accountability standard for the subject.	The district's economically disadvantaged reading or mathematics performance is at least 10.1 percentage points below the federal accountability standard for the subject.

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
1(ii)	Reading/ELA	60.0%	≥ 60.0%	55.0% - 59.9%	50.0% - 54.9%	≤ 49.9%

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NCLB Indicator #2(i-v): Migrant TAKS Passing Rate

This indicator is the percent of migrant students passing the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district migrant TAKS passing rate for each TAKS subject:

$$\textit{District migrant passing rate for a TAKS [subject (i-v)] test} = \frac{\textit{District number of migrant students who passed the TAKS [subject (i-v)] test in spring 2007}}{\textit{District number of migrant students who took the TAKS [subject (i-v)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 migrant TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics, Reading/ELA, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as a **migrant** student on the spring 2007 TAKS answer documents (Migrant Student indicator code).

NOTES

- The migrant TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
2(i)	Mathematics	3-11
2(ii)	Reading/ELA	3-11
2(iii)	Science	5, 10, 11
2(iv)	Social Studies	8, 10, 11
2(v)	Writing	4, 7

- *New!* Professional judgment special analysis is available for science.
- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.
- Required improvement is available for this indicator.

PERFORMANCE LEVEL ASSIGNMENT

The district migrant TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District Migrant TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)**	**Performance Level = 1 (Also includes 1SA and 1PJSA)**	**Performance Level = 2 (Also includes 2SA and 2PJSA)**	**Performance Level = 3 (Also includes 3SA and 3PJSA)**
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of *Not Assigned.*	The district migrant TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district migrant TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district migrant TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district migrant TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

** For the Migrant TAKS Passing Rate Indicator, professional judgment special analysis is not available for Social Studies and Writing.*

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
2(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
2(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
2(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
2(v)	Writing	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

NCLB Indicator #3: Migrant Annual Dropout Rate

This indicator is the percent of migrant students (Grades 7-12) who dropped out in 2005-2006.

CALCULATION

For each district, calculate the district migrant annual dropout rate:

$$\textit{District migrant annual dropout rate} = \frac{\textit{District number of migrant students (Grades 7-12) who dropped out in 2005-2006}}{\textit{District number of migrant students (Grades 7-12) in attendance in 2005-2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 migrant students (Grades 7-12) in attendance and at least 5 migrant dropouts in 2005-2006.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: http://www.tea.state.tx.us/research/.

NOTES

- Dropout data are for the 2005-2006 school year.
- *New!* As required by state law [§39.051(b)(2)], the annual dropout rate must now be computed in accordance with the National Center for Education Statistics (NCES) dropout definition. In the 2005-2006 school year, districts began collecting information according to the new definition and began submitting data using the new definition in the 2006-2007 school year. Students who dropped out during the 2005-2006 school year are reported in the 2007 PBMAS in accordance with the NCES dropout definition.

PERFORMANCE LEVEL ASSIGNMENT

The district migrant annual dropout rate is compared to the PBMAS standards for the annual dropout rate, and performance levels are assigned as follows:

Performance Level Criterion: District Migrant Annual Dropout Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district migrant annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district migrant annual dropout rate is between 2.1% and 5.0%.	The district migrant annual dropout rate is between 5.1% and 8.0%.	The district migrant annual dropout rate is 8.1% or higher.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

NCLB Indicator #4: Migrant RHSP/DAP Diploma Rate

This indicator is the percent of migrant students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

CALCULATION

For each district, calculate the district percent of migrant students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma:

$$\textit{District migrant RHSP/DAP diploma rate} = \frac{\textit{District number of migrant students who graduated with a RHSP or DAP diploma in 2005-2006}}{\textit{District number of migrant students who graduated in 2005-2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 migrant graduates.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the RHSP/DAP diploma rate, see the *2007 Accountability Manual* available at the following web address: http://www.tea.state.tx.us/perfreport/account/2007/manual/.

NOTES

- *New!* Performance levels will be assigned for this indicator in 2007.
- *New!* Required improvement is available for this indicator.
- Graduation data are for the 2005-2006 school year.

PERFORMANCE LEVEL ASSIGNMENT

The district migrant RHSP/DAP diploma rate is compared to the PBMAS standards for the migrant RHSP/DAP diploma rate, and performance levels are assigned as follows:

Performance Level Criterion: District Migrant RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0RI)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district migrant RHSP/DAP diploma rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district migrant RHSP/DAP diploma rate is between 50.0% and 69.9%.	The district migrant RHSP/DAP diploma rate is between 30.1% and 49.9%.	The district migrant RHSP/DAP diploma rate is 30.0% or lower.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

NCLB Indicator #5: Migrant Graduation Rate

This indicator is the percent of migrant students who graduated with a high school diploma in four years.

CALCULATION

For each district, calculate the percent of migrant students graduating with a high school diploma in four years:

$$\textit{District migrant graduation rate} = \frac{\textit{District number of migrant students in the Grade 9 cohort who graduated with a high school diploma in 2005-2006}}{\textit{District number of migrant students in the Class of 2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

DATA SOURCE

- For additional information about data source and methods for calculating the migrant graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: http://www.tea.state.tx.us/research/.

NOTES

- *New!* This is a Report Only indicator for 2007. The district migrant graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2007.
- Graduation data are for the 2005-2006 school year.

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NCLB Indicator #6: Annual Measurable Achievement Objective (LEP Student Progress Grades K-2)

This indicator is the percent of current limited English proficient (LEP) students in Grades K-2 who progressed at least one proficiency level on the Texas English Language Proficiency Assessment System (TELPAS) Composite Rating from 2005-2006 to 2006-2007.

CALCULATION

For each district, calculate the Grades K-2 TELPAS progress rate for LEP students:

$$\textit{District LEP K-2 TELPAS progress rate} = \frac{\textit{District number of current LEP students (Grades K-2) who progressed at least one proficiency level on the TELPAS Composite Rating from 2005-2006 to 2006-2007}}{\textit{District number of current LEP students (Grades K-2) assessed on TELPAS in both 2005-2006 and 2006-2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 current LEP students (Grades K-2) assessed on TELPAS in 2005-2006 and in 2006-2007.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also assessed in the four language domains (listed in the table below) for both the 2006 and 2007 TELPAS administrations.

NOTES

- ***New!*** Required improvement is available for this indicator.
- The TELPAS Composite Score integrates the results of the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP) into a single measure. A weighted formula is used to generate composite scores and composite ratings of Beginning, Intermediate, Advanced, and Advanced High. (A student with a composite rating of Advanced High in both the current year and previous year is considered to have made progress for the purpose of this indicator.) Additional information on TELPAS is available at the following web address: http://www.tea.state.tx.us/student.assessment/. Additional information on the AMAOs is available at: http://www.tea.state.tx.us/nclb/.

Language Domain	Test	Weight in Composite Score
Listening	TOP	5.0%
Speaking	TOP	5.0%
Reading	TOP	75.0%
Writing	TOP	15.0%

PERFORMANCE LEVEL ASSIGNMENT

The district TELPAS progress rate for Grades K-2 LEP students is compared to the AMAO standards, and performance levels are assigned as follows:

Performance Level Criterion: Annual Measurable Achievement Objective (LEP Student Progress Grades K-2)		
Performance Level (PL) Assignments		
Performance Level = Not Assigned	**Performance Level = *Met***	**Performance Level = *Not Met***
PL not equal to *Met* and district does not meet minimum size requirements.	The percent of current LEP students progressing by at least one proficiency level a year on the TELPAS Composite Rating is at least 17.0%.	The percent of current LEP students progressing by at least one proficiency level a year on the TELPAS Composite Rating is less than 17.0%.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

NCLB Indicator #7: Annual Measurable Achievement Objective (LEP Student Progress Grades 3-12)

This indicator is the percent of current limited English proficient (LEP) students in Grades 3-12 who progressed at least one proficiency level on the Texas English Language Proficiency Assessment System (TELPAS) Composite Rating from 2005-2006 to 2006-2007.

CALCULATION

For each district, calculate the Grades 3-12 TELPAS progress rate for LEP students:

$$\textit{District LEP 3-12 TELPAS progress rate} = \frac{\textit{District number of current LEP students (Grades 3-12) who progressed at least one proficiency level on the TELPAS Composite Rating from 2005-2006 to 2006-2007}}{\textit{District number of current LEP students (Grades 3-12) assessed on TELPAS in both 2005-2006 and 2006-2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 current LEP students (Grades 3-12) assessed on TELPAS in 2005-2006 and 2006-2007.
- The PBMAS special analysis process is not applicable to this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also assessed in the four language domains (listed in the table below) for both the 2006 and 2007 TELPAS administrations.

NOTES

- ***New!*** Required improvement is available for this indicator.
- The TELPAS Composite Score integrates the results of the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP) into a single measure. A weighted formula is used to generate composite scores and composite ratings of Beginning, Intermediate, Advanced, and Advanced High. (A student with a composite rating of Advanced High in both the current year and previous year is considered to have made progress for the purpose of this indicator.) Additional information on TELPAS is available at the following web address: http://www.tea.state.tx.us/student.assessment/. Additional information on the AMAOs is available at: http://www.tea.state.tx.us/nclb/.

Language Domain	Test	Weight in Composite Score
Listening	TOP	5.0%
Speaking	TOP	5.0%
Reading	RPTE	75.0%
Writing	TOP	15.0%

PERFORMANCE LEVEL ASSIGNMENT

The district progress rate for Grades 3-12 LEP students is compared to the AMAO standards, and performance levels are assigned as follows:

Performance Level Criterion: Annual Measurable Achievement Objective (LEP Student Progress Grades 3-12)		
Performance Level (PL) Assignments		
Performance Level = Not Assigned	**Performance Level = *Met***	**Performance Level = *Not Met***
PL not equal to *Met* and district does not meet minimum size requirements.	The percent of current LEP students progressing by at least one proficiency level a year on the TELPAS Composite Rating is at least 44.0%.	The percent of current LEP students progressing by at least one proficiency level a year on the TELPAS Composite Rating is less than 44.0%.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

NCLB Indicator #8: Annual Measurable Achievement Objective (LEP Student Attainment Grades K-2)

This indicator is the percent of current limited English proficient (LEP) students in Grades K-2 who reached the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS) Composite Rating in 2006-2007.

CALCULATION

For each district, calculate the K-2 TELPAS student attainment rate:

$$\textit{District LEP K-2 TELPAS attainment rate} = \frac{\textit{District number of current LEP students (Grades K-2) who received a TELPAS Composite Rating of Advanced High in 2006-2007}}{\textit{District number of current LEP students (Grades K-2) assessed on TELPAS in 2006-2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 current LEP students (Grades K-2) assessed on TELPAS in 2006-2007.
- The PBMAS special analysis process is not applicable to this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also assessed in the four language domains (listed in the table below) on the 2007 TELPAS administration.

NOTES

- ***New!*** Required improvement is available for this indicator.
- The TELPAS Composite Score integrates the results of the Texas Observation Protocols (TOP) into a single measure. A weighted formula is used to generate composite scores and composite ratings of Beginning, Intermediate, Advanced, and Advanced High. Additional information on TELPAS is available at the following web address: http://www.tea.state.tx.us/student.assessment/. Additional information on the AMAOs is available at: http://www.tea.state.tx.us/nclb/.

