Figure: 19 TAC §97.1005(b)

Excerpted Sections of the PBMAS 2009 Manual

Section II: Components of the 2009 PBMAS

Data Sources

Data used in the PBMAS come from a variety of sources. Student assessment 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 longitudinal graduation data from the Division of Accountability Research; Academic Excellence Indicator System (AEIS) and annual graduation data from the Performance Reporting Division; and Public Education Information Management System (PEIMS) data from the Information Technology Services Division. The data source for each performance indicator is included as a part of the explanation of each indicator 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*.)

Filters

At times, there are unique circumstances concerning 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 served in 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 addition, Texas Education Code §39.072(d) and §39.073(f) require that the performance of students in certain settings be excluded from districts' student performance determinations, and those exclusions have been applied to the PBMAS calculations. Finally, for the 2009 PBMAS only, students in the accountability subset who were displaced by Hurricane Ike and reported with the PEIMS Crisis Code 01 or 02 are not included in any of the student assessment indicators.

No Data Available for an Indicator

A district with no data available for evaluation receives a designation of *No Data,* meaning the district cannot be evaluated because of an absence of data. For example, if a district has no migrant students to report in a particular year's data collection, then for any migrant indicator based on that data collection, the PBMAS report for the district will show *No Data* instead of a performance level (PL). 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 students are coded correctly for both PEIMS and student assessment data. In addition, data validation 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 (PL) 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 2009 PBMAS include *Not Assigned (NA) (including Not Assigned through SA or PJSA), 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 the district met the standard for the indicator. A performance level of *3* is the lowest designation, indicating the district performance was farthest from the *0 - Met Standard* designation.

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 2009 state accountability system are as follows:

TAKS Subject	Percent of Students Passing
Mathematics	55%
Reading/ELA*	70%
Science	50%
Social Studies	70%
Writing	70%

** English Language Arts (ELA)*

Standards for PBMAS TAKS performance 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 10.0 percentage points below the state accountability standard receives a performance level assignment of *1*, and a district with performance 10.1 to 20.0 percentage points below the state accountability standard receives a performance level assignment of *2*. Any district with performance 20.1 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 the PBMAS TAKS indicators:

District TAKS Passing Rate Compared to PBMAS Standards				
Performance Level (PL) Assignments				
Performance Level = Not Assigned **(Also includes NA SA and NA PJSA)**	**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 TAKS passing rate is at or above the subject-area standard. (Minimum size requirements not applicable if PL = 0.)	The district TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

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;
- performance of the state on each indicator at the time standards are set;
- expected and actual improvement on the indicator over time;
- amount of improvement that is reasonable for the indicator;
- overall impact on the PBMAS of increased standards;
- the PBMAS system's guiding principles;
- other considerations that could affect performance on particular indicators;
- setting appropriate standards across similar indicators; and
- internal and external input.

The table below identifies the PBMAS performance level (PL) 0 standards for 2008 and 2009, as well as anticipated standards for 2010. However, all standards are subject to change as a result of any state or federal requirements the agency is required to implement.

PBMAS STANDARDS				
TBD = To Be Determined; LEP = Limited English Proficient	PBMAS PL 0 Standards by Year			
		2008	2009	2010
Indicators Across All Program Areas				
TAKS Passing Rate Indicators	**Subject**			
	Mathematics	50.0%	55.0%	TBD
	Reading/ELA	70.0%	70.0%	TBD
	Science	45.0%	50.0%	TBD
	Social Studies	65.0%	70.0%	TBD
	Writing	65.0%	70.0%	TBD
Annual Dropout Rate Indicator (Grades 7-12) Title I, Part A Annual Dropout Rate (Grades 7-12) is Report Only in 2009.		2.0%	2.0%	TBD
Annual Dropout Rate Indicator (Grades 9-12) LEP Annual Dropout Rate (Grades 9-12) is Report Only in 2009.		3.0%	3.0%	TBD
Graduation Rate Indicators		Report Only	70.0%	70.0%
Bilingual Education (BE)/English as a Second Language (ESL) Indicators				
LEP Participation Rate		82.0%	87.0%	90.0%
LEP Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) Diploma Rate		60.0%	70.0%	70.0%
Texas English Language Proficiency Assessment System (TELPAS) Reading Multi-Year Beginning Proficiency Level Rate		Suspended	Report Only	Report Only
TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years			Report Only	Report Only
Career and Technical Education (CTE) Indicators				
CTE RHSP/DAP Diploma Rate		70.0%	70.0%	70.0%
Nontraditional Course Completion Rate-Males		Report Only	40.0%	40.0%

PBMAS STANDARDS				
TBD = To Be Determined; LEP = Limited English Proficient	PBMAS PL 0 Standards by Year			
		2008	2009	2010
Nontraditional Course Completion Rate-Females		Report Only	35.0%	35.0%
No Child Left Behind (NCLB) Act Indicators				
Title I, Part A Discretionary DAEP Placements		Report Only	Suspended	TBD
Migrant RHSP/DAP Diploma Rate		70.0%	70.0%	70.0%
Special Education Indicators				
TAKS/TAKS (Accommodated) Participation Rate		20.0%	50.0%	50.0%
TAKS-M Participation Rate		Report Only	Report Only	TBD
TAKS-Alt Participation Rate		Report Only	Report Only	TBD
3-5 Year-Olds Less Restrictive Environment Placement Rate		11.0%	15.0%	15.0%
6-11 Year-Olds Less Restrictive Environment Placement Rate		25.0%	40.0%	40.0%
12-21 Year-Olds Less Restrictive Environment Placement Rate		46.5%	60.0%	60.0%
Special Education RHSP/DAP Diploma Rate		16.5%	16.5%	16.5%
Special Education Representation		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 Placements to In-School Suspension (ISS)		10.0 percentage points	10.0 percentage points	10.0 percentage points
Discretionary Placements to Out-of-School Suspension (OSS)		Report Only	Report Only	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 state 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 (MSR) 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, for certain PBMAS indicators districts must have at least five (5) or thirty (30) students in the relevant segment of the student population numerator to be evaluated. The minimum size requirements are noted in the description of each indicator.