Language Domain	Test	Weight in Composite Score
Listening	TOP	5.0%
Speaking	TOP	5.0%
Reading	TOP	75.0%
Writing	TOP	15.0%

PERFORMANCE LEVEL ASSIGNMENT

The district attainment rate for Grades K-2 LEP students is compared to the AMAO standards, and performance levels are assigned as follows:

Performance Level Criterion: Annual Measurable Achievement Objective (LEP Student Attainment Grades K-2)		
Performance Level (PL) Assignments		
Performance Level = Not Assigned	**Performance Level = *Met***	**Performance Level = *Not Met***
PL not equal to *Met* and district does not meet minimum size requirements.	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is at least 2.5%.	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is less than 2.5%.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

NCLB Indicator #9: Annual Measurable Achievement Objective (LEP Student Attainment Grades 3-12)

This indicator is the percent of limited English proficient (LEP) students in Grades 3-12 who met the attainment goal for English language proficiency in 2006-2007.

CALCULATION

For each district, there are two methods for meeting the standard for this indicator:

Method 1:

$$\textit{District LEP 3-12 TELPAS attainment rate} = \frac{\textit{District number of current LEP students (Grades 3-12) who received a TELPAS Composite Rating of Advanced High in 2006-2007}}{\textit{District number of current LEP students (Grades 3-12) assessed on TELPAS in 2006-2007}}$$

Method 2:

$$\textit{District LEP 3-12 attainment rate} = \frac{\textit{District number of current LEP students (Grades 3-12 based on years in U.S. schools) who received a TELPAS Composite Rating of Advanced High in 2006-2007 and monitored LEP students (Grades 3-11) who passed English TAKS Reading/ELA in 2006-2007}}{\textit{District number of current LEP students (Grades 3-12 based on years in U.S. schools) assessed on TELPAS in 2006-2007 and monitored LEP students (Grades 3-11) assessed on English TAKS Reading/ELA in 2006-2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- ***New!*** Required improvement is available for Method 1 of this indicator.
- Minimum Size Requirements: At least 30 LEP students in the denominator for Method 1 or Method 2.
- The PBMAS special analysis process is not applicable to this indicator.
- Three years of data are available for analysis under Method 1 of this indicator, and one year of data is available for analysis under Method 2 of this indicator.

DATA SOURCE

- The data for Method 1 and Method 2 of this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also assessed in the four TELPAS language domains in the spring of 2007. The data for Method 2 also include the performance of enrolled students reported by the district as either first or second year monitored LEP (M1 and M2 indicator codes) and assessed on English TAKS Reading/ELA in the spring of 2007.

NOTES

- The TELPAS Composite Score integrates the results of the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP) into a single measure. A weighted formula is used to generate composite scores and composite ratings of Beginning, Intermediate, Advanced, and Advanced High. (See Notes section of NCLB Indicator #7 for table showing the weighted formula.)
- Method 2 current LEP students include Grade 3 current LEP students who have been in U.S. schools for 3 or more years and Grades 4-12 current LEP students who have been in U.S. schools for 4 or more years. Second administrations of Grades 3 and 5 TAKS Reading are included in Method 2.

PERFORMANCE LEVEL ASSIGNMENT

The district attainment rate for Grades 3-12 LEP students is compared to the AMAO standards, and performance levels are assigned as follows:

Performance Level Criterion: Annual Measurable Achievement Objective (LEP Student Attainment Grades 3-12)		
Method 1 **Performance Level (PL) Assignments**		
Performance Level = Not Assigned	**Performance Level = *Met***	**Level = *AMAO Not Met***
PL not equal to *Met* and district does not meet minimum size requirements.	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is at least 26.0%. (Minimum size requirements not applicable if PL = *Met*)	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is less than 26.0%.

Performance Level Criterion: Annual Measurable Achievement Objective (LEP Student Attainment Grades 3-12)		
Method 2 **Performance Level (PL) Assignments**		
Performance Level = Not Assigned	**Performance Level = *Met***	**Performance Level = *Not Met***
PL not equal to *Met* and district does not meet minimum size requirements.	The percent of current LEP students demonstrating attainment based on years in U.S. schools and the percent of monitored LEP students demonstrating attainment is at least 44.0%. (Minimum size requirements not applicable if PL = *Met*.)	The percent of current LEP students demonstrating attainment based on years in U.S. schools and the percent of monitored LEP students demonstrating attainment is less than 44.0%.

Performance Level Assignment Continued on next page.

Performance Level Criterion: Annual Measurable Achievement Objective (LEP Student Attainment Grades 3-12)		
Overall **Performance Level (PL) Assignments**		
Performance Level = Not Assigned	**Performance Level = *Met***	**Performance Level = *Not Met***
District assigned PL = Not Assigned under both Method 1 and Method 2 or a combination on the two methods of PL = *Not Assigned* and PL = *Not Met*.	District assigned a PL = *Met* under either Method 1 or Method 2.	District assigned PL = *Not Met* under both Method 1 and Method 2.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

- Additional information on TELPAS is available at the following web address: http://www.tea.state.tx.us/student.assessment/. Additional information on the AMAOs is available at: http://www.tea.state.tx.us/nclb/.

NCLB Indicator #10: Annual Measurable Achievement Objective (LEP AYP)

This indicator measures the Adequate Yearly Progress (AYP) of students with limited English proficiency (LEP).

CALCULATION

For each district, determine whether the district's LEP student group met 2007 AYP requirements.

NOTES

- For more information on Adequate Yearly Progress, please refer to the *2007 Adequate Yearly Progress (AYP) Guide* available at the following web address: http://www.tea.state.tx.us/ayp.
- The performance level assignments for this indicator are based on districts' preliminary 2007 AYP status prior to appeals and will not be changed due to any resulting appeals being granted.

PERFORMANCE LEVEL ASSIGNMENT

Performance levels are assigned as follows:

District Performance Level Criterion: Annual Measurable Achievement Objective (LEP AYP)		
Performance Level (PL) Assignments		
Performance Level = Not Assigned	**Performance Level = *Met***	**Performance Level = *Not Met***
The district was Not Assigned an AYP status for its LEP population. (Refer to the *2007 AYP Guide* for more information.)	The district met AYP for its LEP student population.	The district missed AYP for its LEP student population.

SECTION VI

Special Education (SPED) Indicators

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Special Education Indicator #1(i-v): SPED TAKS Passing Rate

This indicator is the percent of special education (SPED) students passing each TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district special education TAKS passing rate for each TAKS subject:

$$\textit{District special education passing rate for a TAKS [subject (i-v)] test} = \frac{\textit{District number of special education students who passed the TAKS [subject (i-v)] test in spring 2007}}{\textit{District number of special education students who took the TAKS [subject (i-v)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 special education TAKS test takers in the subject area.
- Professional judgment special analysis is available for the Mathematics, Reading/ELA, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2007 TAKS answer documents (special education indicator code).

NOTES

- The special education TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
1(i)	Mathematics	3-11
1(ii)	Reading/ELA	3-11
1(iii)	Science	5, 10, 11
1(iv)	Social Studies	8, 10, 11
1(v)	Writing	4, 7

- *New!* Professional judgment special analysis is available for science.
- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.
- Required improvement is available for this indicator.

PERFORMANCE LEVEL ASSIGNMENT

The district special education TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District Special Education TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of *Not Assigned.*	The district special education TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district special education TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district special education TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district special education TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

** For the Special Education TAKS Passing Rate Indicator, professional judgment special analysis is not available for Social Studies and Writing.*

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
1(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
1(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
1(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
1(v)	Writing	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

Special Education Indicator #2(i-v): SPED Year-After-Exit (YAE) TAKS Passing Rate

This indicator is the percent of special education students who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies, Writing) one year after being exited from receiving special education (SPED) services.

CALCULATION

For each district, calculate the district SPED YAE TAKS passing rate for each TAKS subject:

$$\textit{District SPED YAE passing rate for a TAKS [subject (i-v)] test} = \frac{\textit{District number of students in their first year of exit from special education services who passed the TAKS [subject (i-v)] test in spring 2007}}{\textit{District number of students in their first year of exit from special education services who took the TAKS [subject (i-v)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 SPED YAE TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2005 and 2006 snapshot date (110 Record) and also reported by the district on PEIMS fall 2006 snapshot date as no longer receiving special education services.

NOTES

- The SPED YAE TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
2(i)	Mathematics	3-11
2(ii)	Reading/ELA	3-11
2(iii)	Science	5, 10, 11
2(iv)	Social Studies	8, 10, 11
2(v)	Writing	4, 7

- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.
- Students must be in the same district in both school years to be included in the calculation of this indicator.

PERFORMANCE LEVEL ASSIGNMENT

The district SPED YAE TAKS passing rate is compared to the PBMAS standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

Performance Level Criterion: District SPED YAE TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA)**	**Performance Level = 1 (Also includes 1SA)**	**Performance Level = 2 (Also includes 2SA)**	**Performance Level = 3 (Also includes 3SA)**
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned.*	The district SPED YAE TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district SPED YAE TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district SPED YAE TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district SPED YAE TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	45.0%	≥ 45.0%	40.0% - 44.9%	35.0% - 39.9%	≤ 34.9%
2(ii)	Reading/ELA	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
2(iii)	Science	40.0%	≥ 40.0%	35.0% - 39.9%	30.0% - 34.9%	≤ 29.9%
2(iv)	Social Studies	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%
2(v)	Writing	65.0%	≥ 65.0%	60.0% - 64.9%	55.0% - 59.9%	≤ 54.9%

Special Education Indicator #3(i-iii): SPED SDAA II Gap Closure (Grades 3-8)

This indicator is the percent of special education students (Grades 3-8) taking the State-Developed Alternative Assessment II (SDAA II) in Mathematics, Reading, or Writing at least on grade level or one grade level below enrolled grade level.

CALCULATION

For each district, determine the district percent of special education students (Grades 3-8) taking the SDAA II at least on grade level or one grade level below enrolled grade level:

$$\textit{District 3-8 SDAA II gap closure rate for an SDAA II [subject (i-iii)] test} = \frac{\textit{District number of special education students (Grades 3-8) taking the SDAA II [subject (i-iii)] test at least on grade level or one grade level below enrolled grade level in spring 2007}}{\textit{District number of special education students (Grades 3-8) taking the SDAA II [subject (i-iii)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 students (Grades 3-8) served in special education taking the SDAA II in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under the Reading and Mathematics components of this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district in Grades 3-8 on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as tested on the SDAA II in spring 2007.

NOTES

- The district SDAA II gap closure rate for SDAA II Writing is reported for district information and planning purposes. No performance levels are assigned for the SDAA II Writing portion of this indicator in 2007.
- Students with SDAA II performance at achievement level I are not included in the calculation of this indicator.
- The SPED SDAA II gap closure rate (Grades 3-8) is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
3(i)	Mathematics	3-8
3(ii)	Reading	3-8
3(iii)	Writing	4, 7

PERFORMANCE LEVEL ASSIGNMENT

The district special education SDAA II gap closure rate (Grades 3-8) is compared to the PBMAS standards for the SDAA II gap closure, and performance levels are assigned as follows:

Performance Level Criterion: District SDAA II Gap Closure (Grades 3-8) Rate for Mathematics				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA)**	**Performance Level = 1 (Also includes 1SA)**	**Performance Level = 2 (Also includes 2SA)**	**Performance Level = 3 (Also includes 3SA)**
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned.*	48.1% or more of students taking SDAA II at least on grade level or one grade below enrolled grade level. Minimum size requirements not applicable if PL = 0.	31.1% to 48.0% of students taking SDAA II at least on grade level or one grade below enrolled grade level.	8.1% to 31.0% of students taking SDAA II at least on grade level or one grade below enrolled grade level.	8.0% or fewer students taking SDAA II at least on grade level or one grade below enrolled grade level.

Performance Level Criterion: District SDAA II Gap Closure (Grades 3-8) Rate for Reading				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA)**	**Performance Level = 1 (Also includes 1SA)**	**Performance Level = 2 (Also includes 2SA)**	**Performance Level = 3 (Also includes 3SA)**
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned.*	43.1% or more of students taking SDAA II at least on grade level or one grade below enrolled grade level. Minimum size requirements not applicable if PL = 0.	29.1% to 43.0% of students taking SDAA II at least on grade level or one grade below enrolled grade level.	5.1% to 29.0% of students taking SDAA II at least on grade level or one grade below enrolled grade level.	5.0% or fewer students taking SDAA II at least on grade level or one grade below enrolled grade level.

Special Education Indicator #4(i-ii): SPED SDAA II Gap Closure (Grades 3-10)

This indicator is the percent of special education students (Grades 3-10) taking the State-Developed Alternative Assessment II (SDAA II) in Mathematics, Reading/ELA at least on grade level or one grade level below enrolled grade level.

CALCULATION

For each district, determine the district percent of special education students (Grades 3-10) taking the SDAA II at least on grade level or one grade level below enrolled grade level:

$$\textit{District SDAA II 3-10 gap closure rate for an SDAA II [subject (i-ii)] test} = \frac{\textit{District number of special education students (Grades 3-10) taking the SDAA II [subject (i-ii)] test at least on grade level or one grade level below enrolled grade level in spring 2007}}{\textit{District number of special education students (Grades 3-10) taking the SDAA II [subject (i-ii)] test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district in Grades 3-10 on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as tested on the SDAA II in spring 2007.

NOTES

- This is a Report Only indicator for 2007. The district SPED SDAA II gap closure rate (Grades 3-10) is reported for district information and planning purposes. No performance levels are assigned for the SDAA II gap closure (Grades 3-10) indicator in 2007.
- Students with SDAA II performance at achievement level I are not included in the calculation of this indicator.
- Students enrolled in Grade 10 who take the instructional level 10 ELA test are included in the numerator for reading on this indicator.
- The SPED SDAA II gap closure rate (Grades 3-10) is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
4(i)	Mathematics	3-10
4(ii)	Reading/ELA	3-10

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Special Education Indicator #5: SPED TAKS Only Participation Rate

This indicator is the percent of special education (SPED) students (Grades 3-11) tested on TAKS in all subjects (Mathematics, Reading/ELA, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district special education TAKS Only participation rate:

$$\textit{District special education TAKS Only participation rate} = \frac{\textit{District number of students (Grades 3-11) served in special education tested on TAKS for all subjects in spring 2007}}{\textit{District number of students (Grades 3-11) served in special education for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2007 and district number of students who participated in the TAKS-Alt field test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 SPED students (Grades 3-11) for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2007 or who participated in the spring 2007 TAKS-Alt field test.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2007 TAKS, TAKS-I, and SDAA II answer documents (special education indicator code) or through the spring 2007 TAKS-Alt field test.

NOTES

- ***New!*** Required improvement is available for this indicator.
- The special education TAKS Only participation rate is based on results from students in the following grades:

Subject Test	Grade Levels
Mathematics	3-11
Reading/ELA	3-11
Science	5, 8, 10, 11
Social Studies	8, 10, 11
Writing	4, 7

PERFORMANCE LEVEL ASSIGNMENT

The district SPED TAKS Only participation rate is compared to the PBMAS standards below for the TAKS Only participation rate, and performance levels are assigned as follows:

Performance Level Criterion: District SPED TAKS Only Participation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0SA and 0RI)**	**Performance Level = 1 (Also includes 1SA)**	**Performance Level = 2 (Also includes 2SA)**	**Performance Level = 3 (Also includes 3SA)**
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned.*	The district SPED TAKS Only participation rate is 20.0% or higher. Minimum size requirements not applicable if PL = 0.	The district SPED TAKS Only participation rate is between 8.0% and 19.9%.	The district SPED TAKS Only participation rate is between 5.0% and 7.9%	The district SPED TAKS Only participation rate is less than 5.0%.

Special Education Indicator #6: SPED TAKS/TAKS-I Only Participation Rate

This indicator is the percent of special education (SPED) students (Grades 3-11) tested on TAKS/TAKS-I in all subjects (Mathematics, Reading/ELA, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district special education TAKS/TAKS-I Only participation rate:

$$\textit{District special education TAKS/TAKS-I Only participation rate} = \frac{\textit{District number of students (Grades 3-11) served in special education tested on TAKS/TAKS-I for all subjects in spring 2007}}{\textit{District number of students (Grades 3-11) served in special education for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2007 and district number of students who participated in the TAKS-Alt field test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2007 TAKS, TAKS-I, or SDAA II answer documents (special education indicator code) or through the spring 2007 TAKS-Alt field test.

NOTES

- This is a Report Only indicator for 2007. The TAKS/TAKS-I Only participation rate is reported for district information and planning purposes. No performance levels will be assigned for this indicator in 2007.
- The special education TAKS/TAKS-I Only participation rate is based on results from students in the following grades:

Subject Test	Grade Levels
Mathematics	3-11
Reading/ELA	3-11
Science	5, 8, 10, 11
Social Studies	8, 10, 11
Writing	4, 7

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Special Education Indicator #7: SPED SDAA II Only Participation Rate

This indicator is the percent of special education students (Grades 3-10) tested on the State-Developed Alternative Assessment II (SDAA II) in all subjects for which the SDAA II is available (Mathematics, Reading/ELA, Writing).

CALCULATION

For each district, calculate the district special education SDAA II Only participation rate:

$$\textit{District special education SDAA II Only participation rate} = \frac{\textit{District number of students (Grades 3-10) served in special education tested on the SDAA II for all subjects for which SDAA II was available in spring 2007}}{\textit{District number of students (Grades 3-10) served in special education for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2007 and district number of students who participated in the TAKS-Alt field test in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 SPED students for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2007 or who participated in the spring 2007 TAKS-Alt field test.
- The PBMAS special analysis process is not applicable to this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2006 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2007 TAKS, TAKS-I, or SDAA II answer documents (special education indicator code) or through the spring TAKS-Alt field test.

NOTES

- The special education SDAA II Only participation rate is based on results from students in the following grades:

Subject Test	Grade Levels
Mathematics	3-10
Reading/ELA	3-10
Writing	4, 7

PERFORMANCE LEVEL ASSIGNMENT

The district SPED SDAA II Only participation rate is compared to the PBMAS standards for the SDAA II Only participation rate, and performance levels are assigned as follows:

Performance Level Criterion: District SPED SDAA II Only Participation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district SPED SDAA II Only participation rate is 56.0% or lower. Minimum size requirements not applicable if PL = 0.	The district SPED SDAA II Only participation rate is between 56.1% and 71.0%	The district SPED SDAA II Only participation rate is between 71.1% and 81.0%.	The district SPED SDAA II Only participation rate is greater than 81.0%.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

Special Education Indicator #8: SPED 3-5 Year-Olds Less Restrictive Environment Placement Rate

This indicator is the percent of students ages 3-5 served in special education who are placed in less restrictive environments along the Least Restrictive Environment continuum.

CALCULATION

For each district, calculate the district placement rate for students ages 3-5 years old in less restrictive environments:

$$\textit{District 3-5 year-olds less restrictive environment placement rate} = \frac{\textit{District number of students ages 3-5 served in special education who were placed in less restrictive environments in 2006-2007}}{\textit{District number of students ages 3-5 served in special education in 2006-2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements: At least 30 students ages 3-5 served in special education.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the placement of special education students reported by the district as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2006 snapshot data; 110 Record and 163 Record, Element ID E0173).

NOTES

- *New!* Performance levels will be assigned for this indicator in 2007.
- *New!* Required improvement is available for this indicator.
- PEIMS setting codes **40 (mainstream)** and **41 (receive resource room services less than 21% of the day)** are the environments that are considered less restrictive for the purposes of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2006, for this indicator and is derived from the 101 Record (Element ID E0006).

PERFORMANCE LEVEL ASSIGNMENT

The district 3-5 year-olds less restrictive environment placement rate is compared to the PBMAS standards for placements in less restrictive environments, and performance levels are assigned as follows:

Performance Level Criterion: District 3-5 Year-Olds Less Restrictive Environment Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0RI)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district placement rate in less restrictive environments is 11.0% or higher.	The district placement rate in less restrictive environments is between 4.1% and 10.9%.	The district placement rate in less restrictive environments is between 1.6% and 4.0%	The district placement rate in less restrictive environments is 1.5% or lower.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

Special Education Indicator #9: SPED 6-11 Year-Olds Less Restrictive Environment Placement Rate

This indicator is the percent of students ages 6-11 served in special education who are placed in less restrictive environments along the Least Restrictive Environment continuum.

CALCULATION

For each district, calculate the district placement rate for students ages 6-11 years old in less restrictive environments:

$$\textit{District 6-11 year-olds less restrictive environment placement rate} = \frac{\textit{District number of students ages 6-11 served in special education who were placed in less restrictive environments in 2006-2007}}{\textit{District number of students ages 6-11 served in special education in 2006-2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 students ages 6-11 served in special education.
- The PBMAS special analysis process does not apply to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the placement of special education students reported by districts as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2006 snapshot data; 110 Record and 163 Record, Element ID E0173).

NOTES

- ***New!*** The age range of this indicator has been changed from 3-11 to 6-11.
- PEIMS setting codes **40 (mainstream)** and **41 (receive resource room services less than 21% of the day)** are the environments that are considered less restrictive for the purposes of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2006, for this indicator and is derived from the 101 Record (Element ID E0006).

PERFORMANCE LEVEL ASSIGNMENT

The district 6-11 year-olds less restrictive environment placement rate is compared to the PBMAS standards for placements in less restrictive environments, and performance levels are assigned as follows:

Performance Level Criterion: District 6-11 Year-Olds Less Restrictive Environment Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district placement rate in less restrictive environments is 25.0% or higher.	The district placement rate in less restrictive environments is between 17.5% and 24.9%.	The district placement rate in less restrictive environments is between 9.5% and 17.4%.	The district placement rate in less restrictive environments is 9.4% or lower.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

Special Education Indicator #10: SPED 12-21 Year-Olds Less Restrictive Environment Placement Rate

This indicator is the percent of students ages 12-21 served in special education who are placed in less restrictive environments along the Least Restrictive Environment continuum.