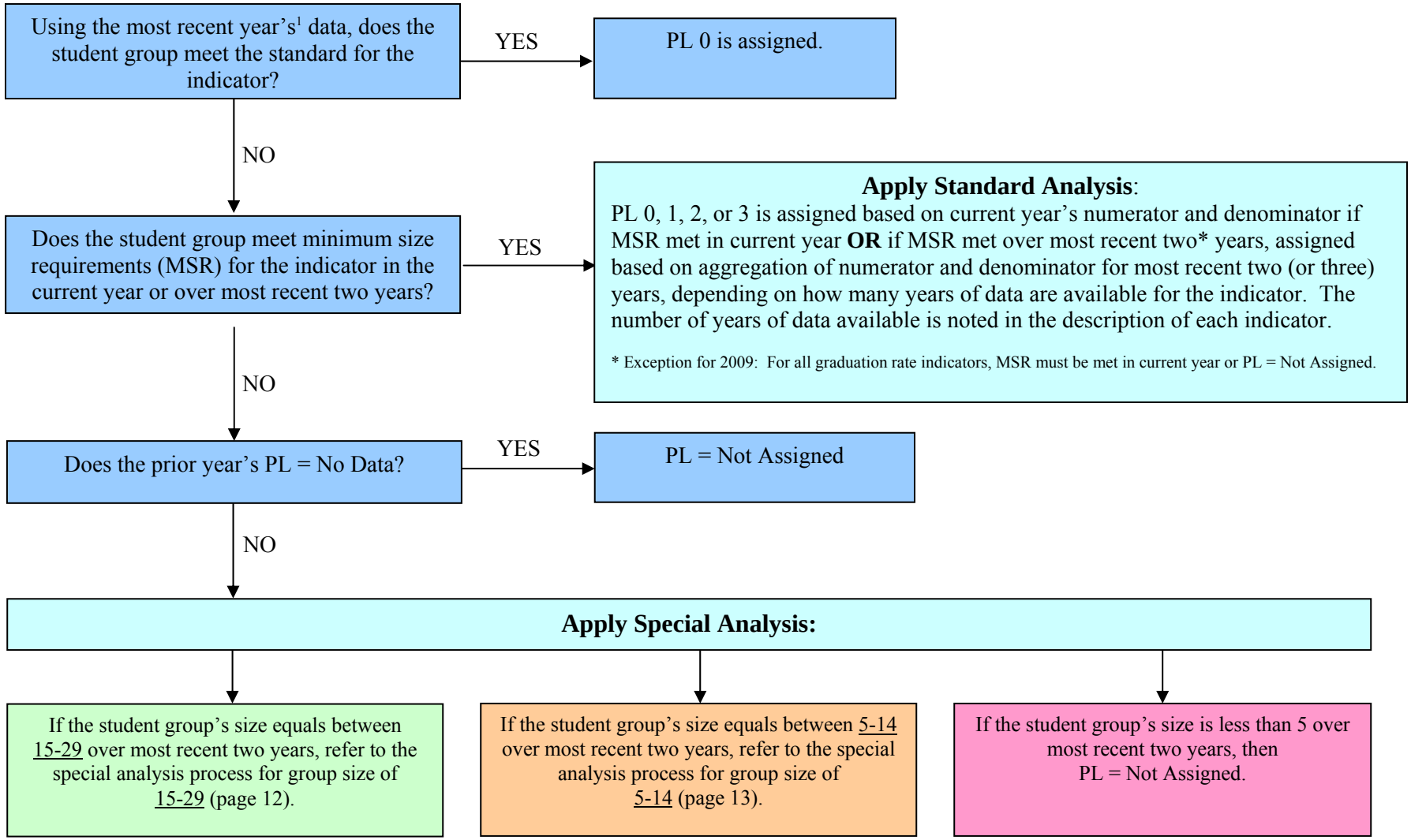
Minimum size requirements can be met either in the current year or through the aggregation of numerators and/or denominators over the most recent two years. If the minimum size requirement is met for a particular performance indicator, then a district is evaluated using the standard PBMAS analysis. Under 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 with the current year's data to assign 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 that do not meet the minimum size requirements. Performance levels established using the special analysis process will have "SA" or "PJSA" appended (*NA SA, NA PJSA, 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 for determining whether standard or special analysis (including professional judgment special analysis) is applied in the PBMAS:

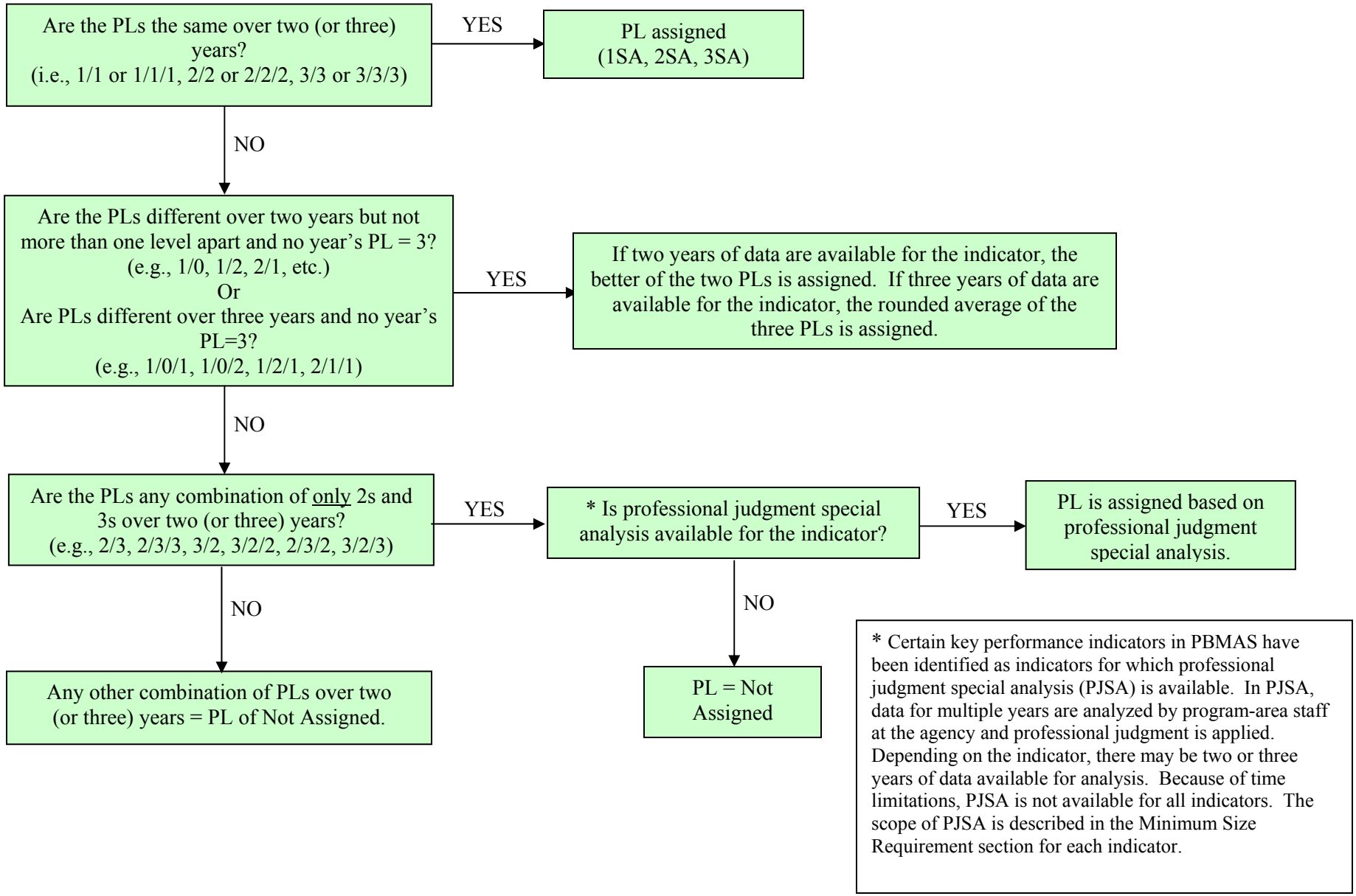
2009 PBMAS Performance Level Assignment and Special Analysis Determination Process



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.