CALCULATION

For each district, calculate the district placement rate for students ages 12-21 years old in less restrictive environments:

$$\textit{District 12-21 year-olds less restrictive environment placement rate} = \frac{\textit{District number of students ages 12-21 served in special education who were placed in less restrictive environments in 2006-2007}}{\textit{District number of students ages 12-21 served in special education in 2006-2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 students ages 12-21 served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the placement of special education students reported by districts as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2006 snapshot data; 110 Record and 163 Record, Element ID E0173).

NOTES

- PEIMS setting codes **40 (mainstream)** and **41 (receive resource room services less than 21% of the day)** are the environments that are considered less restrictive for the purposes of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are <u>not</u> included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are <u>not</u> included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2006, for this indicator and is derived from the 101 Record (Element ID E0006).
- Required improvement is available for this indicator.

PERFORMANCE LEVEL ASSIGNMENT

The district 12-21 year-olds less restrictive environment placement rate is compared to the PBMAS standards for placements in less restrictive environments, and performance levels are assigned as follows:

Performance Level Criterion: District 12-21 Year-Olds Less Restrictive Environment Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district placement rate in less restrictive environments is 46.5% or higher. Minimum size requirements not applicable if PL = 0.	The district placement rate in less restrictive environments is between 38.0% and 46.4%.	The district placement rate in less restrictive environments is between 26.5% and 37.9%.	The district placement rate in less restrictive environments is 26.4% or lower.

Special Education Indicator #11: SPED Annual Dropout Rate

This indicator is the percent of students (Grades 7-12) served in special education who dropped out in 2005-2006.

CALCULATION

For each district, calculate the district special education annual dropout rate:

$$\textit{District special education annual dropout rate} = \frac{\textit{District number of students served in special education (Grades 7-12) who dropped out in 2005-2006}}{\textit{District number of students served in special education (Grades 7-12) in attendance in 2005-2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 students (Grades 7-12) in attendance served in special education and at least 5 dropouts served in special education in 2005-2006.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: http://www.tea.state.tx.us/research/.

NOTES

- Dropout data are for the 2005-2006 school year.
- *New!* As required by state law [§39.051(b)(2)], the annual dropout rate must now be computed in accordance with the National Center for Education Statistics (NCES) dropout definition. In the 2005-2006 school year, districts began collecting information according to the new definition and began submitting data using the new definition in the 2006-2007 school year. Students who dropped out during the 2005-2006 school year are reported in the 2007 PBMAS in accordance with the NCES dropout definition.

PERFORMANCE LEVEL ASSIGNMENT

The district special education annual dropout rate is compared to the PBMAS standards for the annual dropout rate, and performance levels are assigned as follows:

Performance Level Criterion: District Special Education Annual Dropout Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district special education annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district special education annual dropout rate is between 2.1% and 5.0%.	The district special education annual dropout rate is between 5.1% and 8.0%.	The district special education annual dropout rate is 8.1% or higher.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

Special Education Indicator #12: SPED RHSP/DAP Diploma Rate

This indicator is the percent of students served in special education graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

CALCULATION

For each district, calculate the district percent of students served in special education graduating with a RHSP or DAP diploma:

$$\textit{District special education RHSP/DAP diploma rate} = \frac{\textit{District number of students served in special education who graduated with a RHSP or DAP diploma in 2005-2006}}{\textit{District number of students served in special education who graduated in 2005-2006}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 special education graduates.
- *New!* Limited professional judgment special analysis is available on this indicator for districts with residential facilities in their attendance zones who have registered those facilities with the residential facilities data collection application called "RF Tracker."
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the RHSP/DAP diploma rate, see the *2007 Accountability Manual* available at the following web address: http://www.tea.state.tx.us/perfreport/account/2007/manual/.

NOTES

- *New!* Performance levels will be assigned for this indicator in 2007.
- *New!* Required improvement is available for this indicator.
- Graduation data are for the 2005-2006 school year.

The district special education RHSP/DAP diploma rate is compared to the PBMAS standards for the special education RHSP/DAP diploma rate, and performance levels are assigned as follows:

Performance Level Criterion: District SPED RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0PJSA and 0RI)**	**Performance Level = 1 (Also includes 1PJSA)**	**Performance Level = 2 (Also includes 2PJSA)**	**Performance Level = 3 (Also includes 3PJSA)**
PL not equal to 0 and district does not meet minimum size requirements or limited professional judgment special analysis process results in the assignment of a performance level of *Not Assigned*.	The district SPED RHSP/DAP diploma rate is 16.5% or higher. Minimum size requirements not applicable if PL = 0.	The district SPED RHSP/DAP diploma rate is between 6.5% and 16.4%.	The district SPED RHSP/DAP diploma rate is between 1.5% and 6.4%.	The district SPED RHSP/DAP diploma rate is 1.4% or lower.

Limited professional judgment special analysis is available on this indicator for districts with residential facilities in their attendance zones who have registered those facilities with the residential facilities data collection application called "RF Tracker."

Special Education Indicator #13: SPED Graduation Rate

This indicator is the percent of students served in special education who graduated with a high school diploma in four years.

CALCULATION

For each district, calculate the percent of students served in special education graduating with a high school diploma in four years:

$$\textit{District special education graduation rate} = \frac{\textit{District number of students in the Grade 9 cohort served in special education who graduated with a high school diploma in 2005-2006}}{\textit{District number of students in the Class of 2006 served in special education.}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size requirements and the PBMAS special analysis process do not apply to this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the special education graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: http://www.tea.state.tx.us/research/.

NOTES

- *New!* This is a Report only indicator for 2007. The district special education graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2007.
- Graduation data are for the 2005-2006 school year.

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Special Education Indicator #14: SPED Identification

This indicator is the percent of students identified to receive special education (SPED) services.

CALCULATION

For each district, calculate the district percent of students receiving special education services as follows:

$$\textit{District special education identification rate} = \frac{\textit{District number of special education students enrolled in 2006-2007}}{\textit{District number of students enrolled in 2006-2007}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- ***New!*** Minimum Size Requirements: At least 30 students enrolled in the district and at least 30 students identified to receive special education services.
- The PBMAS special analysis process is not applicable to this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the number of students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2006 snapshot data; 110 Record and 163 Record).

NOTES

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 30 (School for Persons with Mental Retardation), 31, 32, 34 (ECI 0-2), and 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Required improvement is available for this indicator.

PERFORMANCE LEVEL ASSIGNMENT

The district-level special education identification rate is compared to the PBMAS standards for the identification of special education students, and performance levels are assigned as follows:

Performance Level Criterion: District Special Education Identification Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0RI)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district identification of students to receive special education services is 8.5% or lower. Minimum size requirements not applicable if PL = 0.	The district identification of students to receive special education services is between 8.6% and 12.0%.	The district identification of students to receive special education services is between 12.1% and 16.0%.	The district identification of students to receive special education services is 16.1% or higher.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

Special Education Indicator #15: SPED African American Representation

This indicator is the potential disproportion of African American students served in special education.

CALCULATION

1. For each district, calculate the district **special education African American percentage**:

$$\text{District special education African American percentage} = \frac{\text{District number of African American students served in special education in 2006-2007}}{\text{District number of special education students enrolled in 2006-2007}}$$

2. For each district, calculate the district **overall African American percentage**:

$$\text{District overall African American percentage} = \frac{\text{District number of African American students enrolled in 2006-2007}}{\text{District number of students enrolled in 2006-2007}}$$

3. For each district, a **difference score** is calculated by subtracting the district **overall African American percentage** from the district **special education African American percentage**.

$$\text{Difference score} = \text{District } \textbf{special education} \text{ African American percentage} - \text{District } \textbf{overall} \text{ African American percentage}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- ***New!*** Required improvement is available for this indicator.
- ***New!*** Minimum Size Requirements: At least 30 African American students enrolled, at least 30 African American students served in special education, and at least 30 enrolled students served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the number of **African American** and all students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2006 snapshot data; 101 Record, 110 Record, and 163 Record).

NOTES

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or the denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.

PERFORMANCE LEVEL ASSIGNMENT

New! For each district, the **difference score** is compared to the PBMAS standards for SPED African American representation, and performance levels are assigned as follows:

Performance Level Criterion: District SPED African American Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district percent of special education students who are African American is no more than 1.0 percentage point higher than the percent of all district students who are African American. Minimum size requirements not applicable if PL = 0.	The district percent of special education students who are African American is between 1.1 and 5.9 percentage points higher than the percent of all district students who are African American.	The district percent of special education students who are African American is between 6.0 and 10.0 percentage points higher than the percent of all district students who are African American.	The district percent of special education students who are African American is at least 10.1 percentage points higher than the percent of all district students who are African American.

Special Education Indicator #16: SPED Hispanic Representation

This indicator is the potential disproportion of Hispanic students served in special education.

CALCULATION

1. For each district, calculate the district **special education Hispanic percentage**:

$$\textit{District special education Hispanic percentage} = \frac{\textit{District number of Hispanic students served in special education in 2006-2007}}{\textit{District number of special education students enrolled in 2006-2007}}$$

2. For each district, calculate the district **overall Hispanic percentage**:

$$\textit{District overall Hispanic percentage} = \frac{\textit{District number of Hispanic students enrolled in 2006-2007}}{\textit{District number of students enrolled in 2006-2007}}$$

3. For each district, a **difference score** is calculated by subtracting the district **overall Hispanic percentage** from the district **special education Hispanic percentage**.

$$\textit{Difference score} = \textit{District } \textbf{\textit{special education}} \textit{ Hispanic percentage} - \textit{District } \textbf{\textit{overall}} \textit{ Hispanic percentage}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- ***New!*** Required Improvement is available for this indicator.
- ***New!*** Minimum Size Requirements: At least 30 Hispanic students enrolled, at least 30 Hispanic students served in special education, and at least 30 enrolled students served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the number of **Hispanic** and all students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2006 snapshot data; 101 Record, 110 Record, and 163 Record).

NOTES

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.

PERFORMANCE LEVEL ASSIGNMENT

New! For each district, the **difference score** is compared to the PBMAS standards for SPED Hispanic representation, and performance levels are assigned as follows:

Performance Level Criterion: District SPED Hispanic Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis process results in the assignment of a performance level of *Not Assigned*.	The district percent of special education students who are Hispanic is no more than 1.0 percentage point higher than the percent of all district students who are Hispanic. Minimum size requirements not applicable if PL = 0.	The district percent of special education students who are Hispanic is between 1.1 and 5.9 percentage points higher than the percent of all district students who are Hispanic.	The district percent of special education students who are Hispanic is between 6.0 and 10.0 percentage points higher than the percent of all district students who are Hispanic.	The district percent of special education students who are Hispanic is at least 10.1 percentage points higher than the percent of all district students who are Hispanic.

Special Education Indicator #17: SPED LEP Representation

This indicator is the potential disproportion of students identified as limited English proficient (LEP) served in special education.

CALCULATION

1. For each district, calculate the district **special education LEP percentage:**

$$\textit{District special education LEP percentage} = \frac{\textit{District number of LEP students served in special education in 2006-2007}}{\textit{District number of special education students enrolled in 2006-2007}}$$

2. For each district, calculate the district **overall LEP percentage:**

$$\textit{District overall LEP percentage} = \frac{\textit{District number of LEP students enrolled in 2006-2007}}{\textit{District number of students enrolled in 2006-2007}}$$

3. For each district, a **difference score** is calculated by subtracting the district **overall LEP percentage** from the district **special education LEP percentage**.

$$\textit{Difference score} = \textit{District } \textbf{\textit{special education}} \textit{ LEP percentage} - \textit{District } \textbf{\textit{overall}} \textit{ LEP percentage}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- ***New!*** Required improvement is available for this indicator.
- ***New!*** Minimum Size Requirements: At least 30 LEP students enrolled, at least 30 LEP students served in special education, and at least 30 enrolled students served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the number of **LEP** and all students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2006 snapshot data; 110 Record and 163 Record).

NOTES

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.

PERFORMANCE LEVEL ASSIGNMENT

New! For each district, the **difference score** is compared to the PBMAS standards for SPED LEP representation, and performance levels are assigned as follows:

Performance Level Criterion: District SPED LEP Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district percent of special education students who are LEP is no more than 1.0 percentage point higher than the percent of all district students who are LEP. Minimum size requirements not applicable if PL = 0.	The district percent of special education students who are LEP is between 1.1 and 5.9 percentage points higher than the percent of all district students who are LEP.	The district percent of special education students who are LEP is between 6.0 and 10.0 percentage points higher than the percent of all district students who are LEP.	The district percent of special education students who are LEP is at least 10.1 percentage points higher than the percent of all district students who are LEP.

Special Education Indicator #18: SPED Discretionary DAEP Placements

This indicator is the potential disproportionate discretionary placement of students served in special education in Disciplinary Alternative Education Programs (DAEPs).

CALCULATION

1. For each district, calculate the district **special education discretionary DAEP placement rate:**

$$\textit{District special education DAEP placement rate} = \frac{\textit{District number of discretionary DAEP placements of students served in special education in 2005-2006}}{\textit{District number of students served in special education in attendance in 2005-2006}}$$

2. For each district, calculate the **overall discretionary DAEP placement rate:**

$$\textit{District overall DAEP placement rate} = \frac{\textit{District number of discretionary DAEP placements for all students in 2005-2006}}{\textit{District number of all students in attendance in 2005-2006}}$$

3. For each district, a **difference score** is calculated by subtracting the district **overall discretionary DAEP placement rate** from the district **special education DAEP placement rate**.

$$\textit{Difference score} = \textit{District } \textbf{\textit{special education}} \textit{ discretionary DAEP placement rate} - \textit{District } \textbf{\textit{overall}} \textit{ discretionary DAEP placement rate}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- ***New!*** Required improvement is available for this indicator.
- Minimum Size Requirements: At least 30 students in attendance served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator's denominator are based on the number of students (all students versus special education students) reported by the district as **in attendance** (PEIMS summer 2006 data—400 Record and 405 Record). The data for this indicator's numerator are based on the number of **discretionary DAEP placements** (all students versus special education students) reported by the district (PEIMS summer 2006 data—425 Record.)

NOTES

- The agency will continue reporting the state average DAEP placement rate for all students on the 2007 PBMAS district report. Districts should compare their DAEP placement rate to the state average DAEP placement rate to determine whether a review of disciplinary decision-making is appropriate.
- ***New!*** This indicator also evaluates districts' decisions to **continue** DAEP placements (e.g., Action Codes 08 and 10).
- Discretionary DAEP placements are for the 2005-2006 school year.
- A student is counted as a special education student in the first denominator if any 405 record was submitted for the student or if Element ID E0940 on any 400 Record submitted for the student contained anything but 0000. A DAEP placement is counted as a special education DAEP placement in the first numerator if the student had a matching record for the same reporting period on the 400 Record with Element ID E0041 containing anything but 00 and Element ID E0937 not equaling zero.
- Note that discretionary DAEP placements are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Codes (Element ID E1005) = 07, 08, and 10 and Reason Codes (Element ID E1006) = 01, 10, 21, 22, 23, 33, 34, 41, and/or 49. Only one action per incident number is counted under this indicator.

PERFORMANCE LEVEL ASSIGNMENT

For each district, the **difference score** is compared to the PBMAS standards for DAEP placements, and performance levels are assigned as follows:

Performance Level Criterion: District Discretionary DAEP Placements				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district percent of SPED discretionary DAEP placements is no more than 1.0 percentage point higher than the percent of overall discretionary DAEP placements. Minimum size requirements not applicable if PL = 0.	The district percent of SPED discretionary DAEP placements is between 1.1 and 3.0 percentage points higher than the percent of overall discretionary DAEP placements.	The district percent of SPED discretionary DAEP placements is between 3.1 and 6.0 percentage points higher than the percent of overall discretionary DAEP placements.	The district percent of SPED discretionary DAEP placements is at least 6.1 percentage points higher than the percent of overall discretionary DAEP placements.

Special Education Indicator #19: SPED Discretionary Expulsions

This indicator is the potential disproportionate discretionary expulsion of students served in special education.

CALCULATION

1. For each district, calculate the district **special education discretionary expulsion rate:**

$$\textit{District special education discretionary expulsion rate} = \frac{\textit{District number of discretionary expulsions of students served in special education in 2005-2006}}{\textit{District number of students served in special education in attendance in 2005-2006}}$$

2. For each district, calculate the district **overall discretionary expulsion rate:**

$$\textit{District overall discretionary expulsion rate} = \frac{\textit{District number of discretionary expulsions of all students in 2005-2006}}{\textit{District number of all students in attendance in 2005-2006}}$$

3. For each district, a **difference score** is calculated by subtracting the district **overall discretionary expulsion rate** from the district **special education discretionary expulsion rate**.

Difference score = *District **special education** discretionary expulsion rate* — *District **overall** discretionary expulsion rate*

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- ***New!*** Required improvement is available for this indicator.
- Minimum Size Requirements: At least 30 students in attendance served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator's denominator are based on the number of students (all students versus special education students) reported by the district as **in attendance** (PEIMS summer 2006 data—400 Record and 405 Record). The data for this indicator's numerator are based on the number of incidents of **discretionary expulsion** (all students versus special education students) reported by the district (PEIMS summer 2006 data—425 Record).

NOTES

- Discretionary expulsions are for the 2005-2006 school year.
- A student is counted as a special education student in the first denominator if any 405 record was submitted for the student or if Element ID E0940 on any 400 Record submitted for the student contained anything but 0000. An expulsion is counted as a special education expulsion in the first numerator if the student had a matching record for the same reporting period on the 400 Record with Element ID E0041 containing anything but 00 and Element ID E0937 not equaling zero.
- Note that discretionary expulsions are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Code (Element ID E1005) = 01, 02, 03, 04 and Reason Code (Element ID E1006) = 04, 05, 06, 08, 20, 22, 23, 26, 27, 35, and/or 49. Only one action per incident number is counted under this indicator.

PERFORMANCE LEVEL ASSIGNMENT

For each district, the **difference score** is compared to the PBMAS standards for discretionary expulsions, and performance levels are assigned as follows:

Performance Level Criterion: District Discretionary Expulsions				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** (Also includes 0SA, 0PJSA, and 0RI)	**Performance Level = 1** (Also includes 1SA and 1PJSA)	**Performance Level = 2** (Also includes 2SA and 2PJSA)	**Performance Level = 3** (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district percent of SPED discretionary expulsions is no more than 1.0 percentage point higher than the percent of overall discretionary expulsions. Minimum size requirements not applicable if PL = 0.	The district percent of SPED discretionary expulsions is between 1.1 and 3.0 percentage points higher than the percent of overall discretionary expulsions.	The district percent of SPED discretionary expulsions is between 3.1 and 5.0 percentage points higher than the percent of overall discretionary expulsions.	The district percent of SPED discretionary expulsions is at least 5.1 percentage points higher than the percent of overall discretionary expulsions.

Special Education Indicator #20: SPED Discretionary Placements to ISS

This indicator is the potential disproportionate discretionary placement of students served in special education to in-school suspension (ISS).

CALCULATION

5. For each district, calculate the district **special education discretionary ISS placement rate:**

$$\textit{District special education discretionary ISS placement rate} = \frac{\textit{District number of discretionary placements of students served in special education to ISS in 2005-2006}}{\textit{District number of students served in special education in attendance in 2005-2006}}$$

6. For each district, calculate the district **overall discretionary ISS placement rate:**

$$\textit{District overall discretionary ISS placement rate} = \frac{\textit{District number of discretionary placements of all students to ISS in 2005-2006}}{\textit{District number of all students in attendance in 2005-2006}}$$

7. For each district, a **difference score** is calculated by subtracting the district **overall discretionary ISS placement rate** from the district **special education discretionary ISS placement rate**.

Difference score = *District **special education** discretionary ISS placement rate* — *District **overall** discretionary ISS placement rate*

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- ***New!*** Required improvement is available for this indicator.
- Minimum Size Requirements: At least 30 students in attendance served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator's denominator are based on the number of students (all students versus special education students) reported by the district as **in attendance** (PEIMS summer 2006 data—400 and 405 Record). The data for this indicator's numerator are based on the number of incidents of **discretionary placements in ISS** (all students versus special education students) reported by the district (PEIMS summer 2006 data—425 Record).

NOTES

- Discretionary placements to ISS are for the 2005-2006 school year.
- A student is counted as a special education student in the first denominator if any 405 record was submitted for the student or if Element ID E0940 on any 400 Record submitted for the student contained anything but 0000. An ISS placement is counted as a special education ISS placement in the first numerator if the student had a matching record for the same reporting period on the 400 Record with Element ID E0041 containing anything but 00 and Element ID E0937 not equaling zero.
- Note that discretionary placements to ISS are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Code (Element ID E1005) = 06 and 26 and Reason Code (Element ID E1006) = All Codes. Only one action per incident number is counted under this indicator.

PERFORMANCE LEVEL ASSIGNMENT

For each district, the **difference score** is compared to the PBMAS standards for discretionary ISS placements, and performance levels are assigned as follows:

Performance Level Criterion: District Discretionary Placements to ISS				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)** **(Also includes 0SA, 0PJSA, and 0RI)**	**Performance Level = 1** **(Also includes 1SA and 1PJSA)**	**Performance Level = 2** **(Also includes 2SA and 2PJSA)**	**Performance Level = 3** **(Also includes 3SA and 3PJSA)**
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district percent of SPED discretionary ISS placements is no more than 16.0 percentage points higher than the percent of overall discretionary ISS placements. Minimum size requirements not applicable if PL = 0.	The district percent of SPED discretionary ISS placements is between 16.1 and 34.0 percentage points higher than the percent of overall discretionary ISS placements.	The district percent of SPED discretionary ISS placements is between 34.1 and 65.0 percentage points higher than the percent of overall discretionary ISS placements.	The district percent of SPED discretionary ISS placements is at least 65.1 percentage points higher than the percent of overall discretionary ISS placements.