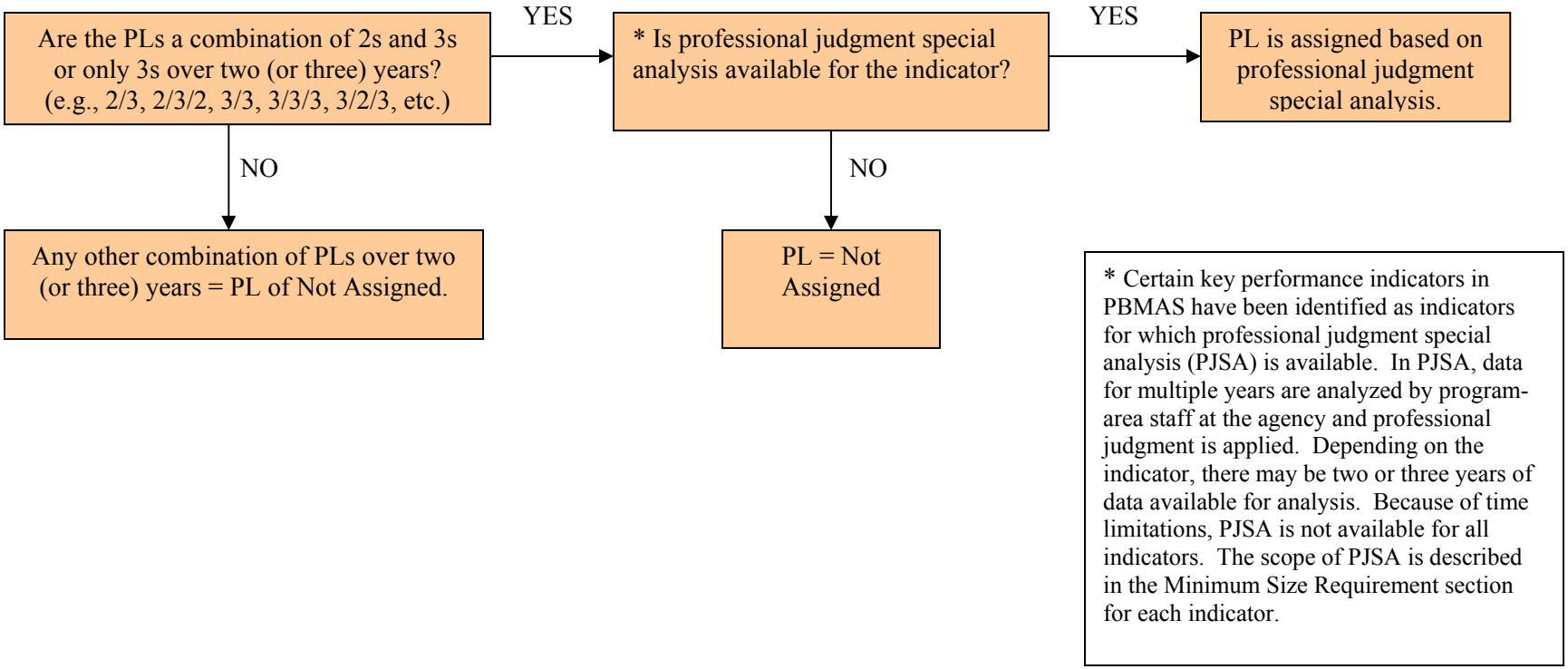
[1] If no current year data are available, then PL = No Data.

2009 PBMAS Performance Level Assignment and Special Analysis Process for Group Size of 15-29 (sum of most current two years)



* Certain key performance indicators in PBMAS have been identified as indicators for which professional judgment special analysis (PJSA) is available. In PJSA, 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, PJSA is not available for all indicators. The scope of PJSA is described in the Minimum Size Requirement section for each indicator.

2009 PBMAS Performance Level Assignment and Special Analysis Process for Group Size of
5-14 (sum of most current two years)



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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 (PL) to another. For example, a district with 60% of its migrant students passing the TAKS social studies test in 2008 received a PL 1. If that same district is able to improve its migrant TAKS social studies passing rate to 70% in 2009, it would receive a PL 0 because its performance meets the 2009 PL 0 standard.

In addition to the system's built-in improvement component, the 2009 PBMAS will again include implementation of a "required improvement" component for certain indicators. The "Notes" section for each indicator described in Sections III – VI of this manual will indicate if required improvement is available for the indicator. Examples of the PBMAS required improvement calculations are provided on the next two pages.

Required Improvement Calculations

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:**

$$[\text{performance in 2009}] - [\text{performance in 2008}] \geq \frac{[\text{standard for 2010}] - [\text{performance in 2008}]}{[\text{number of years to reach standard}]}$$

EXAMPLE OF REQUIRED IMPROVEMENT USING NCLB INDICATOR #5(i): Migrant TAKS Passing Rate (Mathematics)
1. First, calculate the **Actual Change** for the district's migrant TAKS mathematics passing rate: **Actual Change:** *[45.0%] – [40.0%] = 5.0* *(2009) (2008)*
2. Next, calculate the **Required Improvement** for the district's migrant TAKS mathematics passing rate: **Required Improvement:** $\frac{[60.0\%^*] - [40.0\%]}{5\ (2013\text{-}2008)} = 4.0$ Note: The 2013 target year allows districts three years beyond 2010 to reach the 2010 standard. This target year is the same for all TAKS passing rate indicators where required improvement is available.
3. Then compare the two numbers to see if the **Actual Change** is greater than or equal to the **Required Improvement**: 5.0 > 4.0. (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 mathematics is currently 60% passing. The PBMAS TAKS passing rate target standards used for 2009 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 2009 Accountability Manual available at the following web address: http://ritter.tea.state.tx.us/perfreport/account/2009/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 [2009] 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 representation needs to be *less than or equal to Required Improvement* for the standard to be met.