SECTION VII: COMMENTS and QUESTIONS:

Questions about the determination of PBMAS district performance levels should be addressed to:

Division of Performance-Based Monitoring
Address: **Texas Education Agency**
1701 North Congress Avenue
Austin, Texas 78701-1494
Phone: **(512) 936-6426**
Fax: **(512) 475-3880**
E-mail: pbm@tea.state.tx.us

Other Helpful Contact Information:

Division: Phone: Fax: Email:	Program Monitoring and Interventions (512) 463-9414 (512) 463-9560 pmidivision@tea.state.tx.us	Division: Phone: Fax: Email:	Bilingual Education/English as a Second Language Unit (512) 463-9581 (512) 463-8057 curric@tea.state.tx.us
Division: Phone: Fax: Email:	Career and Technical Education Unit (512) 463-9581 (512) 463-8057 curric@tea.state.tx.us	Division: Phone: Fax: Email:	NCLB Program Coordination (512) 463-9374 (512) 305-9447 nclb@tea.state.tx.us
Division: Phone: Fax: Email:	IDEA Coordination (512) 463-9414 (512) 463-9560 sped@tea.state.tx.us	Division: Phone: Fax: Email:	Student Assessment (512) 463-9536 (512) 463-9302 studenta@tea.state.tx.us
Division: Phone: Fax: Email:	Performance Reporting (512) 463-9704 (512) 475-3584 perfrept@tea.state.tx.us		

Comments on the 2007 PBMAS

Comments on the 2007 PBMAS, including indicators, performance levels, standards, and other components of the system are welcome and will assist the agency in its PBMAS evaluation and future system development. Comments may be submitted to **Rachel Harrington, Division Director, Division of Performance-Based Monitoring, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494 or sent via e-mail to pbm@tea.state.tx.us.** Comments should be provided no later than October 31, 2007, in order to allow sufficient time for incorporation into the 2008 PBMAS development cycle.

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SECTION VIII

Appendices

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Appendix A:

Career and Technical Education Nontraditional Courses

The federal Carl D. Perkins law requires states to measure participation in nontraditional courses. Nontraditional courses are defined as occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. The courses below were selected because, for the most part, they are occupationally specific courses in which the enrollment of one gender falls below 25 percent. Gender enrollments in the courses will be reviewed annually at the state and local levels as part of the Carl D. Perkins reporting process.

Nontraditional for Females	
PEIMS Number	**Course**
11921222	HOME MAINTENANCE IMPROVEMENT
11921261	INTRODUCTION TO HORTICULTURAL SCIENCE
11922312	PERSONAL SKILL DEVELOPMENT IN AGRICULTURE
11922315	AGRICULTURAL COMMUNICATIONS
11922373	AGRIBUSINESS MANAGEMENT AND MARKETING
11922375	ENTREPRENEURSHIP IN AGRICULTURE
11923331	SPECIALTY AGRICULTURE
11923332	ANIMAL SCIENCE
11923333	PLANT AND SOIL SCIENCE
11923334	EQUINE SCIENCE
11923336	ADVANCED ANIMAL SCIENCE
11923337	ADVANCED PLANT AND SOIL SCIENCE
11923361	LANDSCAPE DESIGN, CONSTRUCTION, AND MAINTENANCE
11923362	HORTICULTURAL PLANT PRODUCTION
11923363	FLORAL DESIGN AND INTERIOR LANDSCAPE DEVELOPMENT
11923364	FRUIT, NUT, AND VEGETABLE PRODUCTION

Nontraditional for Females (continued)	
PEIMS Number	**Course**
11923365	ADVANCED FLORAL DESIGN
11923374	ADVANCED AGRIBUSINESS MANAGEMENT AND MARKETING
11923382	RANGE MANAGEMENT AND ECOLOGY
11934431	ANIMAL PRODUCTION
11934461	HORTICULTURE I
11934462	HORTICULTURE II
11955505	WBL/AGRICULTURE/AGRIBUSINESS
11955515	WBL/LEADERSHIP DEVELOPMENT
11955535	WBL/FOOD AND FIBER PRODUCTION
11955565	WBL/HORTICULTURE
11955575	WBL/AGRIBUSINESS MARKETING AND MANAGEMENT
11977339	AGRICULTURAL SCIENCE AND TECHNOLOGY INDEPENDENT STUDY
12001100	INTRODUCTION TO BUSINESS SUPPORT SYSTEMS
12001200	BUSINESS VENTURE
12001300	INTRODUCTION TO KEYBOARDING
12022800	WORD PROCESSING APPLICATIONS
12031500	INTERNATIONAL BUSINESS
12055400	WBL/BUSINESS COMPUTER PROGRAMMING
12055500	WBL/INTERNATIONAL BUSINESS
12112120	SCIENTIFIC RESEARCH AND DESIGN I
12112121	SCIENTIFIC RESEARCH AND DESIGN II
12112122	SCIENTIFIC RESEARCH AND DESIGN II
12205221	PL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES I
12205222	PL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES II
12290529	WBL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES
12311140	EXPLORING CONSTRUCTION TECHNOLOGY
12311160	EXPLORING MANUFACTURING TECHNOLOGY

Nontraditional for Females (continued)	
PEIMS Number	**Course**
12321200	TECHNOLOGY EDUCATION
12331320	TECHNOLOGY SYSTEMS
12331321	TECHNOLOGY SYSTEMS (MODULAR COMPUTER LABORATORY-BASED)
12331330	ENGINEERING PRINCIPLES
12341430	MANUFACTURING SYSTEMS
12341440	CONSTRUCTION SYSTEMS
12341470	COMPUTER APPLICATIONS
12362620	ARCHITECTURAL GRAPHICS
12362630	ENGINEERING GRAPHICS
12362650	MANUFACTURING TECHNOLOGY
12362670	ELECTRICITY/ELECTRONICS TECHNOLOGY
12382820	PRINCIPLES OF TECHNOLOGY I
12382830	PRINCIPLES OF TECHNOLOGY II
12422033	TECHNOLOGY IN MARKETING
12511101	ARCHITECTURAL DRAFTING I
12511102	ARCHITECTURAL DRAFTING II
12511103	ENGINEERING AND ARCHITECTURAL DRAFTING
12511701	ENGINEERING COMPUTER-AIDED DRAFTING I
12511702	ENGINEERING COMPUTER-AIDED DRAFTING II
12511703	ADVANCED COMPUTER-AIDED DRAFTING III
12511704	COMPUTER GRAPHICS AND MACHINE DRAFTING
12511705	TECHNICAL INTRODUCTION TO COMPUTER-AIDED DRAFTING
12511903	GRAPHICS ARTS I
12511904	GRAPHICS ARTS II
12511905	INTRODUCTION TO GRAPHIC COMMUNICATION CAREERS
12520177	WBL/CONSTRUCTION MAINTENANCE SYSTEMS
12522501	BUILDING MAINTENANCE I

Nontraditional for Females (continued)	
PEIMS Number	**Course**
12522502	BUILDING MAINTENANCE II
12522701	ARCHITECTURAL BLUEPRINTS AND SPECIFICATIONS
12523101	HEATING, VENTILATION, AIR-CONDITIONING AND REFRIGERATION I
12523301	BRICKLAYING/STONE MASONRY I
12523701	PIPING TRADES/PLUMBING I
12534501	COMPUTER CABLING AND DESIGN
12534504	INTRODUCTION TO COMPUTER MAINTENANCE
12534901	MAJOR APPLIANCE SERVICE TECHNOLOGY I
12534902	MAJOR APPLIANCE SERVICE TECHNOLOGY II
12535101	FUNDAMENTALS OF TELECOMMUNICATIONS
12540179	WBL/INDUSTRIAL AND MANUFACTURING SYSTEM
12550180	WBL/METAL TECHNOLOGY SYSTEMS
12557301	MACHINE SHOP I
12557302	MACHINE SHOP II
12557501	METAL TRADES I
12557502	METAL TRADES II
12557701	SHEET METAL I
12557702	SHEET METAL II
12557901	WELDING I
12557902	WELDING II
12568701	BASIC COUNTY CORRECTIONS OFFICER
12568704	CRIME IN AMERICA
12568705	CRIMINAL INVESTIGATION
12568709	INTRODUCTION TO SECURITY SERVICES
12568710	SECURITY SERVICES
12578901	AEROSPACE AVIATION TECH l
12578902	AEROSPACE AVIATION TECH II

Nontraditional for Females (continued)	
PEIMS Number	**Course**
12578903	AIRCRAFT MECHANICS I
12578904	AIRCRAFT MECHANICS II
12579101	AUTOMOTIVE SPECIALIZATION
12579102	AUTOMOTIVE TECHNICIAN I
12579103	AUTOMOTIVE TECHNICIAN II
12579105	TRANSPORTATION SERVICES TECHNICIAN
12579106	AUTOMOTIVE TECHNICIAN III
12579301	AUTOMOTIVE COLLISION REPAIR AND REFINISHING TECHNOLOGY I
12579302	AUTOMOTIVE COLLISION REPAIR AND REFINISHING TECHNOLOGY II
12579501	DIESEL MECHANICS
12579901	SMALL ENGINE REPAIR I
12579902	SMALL ENGINE REPAIR II
12580001	TRADE AND INDUSTRIAL EDUCATION INDEPENDENT STUDY
1192T261	INTRODUCTION TO HORTICULTURAL SCIENCE
1192T332	ANIMAL SCIENCE
1192T334	EQUINE SCIENCE
1192T361	LANDSCAPE DESIGN, CONSTRUCTION, AND MAINTENANCE
1192T362	HORTICULTURAL PLANT PRODUCTION
1192T363	FLORAL DESIGN AND INTERIOR LANDSCAPE DEVELOPMENT
1192T365	ADVANCED FLORAL DESIGN
119T4461	HORTICULTURE I
1202280T	WORD PROCESSING APPLICATIONS
1203150T	INTERNATIONAL BUSINESS
1229529T	WBL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES I
1229T529	WBL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES II
122T5221	PL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES I
122T5222	PL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES II

Nontraditional for Females (continued)	
PEIMS Number	**Course**
1234147T	COMPUTER APPLICATIONS
1236262T	ARCHITECTURAL GRAPHICS
1236263T	ENGINEERING GRAPHICS
1236267T	ELECTRICITY/ELECTRONICS TECHNOLOGY
1238282T	PRINCIPLES OF TECHNOLOGY I
125117T1	ENGINEERING COMPUTER-AIDED DRAFTING I
125117T2	ENGINEERING COMPUTER-AIDED DRAFTING II
125345T4	INTRODUCTION TO COMPUTER MAINTENANCE
125573T1	MACHINE SHOP I
125573T2	MACHINE SHOP II
125579T2	WELDING II
125687T4	CRIME IN AMERICA
12579T03	AUTOMOTIVE TECHNICIAN II (NON-NATEF)
12579TB3	AUTOMOTIVE TECHNICIAN II (NATEF-BRAKES)
12579TS3	AUTOMOTIVE TECHNICIAN II (NATEF-SUSPENSION & STEERING)
N1192220	AGRICULTURAL ALGEBRAIC EXPLORATION
N1192327	GIS INTERNSHIP IN AGRICULTURE
N1193440	FLORICULTURE
N1202272	TELECOMMUNICATIONS AND NETWORKING II
N1205006	OPERATING SYSTEMS II
N1205007	OPERATING SYSTEMS III
N1205008	OPERATING SYSTEMS IV
N1205009	NETWORK ADMINISTRATION I
N1205010	NETWORK ADMINISTRATION II
N1205013	ADVANCED OPERATING SYSTEMS III
N1205014	ADVANCED OPERATING SYSTEMS IV
N1211203	INTRODUCTION TO BIOTECHNOLOGY

Nontraditional for Females (continued)	
PEIMS Number	**Course**
N1220501	CULINARY ARTS I
N1220502	CULINARY ARTS II
N1220503	CULINARY ARTS III
N1220504	INTERNATIONAL CUISINE
N1220505	INTRODUCTION TO CULINARY ARTS
N122T501	CULINARY ARTS I
N122T502	CULINARY ARTS II
N1232101	ADVANCED TECHNOLOGY EDUCATION
N1236202	MANUFACTURING ENGINEERING
N1236208	TECH WORLD MANUFACTURING
N1236212	INFORMATION TECHNOLOGY APPLICATIONS II
N1237207	AEROSPACE ENGINEERING
N1256820	INTRODUCTION TO CULINARY ARTS AND ENTREPRENEURIAL PRINCIPLES
N1256821	CULINARY ARTS I
N1256822	CULINARY ARTS II
N1256823	CULINARY ARTS III
N1256886	FIREFIGHTER
N1256887	FIREFIGHTER II
N1295005	INDUSTRIAL & ENVIRONMENTAL SAFETY
N1295012	BASIC COMPUTER TECHNOLOGY II
N1295013	INTRODUCTION TO INFORMATION TECHNOLOGY
N1295015	INTERNETWORKING TECHNOLOGIES III
N1295016	INTERNETWORKING TECHNOLOGIES IV
N1295032	CULINARY ARTS I
N1295033	CULINARY ARTS II
N1295034	CULINARY ARTS III
N1295035	INTRODUCTION TO CULINARY ARTS

Nontraditional for Males	
PEIMS Number	**Course**
12001400	INTRODUCTION TO RECORDKEEPING
12011300	BUSINESS SUPPORT SYSTEMS
12011400	INTRODUCTION TO BUSINESS
12011600	RECORDKEEPING
12022100	ACCOUNTING I
12022200	BANKING AND FINANCIAL SYSTEMS
12031100	ACCOUNTING II
12055100	WBL/ACCOUNTING II
12101400	HEALTH SCIENCE TECHNOLOGY II
12101500	HEALTH SCIENCE TECHNOLOGY III
12106000	WBL/THERAPEUTIC SERVICES FOR HSTE III
12107000	WBL/DIAGNOSTIC SERVICES FOR HSTE III
12108000	WBL/HEALTH INFORMATICS
12109000	WBL/SUPPORT SERVICES
12109500	WBL/CLINICAL ROTATIONS
12121240	CLINICAL NUTRITION
12121260	MENTAL HEALTH
12202310	FAMILY HEALTH NEEDS
12203421	PL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES I
12203422	PL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES II
12204210	NUTRITION AND FOOD SCIENCE
12204310	FOOD SCIENCE AND TECHNOLOGY
12290349	WBL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES
12568101	COSMETOLOGY I
12568102	COSMETOLOGY II
12568103	INTRODUCTION TO COSMETOLOGY
1202210T	ACCOUNTING I

Nontraditional for Males (continued)	
PEIMS Number	**Course**
1202220T	BANKING AND FINANCIAL SYSTEMS
1203110T	ACCOUNTING II
1210140T	HEALTH SCIENCE TECHNOLOGY II
1210151T	PHARMACY AIDE FORHSTE III
1210154T	VOCATIONAL NURSING FOR HSTE III
1210603T	WBL/THERAPEUTIC SERVICES FOR HSTE III
1210703T	WBL/DIAGNOSTIC SERVICES FOR HSTE III
1210952T	WBL/CLINICAL ROTATIONS FOR HSTE II
1210953T	WBL/CLINICAL ROTATIONS FOR HSTE III
1229349T	WBL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES II
1229T349	WBL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES
122T3421	PL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES I
122T3422	PL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES II
122T4210	NUTRITION AND FOOD SCIENCE
122T4310	FOOD SCIENCE AND TECHNOLOGY
N1192230	INTRODUCTION TO VETERINARY ASSISTANT TECHNOLOGY
N1192340	VETERINARY MEDICAL ASSISTANT I
N1192341	VETERINARY MEDICAL ASSISTANT I I
N1220301	EARLY CHILDHOOD PROFESSIONS I
N1220302	EARLY CHILDHOOD PROFESSIONS II
N1220304	ELEMENTARY SCHOOL TEACHER ASSISTANT
N1220305	ELEMENTARY SCHOOL TEACHING INTERNSHIP
N1220403	SPORTS NUTRITION
N122T301	EARLY CHILDHOOD PROFESSIONS I
N122T302	EARLY CHILDHOOD PROFESSIONS II
N122T304	ELEMENTARY SCHOOL TEACHER ASSISTANT
N122T305	ELEMENTARY SCHOOL TEACHING INTERNSHIP

Nontraditional for Males (continued)	
PEIMS Number	**Course**
N1256811	COSMETOLOGY (MANICURIST SPECIALTY)
N1256812	COSMETOLOGY (SHAMPOO AND CONDITIONING SPECIALIST)
N1256814	COSMETOLOGY II (MANICURIST)
N1256817	COSMETOLOGY HAIR WEAVING/BRAIDING

Appendix B: 2006 Performance-Based Monitoring Analysis System State Report

2006 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE REPORT
Bilingual Education/English as a Second Language

INDICATOR	(a) 2006 STANDARD (%)	(b) 2006 STATE RATE	(c) 2006 NUMERATOR	(d) 2006 DENOMINATOR	(e) 2006 PERFORMANCE LEVEL	(f) 2006 PL @ 2005 ACCT STDS (TAKS ONLY)	(g) 2006 STATE RATE	(h) 2005 STATE RATE	(i) 2004 STATE RATE	(j) 2004-2006 CHANGE*
1. BE ENGLISH TAKS PASSING RATE										
(i) MATHEMATICS	40.0	75.1	45,749	60,880	0	0	75.1	71.4	64.0	11.1
(ii) READING/ELA	60.0	73.3	40,517	55,298	0	0	73.3	69.8	60.1	13.2
(iii) SCIENCE	35.0	46.9	8,125	17,324	0	0	46.9	33.1	22.7	24.2
(iv) SOCIAL STUDIES	60.0	72.4	126	174	0	0	72.4	75.8	79.4	-7.0
(v) WRITING	60.0	83.1	12,284	14,781	0	0	83.1	82.1	75.6	7.5
2. ESL ENGLISH TAKS PASSING RATE										
(i) MATHEMATICS	40.0	46.4	55,856	120,342	0	0	46.4	40.0	36.1	10.3
(ii) READING/ELA	60.0	50.0	59,033	118,140	2	0	50.0	44.3	38.2	11.8
(iii) SCIENCE	35.0	28.6	8,202	28,658	2	0	28.6	21.8	15.6	13.0
(iv) SOCIAL STUDIES	60.0	48.1	15,466	32,154	3	1	48.1	47.7	42.3	5.8
(v) WRITING	60.0	65.3	17,352	26,578	0	0	65.3	61.4	60.1	5.2
3. BE SPANISH TAKS PASSING RATE										
(i) MATHEMATICS	40.0	69.2	31,242	45,178	0	0	69.2	66.4	62.3	6.9
(ii) READING	60.0	82.8	38,991	47,069	0	0	82.8	77.3	74.2	8.6
(iii) SCIENCE	35.0	31.4	1,681	5,347	1	0	31.4	23.7	20.2	11.2
(iv) WRITING	60.0	90.1	14,515	16,104	0	0	90.1	87.6	88.4	1.7
4. ESL SPANISH TAKS PASSING RATE										
(i) MATHEMATICS	40.0	47.4	262	553	0	0	47.4	37.0	36.1	11.3
(ii) READING	60.0	61.9	399	645	0	0	61.9	56.6	53.3	8.6
(iii) SCIENCE	35.0	15.9	14	88	3	2	15.9	21.7	13.6	2.3
(iv) WRITING	60.0	75.0	72	96	0	0	75.0	78.6	71.4	3.6
5. LEP YEAR-AFTER-EXIT ENGLISH TAKS PASSING RATE										
(i) MATHEMATICS	40.0	77.0	46,336	60,150	0	0	77.0	72.2	66.2	10.8
(ii) READING/ELA	60.0	82.4	49,628	60,197	0	0	82.4	77.8	72.0	10.4
(iii) SCIENCE	35.0	67.2	8,405	12,502	0	0	67.2	52.7	41.5	25.7
(iv) SOCIAL STUDIES	60.0	76.5	5,072	6,628	0	0	76.5	74.8	69.5	7.0
(v) WRITING	60.0	90.8	24,544	27,043	0	0	90.8	88.6	86.7	4.1
6. LEP TAKS/TAKS-I/SDAA II PARTICIPATION RATE	82.0	83.1	267,702	322,302	0		83.1	81.5	84.2	-1.1
7. LEP ANNUAL DROPOUT RATE	2.0	2.1	3,238	157,508	1		2.1	2.0	1.8	0.3
8. LEP RHSP/DAP GRADUATION RATE		58.1	5,427	9,334	Report Only		58.1	48.7	42.8	15.3
9. RPTE MULTI-YEAR BEGINNING PROFICIENCY RATE		7.4	16,712	224,763	Report Only		7.4			

*To ensure comparability across years when the student passing standard increased, the 2004 and 2005 state rates for all TAKS performance indicators have been recalculated based on the 2006 student passing standard. Detailed information on each of the indicators above can be found in the 'PBMAS 2006 Manual' at http://www.tea.state.tx.us.pbm/PBMASManuals.html.