EXAMPLE OF REQUIRED IMPROVEMENT USING SPECIAL EDUCATION INDICATOR #12: SPED Representation
1. First, calculate the **Actual Change** for the district's SPED representation rate: **Actual Change:** *[15.0%] – [25.0%] = -10.0* *(2009) (2008)*
2. Next, calculate the **Required Improvement** for the district's SPED representation rate: **Required Improvement:** $\frac{[8.5\%] - [25.0\%]}{2\ (2010\text{-}2008)} = -8.25$
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 representation 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.

Monitoring Interventions

The Program Monitoring and Interventions (PMI) Division will notify each district selected for a 2009 PBMAS intervention via the Intervention Stage and Activity Manager (ISAM) on the Texas Education Agency Secure Environment (TEASE). The PMI Division will inform districts that intervention stages have been posted to ISAM by posting a "To the Administrator Addressed" letter on the TEA web page for correspondence or sending a "To the Administrator Addressed" letter via electronic mail or first-class mail. It is the district's obligation to access the correspondence from the PMI Division by (a) subscribing to the listserv for "To the Administrator Addressed" correspondence; and (b) accessing the ISAM system as directed to retrieve intervention instructions and information.

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 and §39.131.

Additional information related to performance-based monitoring interventions is reflected in 19 Texas Administrative Code (TAC) §97.1071, Special Program Performance; Intervention Stages, available at http://ritter.tea.state.tx.us/rules/tac/index.html. Also available on this rules link is the text of §97.1055, Accreditation Status, which describes how deficiencies in a district's programs monitored under the PBMAS may affect a district's accreditation status.

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 measures 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:

$$\textit{District BE passing rate for an English TAKS [subject (i-v)] test} = \frac{\textit{District number of BE students who passed the English TAKS [subject (i-v)] test in spring 2009}}{\textit{District number of BE students who took the English TAKS [subject (i-v)] test in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 BE 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 2008 snapshot date (110 Record) and also reported by the district as participating in a state-approved **bilingual** program on the spring 2009 TAKS answer documents (Bilingual program indicator codes 2, 3, 4, or 5).

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	TAKS	TAKS (Accommodated)
1(i)	Mathematics	3-11	11
1(ii)	Reading/ELA	3-11	11
1(iii)	Science	5, 8, 10, 11	5, 8, 10, 11
1(iv)	Social Studies	8, 10, 11	8, 10, 11
1(v)	Writing	4, 7	

- Required improvement is available for this indicator.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 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 indicator, and performance levels are assigned as follows:

District BE English TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district BE English TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district BE English TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district BE English TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
1(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
1(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(v)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

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

This indicator measures 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:

$$\textit{District ESL passing rate for an English TAKS [subject (i-v)] test} = \frac{\textit{District number of ESL students who passed the English TAKS [subject (i-v)] test in spring 2009}}{\textit{District number of ESL students who took the English TAKS [subject (i-v)] test in spring 2009}}$$

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, 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 2008 snapshot date (110 Record) and also reported by the district as participating in a state-approved **ESL** program on the spring 2009 TAKS answer documents (ESL program indicator codes 2 or 3).

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	TAKS	TAKS (Accommodated)
2(i)	Mathematics	3-11	11
2(ii)	Reading/ELA	3-11	11
2(iii)	Science	5, 8, 10, 11	5, 8, 10, 11
2(iv)	Social Studies	8, 10, 11	8, 10, 11
2(v)	Writing	4, 7	

- Required improvement is available for this indicator.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 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 indicator, and performance levels are assigned as follows:

District ESL English TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district ESL English TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district ESL English TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district ESL English TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
2(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
2(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(v)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

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

This indicator measures 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:

$$\textit{District BE passing rate for a Spanish TAKS [subject (i-iv)] test} = \frac{\textit{District number of BE students who passed the Spanish TAKS [subject (i-iv)] test in spring 2009}}{\textit{District number of BE students who took the Spanish TAKS [subject (i-iv)] test in spring 2009}}$$

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 2008 snapshot date (110 Record) and also reported by the district as participating in a state-approved **bilingual** program on the spring 2009 TAKS answer documents (Bilingual program indicator codes 2, 3, 4, or 5).

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	TAKS	TAKS (Accommodated)
3(i)	Mathematics	3-6	
3(ii)	Reading	3-6	
3(iii)	Science	5	5
3(iv)	Writing	4	

- 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 BE Spanish TAKS passing rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District BE Spanish TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district BE Spanish TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district BE Spanish TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district BE Spanish TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL =0	PL = 1	PL = 2	PL = 3
3(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
3(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
3(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
3(iv)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

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

This indicator measures 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:

$$\textit{District ESL passing rate for a Spanish TAKS [subject (i-iv)] test} = \frac{\textit{District number of ESL students who passed the Spanish TAKS [subject (i-iv)] test in spring 2009}}{\textit{District number of ESL students who took the Spanish TAKS [subject (i-iv)] test in spring 2009}}$$

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 2008 snapshot date (110 Record) and also reported by the district as participating in a state-approved **ESL** program on the spring 2009 TAKS answer documents (ESL program indicator codes 2 or 3).

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	TAKS	TAKS (Accommodated)
4(i)	Mathematics	3-6	
4(ii)	Reading	3-6	
4(iii)	Science	5	5
4(iv)	Writing	4	

- 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 indicator, and performance levels are assigned as follows:

District ESL Spanish TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district ESL Spanish TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district ESL Spanish TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district ESL Spanish TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
4(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
4(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
4(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
4(iv)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

BE/ESL Indicator #5(i-v): LEP (Not Served in BE/ESL) TAKS Passing Rate

This indicator measures the percent of limited English proficient students *not* served in a Bilingual Education (BE) or English as a Second Language (ESL) program passing the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district LEP (not served in BE/ESL) TAKS passing rate for each TAKS subject:

$$\textit{District LEP (not served in BE/ESL) passing rate for a TAKS [subject (i-v)] test} = \frac{\textit{District number of LEP students (not served in BE/ESL) who passed the TAKS [subject (i-v)] test in spring 2009}}{\textit{District number of LEP students (not served in BE/ESL) who took the TAKS [subject (i-v)] test in spring 2009}}$$

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 on the PEIMS fall 2008 snapshot date (110 Record) and also reported by the district as **LEP** but *not* participating in a state-approved bilingual or English as a second language program on the spring 2009 TAKS answer documents (LEP= C and Bilingual= 0 and ESL= 0).

NOTES

- The LEP (not served in BE/ESL) TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

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

- ***New!*** This is a Report Only indicator for 2009. The LEP (not served in BE/ESL) TAKS passing rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2009.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.

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BE/ESL Indicator #6(i-v): LEP Year-After-Exit (YAE) English TAKS Passing Rate

This indicator measures the percent of certain 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:

$$\textit{District LEP YAE passing rate for an English TAKS [subject (i-v)] test} = \frac{\textit{District number of students in their first year of monitoring who passed the English TAKS [subject (i-v)] test in spring 2009}}{\textit{District number of students in their first year of monitoring who took the English TAKS [subject (i-v)] test in spring 2009}}$$

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 2008 snapshot date (110 Record) and also reported by the district on the spring 2009 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	TAKS	TAKS (Accommodated)
6(i)	Mathematics	3-11	11
6(ii)	Reading/ELA	3-11	11
6(iii)	Science	5, 8, 10, 11	5, 8, 10, 11
6(iv)	Social Studies	8, 10, 11	8, 10, 11
6(v)	Writing	4, 7	

- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 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 indicator, and performance levels are assigned as follows:

District LEP YAE English TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district LEP YAE English TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district LEP YAE English TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district LEP YAE English TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
6(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
6(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
6(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
6(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
6(v)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

BE/ESL Indicator #7: LEP Participation Rate

This indicator measures the percent of limited English proficient (LEP) students taking the TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt in every subject (Mathematics, Reading/ELA, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district LEP participation rate:

$$\textit{District LEP participation rate} = \frac{\textit{District number of LEP students (Grades 3-11) tested on TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt for all subjects in spring 2009}}{\textit{District number of LEP students (Grades 3-11) for whom a student assessment answer document or finalized TAKS-Alt assessment was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS	DATA SOURCE
• Minimum Size Requirements: At least 30 LEP students (Grades 3-11) for whom a student assessment answer document was submitted in spring 2009. • Professional judgment special analysis is not available for this indicator. • Two years of data are available for analysis under this indicator.	• The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2008 snapshot date (110 Record) and also reported by the district as **LEP** on the spring 2009 student assessment answer documents (LEP indicator code).

NOTES

- ***New!*** Required improvement is available for this indicator.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included as appropriate. The accountability subset is used.
- Students who are recent immigrants with limited English proficiency and who qualify for and take a one-time LEP postponement of the exit level TAKS tests according to 19 TAC §101.1005 are not included in the calculation of this indicator in either the numerator or denominator.
- LEP exempt students taking a linguistically accommodated administration of TAKS, TAKS (Accommodated), or TAKS-M are not considered participants for the purposes of this indicator and therefore are not included in the numerator.
- The LEP participation rate is based on results from students in the following grades:

Subject Test	TAKS	TAKS (Accommodated)	TAKS-M	TAKS-Alt
Mathematics	3-11	3-11	3-11	3-11
Reading/ELA	3-11	3-11	3-11	3-11
Science	5, 8, 10, 11	5, 8, 10, 11	5, 8, 10, 11	5, 8, 10, 11
Social Studies	8, 10, 11	8, 10, 11	8, 10, 11	8, 10, 11
Writing	4, 7	4,7	4, 7	4, 7

PERFORMANCE LEVEL ASSIGNMENT

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

District LEP Participation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 participation rate is 87.0% or higher. Minimum size requirements not applicable if PL = 0.	The district LEP participation rate is between 79.0% and 86.9%.	The district LEP participation rate is between 68.0% and 78.9%.	The district LEP participation rate is 67.9% or lower.

BE/ESL Indicator #8: LEP Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of limited English proficient (LEP) students (Grades 7-12) who dropped out in 2007-2008.

CALCULATION

For each district, calculate the district Grades 7-12 LEP annual dropout rate:

$$\text{District Grades 7-12 LEP annual dropout rate} = \frac{\text{District number of LEP students (Grades 7-12) who dropped out in 2007-2008}}{\text{District number of LEP students (Grades 7-12) in attendance in 2007-2008}}$$

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 2007-2008.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are 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/index4.aspx?id=4080.
- Confidential student-level listings of LEP dropouts are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- Required improvement is available for this indicator.
- Dropout data are for the 2007-2008 school year.

PERFORMANCE LEVEL ASSIGNMENT

The district Grades 7-12 LEP annual dropout rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District LEP Annual Dropout Rate (Grades 7-12)				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 Grades 7-12 LEP annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district Grades 7-12 LEP annual dropout rate is between 2.1% and 5.0%.	The district Grades 7-12 LEP annual dropout rate is between 5.1% and 8.0%.	The district Grades 7-12 LEP annual dropout rate is 8.1% or higher.

BE/ESL Indicator #9: LEP Annual Dropout Rate (Grades 9-12)

This indicator measures the percent of limited English proficient (LEP) students (Grades 9-12) who dropped out in 2007-2008.

CALCULATION

For each district, calculate the district Grades 9-12 LEP annual dropout rate:

$$\text{District Grades 9-12 LEP annual dropout rate} = \frac{\text{District number of LEP students (Grades 9-12) who dropped out in 2007-2008}}{\text{District number of LEP students (Grades 9-12) in attendance in 2007-2008}}$$

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 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/index4.aspx?id=4080.
- Confidential student-level listings of LEP dropouts are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- ***New!*** This is a Report Only indicator for 2009. The district Grades 9-12 LEP annual dropout rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2009.
- Dropout data are for the 2007-2008 school year.

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BE/ESL Indicator #10: LEP RHSP/DAP Diploma Rate

This indicator measures 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:

$$\textit{District LEP RHSP/DAP diploma rate} = \frac{\textit{District number of LEP students who graduated with a RHSP or DAP diploma in 2007-2008}}{\textit{District number of LEP students who graduated in 2007-2008}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 LEP graduates.
- Professional judgment special analysis is not available for this indicator.
- Three 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 *2009 Accountability Manual* available at the following web address: http://ritter.tea.state.tx.us/perfreport/account/2009/manual/.

NOTES

- Required improvement is available for this indicator.
- Graduation data are for the 2007-2008 school year.

PERFORMANCE LEVEL ASSIGNMENT

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

District LEP RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 RHSP/DAP diploma rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district LEP RHSP/DAP diploma rate is between 50.0% and 69.9%.	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.

BE/ESL Indicator #11: LEP Graduation Rate

This indicator measures 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:

$$\textit{District LEP graduation rate} = \frac{\textit{District number of LEP students in the Grade 9 cohort who graduated with a high school diploma by 2007-2008}}{\textit{District number of LEP students in the class of 2008}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 LEP students in the class of 2008 cohort.
- 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 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/index4.aspx?id=4080.
- Confidential student-level listings of LEP cohort members are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- ***New!*** Performance levels will be assigned for this indicator in 2009.
- Graduation data are for the class of 2008.