TEXAS EDUCATION AGENCY
2006 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE REPORT
Career and Technology Education

INDICATOR	(a) 2006 STANDARD (%)	(b) 2006 STATE RATE	(c) 2006 NUMERATOR	(d) 2006 DENOMINATOR	(e) 2006 PERFORMANCE LEVEL	(f) 2006 PL @ 2005 ACCT STDS (TAKS ONLY)	(g) 2006 STATE RATE	(h) 2005 STATE RATE	(i) 2004 STATE RATE	(j) 2004-2006 CHANGE*
1. CTE OVERALL TAKS PASSING RATE										
(i) MATHEMATICS	40.0	67.1	176,196	262,657	0	0	67.1	62.4	56.0	11.1
(ii) READING/ELA	60.0	87.9	235,515	267,902	0	0	87.9	78.5	76.7	11.2
(iii) SCIENCE	35.0	68.1	132,123	194,071	0	0	68.1	61.4	55.5	12.6
(iv) SOCIAL STUDIES	60.0	89.4	173,425	193,983	0	0	89.4	87.7	85.8	3.6
2. CTE LEP TAKS PASSING RATE										
(i) MATHEMATICS	40.0	29.2	3,012	10,307	3	2	29.2	23.9	21.5	7.7
(ii) READING/ELA	60.0	36.4	3,828	10,524	3	3	36.4	27.0	24.6	11.8
(iii) SCIENCE	35.0	21.0	1,476	7,043	3	1	21.0	19.9	14.4	6.6
(iv) SOCIAL STUDIES	60.0	53.1	3,731	7,031	2	0	53.1	47.2	44.9	8.2
3. CTE ECON TAKS PASSING RATE										
(i) MATHEMATICS	40.0	56.6	68,019	120,110	0	0	56.6	50.5	43.2	13.4
(ii) READING/ELA	60.0	82.8	101,962	123,207	0	0	82.8	71.3	67.7	15.1
(iii) SCIENCE	35.0	55.0	46,385	84,382	0	0	55.0	47.4	39.7	15.3
(iv) SOCIAL STUDIES	60.0	83.8	70,545	84,203	0	0	83.8	81.3	77.8	6.0
4. CTE SPED TAKS PASSING RATE										
(i) MATHEMATICS	40.0	35.8	3,360	9,375	1	0	35.8	31.0	22.9	12.9
(ii) READING/ELA	60.0	62.7	7,403	11,810	0	0	62.7	49.1	40.9	21.8
(iii) SCIENCE	35.0	39.9	3,049	7,640	0	0	39.9	31.7	23.4	16.5
(iv) SOCIAL STUDIES	60.0	70.0	5,971	8,531	0	0	70.0	66.7	61.5	8.5
5. CTE TECH PREP TAKS PASSING RATE										
(i) MATHEMATICS	40.0	70.2	60,977	86,869	0	0	70.2	63.5	56.5	13.7
(ii) READING/ELA	60.0	89.2	78,715	88,249	0	0	89.2	79.2	77.5	11.7
(iii) SCIENCE	35.0	69.9	48,281	69,037	0	0	69.9	62.2	55.2	14.7
(iv) SOCIAL STUDIES	60.0	90.8	62,629	69,002	0	0	90.8	88.6	86.2	4.6
6. CTE ANNUAL DROPOUT RATE	2.0	0.9	3,736	434,420	0		0.9	0.7	0.8	0.1
7. CTE RHSP/DAP GRADUATION RATE		72.8	88,128	121,045	Report Only		72.8	68.5		
8. NON-TRADITIONAL COURSES -- MALE		21.6	1,263	5,843	Report Only		21.6	20.7	20.5	1.1
9. NON-TRADITIONAL COURSES -- FEMALE		9.6	3,146	32,718	Report Only		9.6	9.2	8.6	1.0

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TEXAS EDUCATION AGENCY
2006 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE REPORT
No Child Left Behind

INDICATOR	(a) 2006 STANDARD (%)	(b) 2006 STATE RATE	(c) 2006 NUMERATOR	(d) 2006 DENOMINATOR	(e) 2006 PERFORMANCE LEVEL	(f) 2006 PL @ 2005 ACCT STDS (TAKS ONLY)	(g) 2006 STATE RATE	(h) 2005 STATE RATE	(i) 2004 STATE RATE	(j) 2004-2006 CHANGE*
1. ADEQUATE YEARLY PROGRESS (ECON)										
(i) MATHEMATICS	42.0	68.3	793,783	1,161,398	0		68.3	64.2		
(ii) READING/ELA	53.0	78.3	908,414	1,159,758	0		78.3	75.0		
2. MIGRANT TAKS PASSING RATE										
(i) MATHEMATICS	40.0	59.9	18,178	30,347	0	0	59.9	55.0	48.5	11.4
(ii) READING/ELA	60.0	73.2	22,137	30,251	0	0	73.2	67.5	61.6	11.6
(iii) SCIENCE	35.0	47.4	4,176	8,814	0	0	47.4	38.7	31.0	16.4
(iv) SOCIAL STUDIES	60.0	72.6	6,326	8,714	0	0	72.6	72.5	67.1	5.5
(v) WRITING	60.0	84.6	5,849	6,911	0	0	84.6	81.0	79.6	5.0
3. MIGRANT ANNUAL DROPOUT RATE	2.0	1.8	604	34,382	0		1.8	1.7	1.7	0.1
4. MIGRANT RHSP/DAP GRADUATION RATE		70.8	1,866	2,637	Report Only		70.8	67.9	61.6	9.2
5. HIGHLY QUALIFIED TEACHERS	95.0				Met			97.0	95.6	
6. AMAO LEP PROGRESS (GRADES K-2)	15.0	47.6	74,934	157,260	Met		47.6			
7. AMAO LEP PROGRESS (GRADES 3-12)	42.0	56.7	155,432	274,212	Met		56.7	52.9		
8. AMAO LEP ATTAINMENT (GRADES K-2)	2.0	10.2	26,858	263,781	Met		10.2	8.0		
9. AMAO LEP ATTAINMENT (GRADES 3-12)										
METHOD 1	25.5	33.1	105,600	319,345	Met		33.1	32.7		
METHOD 2	42.0	51.7	190,577	368,638	Met		51.7	49.7		
10. AMAO LEP AYP					Met					

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TEXAS EDUCATION AGENCY
2006 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE REPORT
Special Education

INDICATOR	(a) 2006 STANDARD (%)	(b) 2006 STATE RATE	(c) 2006 NUMERATOR	(d) 2006 DENOMINATOR	(e) 2006 PERFORMANCE LEVEL	(f) 2006 PL @ 2005 ACCT STDS (TAKS ONLY)	(g) 2006 STATE RATE	(h) 2005 STATE RATE	(i) 2004 STATE RATE	(j) 2004-2006 CHANGE*
1. SPED TAKS PASSING RATE										
(i) MATHEMATICS	40.0	57.1	57,631	100,875	0	0	57.1	51.8	44.1	13.0
(ii) READING/ELA	60.0	71.4	73,047	102,373	0	0	71.4	64.7	58.1	13.3
(iii) SCIENCE	35.0	49.5	15,050	30,419	0	0	49.5	37.5	29.2	20.3
(iv) SOCIAL STUDIES	60.0	66.8	21,557	32,257	0	0	66.8	64.7	59.6	7.2
(v) WRITING	60.0	79.3	16,146	20,372	0	0	79.3	75.2	74.1	5.2
2. SPED YEAR-AFTER-EXIT TAKS PASSING RATE										
(i) MATHEMATICS	40.0	69.2	15,252	22,051	0	0	69.2	65.6	60.2	9.0
(ii) READING/ELA	60.0	80.4	17,780	22,112	0	0	80.4	77.4	71.6	8.8
(iii) SCIENCE	35.0	66.0	3,397	5,148	0	0	66.0	57.2	48.5	17.5
(iv) SOCIAL STUDIES	60.0	77.9	3,129	4,017	0	0	77.9	78.3	72.7	5.2
(v) WRITING	60.0	85.3	5,149	6,036	0	0	85.3	83.7	82.6	2.7
3. SDAA II GAP CLOSURE (GRADES 3-8)										
(i) MATHEMATICS	48.1	58.2	74,134	127,465	0		58.2	51.8	46.9	11.3
(ii) READING/ELA	43.1	52.7	68,536	129,953	0		52.7	49.7	41.8	10.9
(v) WRITING		32.4	7,983	24,628	Report Only		32.4	27.1	19.6	12.8
4. SDAA II GAP CLOSURE (GRADES 3-10)										
(i) MATHEMATICS		52.2	81,948	156,862	Report Only		52.2	45.1		
(ii) READING/ELA		48.0	76,261	158,974	Report Only		48.0	43.8		
5. TAKS ONLY PARTICIPATION RATE	20.0	22.9	78,174	341,601	0		22.9	24.5		
6. TAKS/TAKS-I ONLY PARTICIPATION RATE		24.1	82,186	341,601	Report Only		24.1			
7. SDAA II ONLY PARTICIPATION RATE	56.0	51.9	162,566	312,985	0		51.9	50.6		
8. STATEWIDE ASSESSMENT EXEMPTION RATE										
AVERAGE DAILY ATTENDANCE <1600	8.0	2.0	820	40,095	0		2.0	2.2		
AVERAGE DAILY ATTENDANCE >=1600	3.0	3.4	9,238	272,890	1		3.4	3.5		

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TEXAS EDUCATION AGENCY
2006 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE REPORT
Special Education (cont.)

INDICATOR	(a) 2006 STANDARD (%)	(b) 2006 STATE RATE	(c) 2006 NUMERATOR	(d) 2006 DENOMINATOR	(e) 2006 PERFORMANCE LEVEL	(f) 2006 PL @ 2005 ACCT STDS (TAKS ONLY)	(g) 2006 STATE RATE	(h) 2005 STATE RATE	(i) 2004 STATE RATE	(j) 2004-2006 CHANGE*
9. LESS RESTRICTIVE ENVIRONMENT (AGES 3-5)		11.1	4,686	42,143	Report Only		11.1	9.6		
10. LESS RESTRICTIVE ENVIRONMENT (AGES 3-11)	25.0	29.8	73,339	246,509	0		29.8	28.0	27.0	2.8
11. LESS RESTRICTIVE ENVIRONMENT (AGES 12-21)	46.5	50.1	125,551	250,487	0		50.1	47.1	46.8	3.3
12. SPED ANNUAL DROPOUT RATE	2.0	1.3	3,394	256,058	0		1.3	1.2	1.2	0.1
13. SPED RHSP/DAP GRADUATION RATE		16.5	4,288	25,918	Report Only		16.5	14.6	12.8	3.7
14. SPED IDENTIFICATION	8.5	11.0	498,209	4,509,436	1		11.0	11.5	11.6	-0.6
15. SPED AFRICAN AMERICAN REPRESENTATION	1.0	3.5			2		3.5	3.6	3.4	0.1
SPED AFRICAN AMERICAN		18.2	90,507	498,209						
ALL AFRICAN AMERICAN		14.7	663,366	4,509,436						
16. SPED HISPANIC REPRESENTATION	1.0	-3.8			0		-3.8	-4.0	-3.8	-0.0
SPED HISPANIC		41.5	206,961	498,209						
ALL HISPANIC		45.3	2,043,122	4,509,436						
17. SPED LEP REPRESENTATION	1.0	0.0			0		0.0	-0.5		
SPED LEP		15.8	78,644	498,209						
ALL LEP		15.8	710,795	4,509,436						
18. SPED DISCRETIONARY DAEP PLACEMENTS	1.0	1.5			1		1.5	1.5	2.8	-1.3
SPED DAEP PLACEMENTS		3.4	21,343	632,274						
ALL DAEP PLACEMENTS		1.9	91,527	4,845,885						
19. SPED DISCRETIONARY EXPULSIONS	1.0	0.1			0		0.1	0.1	0.1	0.0
SPED EXPULSIONS		0.2	1,282	632,274						
ALL EXPULSIONS		0.1	5,676	4,845,885						
20. SPED DISCRETIONARY PLACEMENTS TO ISS	16.0	23.9			1		23.9	23.2	30.4	-6.5
SPED ISS PLACEMENTS		59.1	373,801	632,274						
ALL ISS PLACEMENTS		35.2	1,706,007	4,845,885						

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