PERFORMANCE LEVEL ASSIGNMENT

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

District LEP Graduation 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 graduation rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district LEP graduation rate is between 60.0% and 69.9%.	The district LEP graduation rate is between 35.0% and 59.9%.	The district LEP graduation rate is 34.9% or lower.

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

BE/ESL Indicator #12: TELPAS Reading Multi-Year Beginning Proficiency Level Rate

This indicator measures the percent of LEP students performing at the beginning proficiency level on the TELPAS reading test for multiple years.

CALCULATION

For each district, calculate the district TELPAS reading multi-year beginning proficiency level rate:

$$\textit{District TELPAS reading multi-year beginning proficiency level rate} = \frac{\textit{District number of LEP students in Grades 2-12 scoring at the beginning level on the TELPAS reading test for two consecutive years}}{\textit{District number of LEP students in Grades 2-12 tested on the TELPAS reading test in the spring 2008 and spring 2009}}$$

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 years based on the PEIMS 2007 and 2008 fall snapshot data (110 Record); and (2) tested on the spring 2008 and spring 2009 TELPAS reading test.

NOTES

- ***New!*** This is a Report Only indicator for 2009. The district TELPAS reading multi-year beginning proficiency level rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2009.

BE/ESL Indicator #13: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years

This indicator measures the percent of LEP students who have been in U.S. schools multiple years and received a TELPAS Composite Rating of Beginning or Intermediate.

CALCULATION

For each district, calculate the district TELPAS Composite Rating levels for students in U.S. schools multiple years:

$$\textit{District TELPAS Composite Rating levels for students in U.S. schools multiple years} = \frac{\textit{District number of LEP students in Grades 5-12 in U.S. schools five or more years receiving a 2009 TELPAS Composite Rating of Beginning or Intermediate}}{\textit{District number of LEP students in Grades 5-12 in U.S. schools five or more years with a 2009 TELPAS Composite Rating}}$$

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 on the PEIMS fall 2008 snapshot date (110 Record) who also received a TELPAS Composite Rating on the 2009 TELPAS.

NOTES

- ***New!*** This is a Report Only indicator for 2009. The district TELPAS Composite Rating Levels are reported for district information and planning purposes. No performance levels are assigned for this indicator in 2009.
- LEP students in Grades 5-11 in U.S. schools five or more years with a 2009 TELPAS Composite Rating of Beginning or Intermediate who also pass the appropriate grade level English TAKS or TAKS (Accommodated) Reading/ELA test are **not** included in the numerator of this indicator.
- Years in U.S. Schools: Enrollment in a U.S. school for all or part of a school year counts as one school year. Districts are instructed to begin counting years in U.S. schools with Grade 1, even for students who were enrolled in prekindergarten or kindergarten.
- The accountability subset is used.

SECTION IV:

Career and Technical Education (CTE) Indicators

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

This indicator measures 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:

$$\textit{District CTE passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2009}}{\textit{District number of CTE students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2009}}$$

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 2008 snapshot date (110 Record) and also reported by the district as a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2009 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	TAKS	TAKS (Accommodated)
1(i)	Mathematics	9-11	11
1(ii)	Reading/ELA	9-11	11
1(iii)	Science	10, 11	10, 11
1(iv)	Social Studies	10, 11	10, 11

- 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 TAKS passing rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District CTE TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district CTE TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district CTE TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district CTE TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
1(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
1(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

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

This indicator measures 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:

$$\textit{District CTE LEP passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE LEP students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2009}}{\textit{District number of CTE LEP students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2009}}$$

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 2008 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 2009 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	TAKS	TAKS (Accommodated)
2(i)	Mathematics	9-11	11
2(ii)	Reading/ELA	9-11	11
2(iii)	Science	10, 11	10, 11
2(iv)	Social Studies	10, 11	10, 11

- 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 indicator, and performance levels are assigned as follows:

District CTE LEP TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district CTE LEP TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district CTE LEP TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district CTE LEP TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
2(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
2(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

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

This indicator measures 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:

$$\textit{District CTE economically disadvantaged passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE economically disadvantaged students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2009}}{\textit{District number of CTE economically disadvantaged students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2009}}$$

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, 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 2008 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 2009 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	TAKS	TAKS-Accommodated
3(i)	Mathematics	9-11	11
3(ii)	Reading/ELA	9-11	11
3(iii)	Science	10, 11	10, 11
3(iv)	Social Studies	10, 11	10, 11

- 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 indicator, and performance levels are assigned as follows:

District CTE Economically Disadvantaged TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district CTE economically disadvantaged TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district CTE economically disadvantaged TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district CTE economically disadvantaged TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
3(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
3(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
3(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
3(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

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

This indicator measures 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:

$$\textit{District CTE special education passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE special education students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2009}}{\textit{District number of CTE special education students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2009}}$$

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 2008 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 2009 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	TAKS	TAKS (Accommodated)
4(i)	Mathematics	9-11	11
4(ii)	Reading/ELA	9-11	11
4(iii)	Science	10, 11	10, 11
4(iv)	Social Studies	10, 11	10, 11

- 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 indicator, and performance levels are assigned as follows:

District CTE Special Education TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district CTE special education TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district CTE special education TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district CTE special education TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
4(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
4(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
4(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
4(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

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

This indicator measures 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:

$$\textit{District CTE Tech Prep passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE Tech Prep program participants (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2009}}{\textit{District number of CTE Tech Prep program participants (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2009}}$$

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, 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 2008 snapshot date (110 Record) and also reported by the district as a **3** (Tech Prep) program participant on the spring 2009 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	TAKS	TAKS (Accommodated)
5(i)	Mathematics	9-11	11
5(ii)	Reading/ELA	9-11	11
5(iii)	Science	10, 11	10, 11
5(iv)	Social Studies	10, 11	10, 11

- 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 indicator, and performance levels are assigned as follows:

District CTE Tech Prep TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district CTE Tech Prep TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district CTE Tech Prep TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district CTE Tech Prep TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
5(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
5(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
5(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
5(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

CTE Indicator #6: CTE Annual Dropout Rate (Grades 9-12)

This indicator measures the percent of Career and Technical Education (CTE) students (Grades 9-12) who dropped out in 2007-2008.

CALCULATION

For each district, calculate the district Grades 9-12 CTE annual dropout rate:

$$\textit{District Grades 9-12 CTE annual dropout rate} = \frac{\textit{District number of CTE students (Grades 9-12) who dropped out in 2007-2008}}{\textit{District number of CTE students (Grades 9-12) in attendance in 2007-2008}}$$

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 2007-2008.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are 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/index4.aspx?id=4080.
- Confidential student listings of CTE dropouts are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- 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.
- Dropout data are for the 2007-2008 school year.

PERFORMANCE LEVEL ASSIGNMENT

The district Grades 9-12 CTE annual dropout rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District CTE Annual Dropout Rate (Grades 9-12)				
Performance Level (PL) Assignments				
Performance Level = Not Assigned **(Also includes NA SA)**	**Performance Level = 0 (met standard)** **(Also includes 0SA and 0RI)**	**Performance Level = 1** **(Also includes 1 SA)**	**Performance Level = 2** **(Also includes 2 SA)**	**Performance Level = 3** **(Also includes 3 SA)**
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*.	The district Grades 9-12 CTE annual dropout rate is 3.0% or lower. Minimum size requirements not applicable if PL = 0.	The district Grades 9-12 CTE annual dropout rate is between 3.1% and 6.0%.	The district Grades 9-12 CTE annual dropout rate is between 6.1% and 9.0%.	The district Grades 9-12 CTE annual dropout rate is 9.1% or higher.

CTE Indicator #7: CTE RHSP/DAP Diploma Rate

This indicator measures 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:

$$\textit{District CTE RHSP/DAP diploma rate} = \frac{\textit{District number of CTE students who graduated with a RHSP or DAP diploma in 2007-2008}}{\textit{District number of CTE students who graduated in 2007-2008}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE graduates. (See Notes below.)
- Professional judgment special analysis is not available for this indicator.
- Three 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 *2009 Accountability Manual* available at the following web address: http://ritter.tea.state.tx.us/perfreport/account/2009/manual/.

NOTES

- 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 2007-2008 school year.

PERFORMANCE LEVEL ASSIGNMENT

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

District CTE RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 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.

CTE Indicator #8: CTE Graduation Rate

This indicator measures 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:

$$\textit{District CTE graduation rate} = \frac{\textit{District number of CTE students in the Grade 9 cohort who graduated with a high school diploma by 2007-2008}}{\textit{District number of CTE students in the class of 2008}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE students in the class of 2008 cohort.
- 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 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/index4.aspx?id=4080.
- Confidential student-level listings of CTE cohort members are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- ***New!*** Performance levels will be assigned for this indicator in 2009.
- 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 class of 2008.

PERFORMANCE LEVEL ASSIGNMENT

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

District CTE Graduation 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 graduation rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district CTE graduation rate is between 60.0% and 69.9%.	The district CTE graduation rate is between 35.0% and 59.9%.	The district CTE graduation rate is 34.9% or lower.

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

CTE Indicator #9: CTE Nontraditional Course Completion Rate—Males

This indicator measures 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:

$$\textit{District male nontraditional course completion rate} = \frac{\textit{District number of male CTE students (Grades 9-12) who completed male nontraditional courses in 2007-2008}}{\textit{District number of CTE students (Grades 9-12) who completed male nontraditional courses in 2007-2008}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 Grades 9-12 CTE students completing male nontraditional courses.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- PEIMS fall 2007 snapshot data (110 Record).
- PEIMS summer 2008 data (415 Record).

NOTES

- ***New!*** Performance levels will be assigned for this indicator in 2009.
- ***New!*** Required improvement is available for this indicator.
- 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 2007-2008 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.
- A list of CTE nontraditional courses is located in Appendix A of this manual.

PERFORMANCE LEVEL ASSIGNMENT

The district Grades 9-12 CTE nontraditional course completion rate–males is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District Grades 9-12 CTE Nontraditional Course Completion Rate-Males				
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 Grades 9-12 CTE nontraditional course completion rate-males is 40.0% or higher. Minimum size requirements not applicable if PL = 0.	The district Grades 9-12 CTE nontraditional course completion rate-males is between 20.0% and 39.9%.	The district Grades 9-12 CTE nontraditional course completion rate-males is between 10.0% and 19.9%.	The district Grades 9-12 CTE nontraditional course completion rate-males is 9.9% or lower.

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

CTE Indicator #10: CTE Nontraditional Course Completion Rate—Females

This indicator measures 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:

$$\textit{District female nontraditional course completion rate} = \frac{\textit{District number of female CTE students (Grades 9-12) who completed female nontraditional courses in 2007-2008}}{\textit{District number of CTE students (Grades 9-12) who completed female nontraditional courses in 2007-2008}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 Grades 9-12 CTE students completing female nontraditional courses.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- PEIMS fall 2007 snapshot data (110 Record).
- PEIMS summer 2008 data (415 Record).

NOTES

- ***New!*** Performance levels will be assigned for this indicator for 2009.
- ***New!*** Required improvement is available for this indicator.
- 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 2007-2008 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.
- A list of CTE nontraditional courses is located in Appendix A of this manual.

PERFORMANCE LEVEL ASSIGNMENT

The district Grades 9-12 CTE nontraditional course completion rate–females is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District Grades 9-12 CTE Nontraditional Course Completion Rate-Females				
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 Grades 9-12 CTE nontraditional course completion rate-females is 35.0% or higher. Minimum size requirements not applicable if PL = 0.	The district Grades 9-12 CTE nontraditional course completion rate-females is between 15.0% and 34.9%.	The district Grades 9-12 CTE nontraditional course completion rate-females is between 5.0% and 14.9%.	The district Grades 9-12 CTE nontraditional course completion rate-females is 4.9% or lower.

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

SECTION V

No Child Left Behind (NCLB) Indicators

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NCLB Indicator #1(i-v): Title I, Part A TAKS Passing Rate

This indicator measures the percent of Title I, Part A students passing the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district Title I, Part A TAKS passing rate for each TAKS subject:

$$\text{District Title I, Part A passing rate for a TAKS [subject (i-v)] test} = \frac{\text{District number of Title I, Part A students who passed the TAKS [subject (i-v)] test in spring 2009}}{\text{District number of Title I, Part A students who took the TAKS [subject (i-v)] test in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 Title I, Part A TAKS test takers in the subject area.
- Professional judgment special analysis is not available for 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 2008 snapshot date (110 Record) and also reported by the district as a **Title I, Part A** student on the spring 2009 TAKS answer documents (Title I, Part A indicator codes 6, 7, or 9).

NOTES

- The Title I, Part A TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

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

- ***New!*** Required improvement is available for this indicator.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.

PERFORMANCE LEVEL ASSIGNMENT

The district Title I, Part A TAKS passing rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District Title I, Part A TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 Title I, Part A TAKS passing rate is at or above the subject-area standard. Minimum size requirements not applicable if PL = 0.	The district Title I, Part A TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district Title I, Part A TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district Title I, Part A TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
1(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
1(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(v)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

NCLB Indicator #2: Title I, Part A Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of Title I, Part A students (Grades 7-12) who dropped out in 2007-2008.

CALCULATION

For each district, calculate the district Grades 7-12 Title I, Part A annual dropout rate:

$$\textit{District Grades 7-12 Title I, Part A annual dropout rate} = \frac{\textit{District number of Title I, Part A students (Grades 7-12) who dropped out in 2007-2008}}{\textit{District number of Title I, Part A students (Grades 7-12) in attendance in 2007-2008}}$$

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 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/index4.aspx?id=4080.
- Confidential student-level listings of Title I, Part A dropouts are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- This is a Report Only indicator for 2009. The district Grades 7-12 Title I, Part A annual dropout rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2009.
- Dropout data are for the 2007-2008 school year.

NCLB Indicator #3: Title I, Part A RHSP/DAP Diploma Rate

This indicator measures the percent of Title I, Part A students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

CALCULATION

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

$$\textit{District Title I, Part A RHSP/DAP diploma rate} = \frac{\textit{District number of Title I, Part A students who graduated with a RHSP or DAP diploma in 2007-2008}}{\textit{District number of Title I, Part A students who graduated in 2007-2008}}$$

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 RHSP/DAP diploma rate, see the *2009 Accountability Manual* available at the following web address: http://ritter.tea.state.tx.us/perfreport/account/2009/manual/.

NOTES

- ***New!*** This is a Report Only indicator for 2009. The district Title I, Part A RHSP/DAP diploma rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2009.
- Graduation data are for the 2007-2008 school year.

NCLB Indicator #4: Title I, Part A Graduation Rate

This indicator measures the percent of Title I, Part A students who graduated with a high school diploma in four years.

CALCULATION

For each district, calculate the percent of Title I, Part A students graduating with a high school diploma in four years:

$$\textit{District Title I, Part A graduation rate} = \frac{\textit{District number of Title I, Part A students in the Grade 9 cohort who graduated with a high school diploma in 2007-2008}}{\textit{District number of Title I, Part A students in the class of 2008}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 Title I, Part A students in the class of 2008 cohort.
- 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 Title I, Part A 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/index4.aspx?id=4080.
- Confidential student-level listings of Title I, Part A cohort members are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- ***New!*** Performance levels will be assigned for this indicator in 2009.
- Graduation data are for the class of 2008.

PERFORMANCE LEVEL ASSIGNMENT

The district Title I, Part A graduation rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District Title I, Part A Graduation 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 Title I, Part A graduation rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district Title I, Part A graduation rate is between 60.0% and 69.9%.	The district Title I, Part A graduation rate is between 35.0% and 59.9%.	The district Title I, Part A graduation rate is 34.9% or lower.

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

NCLB Indicator #5(i-v): Migrant TAKS Passing Rate

This indicator measures 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:

$$\textit{District migrant passing rate for a TAKS [subject (i-v)] test} = \frac{\textit{District number of migrant students who passed the TAKS [subject (i-v)] test in spring 2009}}{\textit{District number of migrant students who took the TAKS [subject (i-v)] test in spring 2009}}$$

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 2008 snapshot date (110 Record) and also reported by the district as a **migrant** student on the spring 2009 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	TAKS	TAKS (Accommodated)
5(i)	Mathematics	3-11	11
5(ii)	Reading/ELA	3-11	11
5(iii)	Science	5, 8, 10, 11	5, 8, 10, 11
5(iv)	Social Studies	8, 10, 11	8, 10, 11
5(v)	Writing	4, 7	

- Required Improvement is available for this indicator.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.

PERFORMANCE LEVEL ASSIGNMENT

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

District Migrant TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district migrant TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district migrant TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district migrant TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
5(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
5(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
5(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
5(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
5(v)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

NCLB Indicator #6: Migrant Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of migrant students (Grades 7-12) who dropped out in 2007-2008.

CALCULATION

For each district, calculate the district Grades 7-12 migrant annual dropout rate:

$$\text{District Grades 7-12 migrant annual dropout rate} = \frac{\text{District number of migrant students (Grades 7-12) who dropped out in 2007-2008}}{\text{District number of migrant students (Grades 7-12) in attendance in 2007-2008}}$$

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 2007-2008.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are 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/index4.aspx?id=4080.
- Confidential student-level listings of migrant dropouts are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- Required improvement is available for this indicator.
- Dropout data are for the 2007-2008 school year.

PERFORMANCE LEVEL ASSIGNMENT

The district Grades 7-12 migrant annual dropout rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District Migrant Annual Dropout Rate (Grades 7-12)				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 Grades 7-12 migrant annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district Grades 7-12 migrant annual dropout rate is between 2.1% and 5.0%.	The district Grades 7-12 migrant annual dropout rate is between 5.1% and 8.0%.	The district Grades 7-12 migrant annual dropout rate is 8.1% or higher.

NCLB Indicator #7: Migrant RHSP/DAP Diploma Rate

This indicator measures 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:

$$\textit{District migrant RHSP/DAP diploma rate} = \frac{\textit{District number of migrant students who graduated with a RHSP or DAP diploma in 2007-2008}}{\textit{District number of migrant students who graduated in 2007-2008}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 migrant graduates.
- Professional judgment special analysis is not available for this indicator.
- Three 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 *2009 Accountability Manual* available at the following web address: http://ritter.tea.state.tx.us/perfreport/account/2009/manual/.

NOTES

- Required improvement is available for this indicator.
- Graduation data are for the 2007-2008 school year.

PERFORMANCE LEVEL ASSIGNMENT

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

District Migrant RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 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.

NCLB Indicator #8: Migrant Graduation Rate

This indicator measures 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:

$$\textit{District migrant graduation rate} = \frac{\textit{District number of migrant students in the Grade 9 cohort who graduated with a high school diploma by 2007-2008}}{\textit{District number of migrant students in the class of 2008}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 migrant students in the class of 2008 cohort.
- 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 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/index4.aspx?id=4080.
- Confidential student-level listings of migrant cohort members are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- ***New!*** Performance levels will be assigned for this indicator in 2009.
- Graduation data are for the class of 2008.

PERFORMANCE LEVEL ASSIGNMENT

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

District Migrant Graduation 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 graduation rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district migrant graduation rate is between 60.0% and 69.9%.	The district migrant graduation rate is between 35.0% and 59.9%.	The district migrant graduation rate is 34.9% or lower.

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

SECTION VI

Special Education (SPED) Indicators

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

This indicator measures 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:

$$\textit{District special education passing rate for a TAKS [subject (i-v)] test} = \frac{\textit{District number of special education students who passed the TAKS [subject (i-v)] test in spring 2009}}{\textit{District number of special education students who took the TAKS [subject (i-v)] test in spring 2009}}$$

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 2008 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2009 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	TAKS	TAKS (Accommodated)
1(i)	Mathematics	3-11	11
1(ii)	Reading/ELA	3-11	11
1(iii)	Science	5, 8, 10, 11	5, 8, 10, 11
1(iv)	Social Studies	8, 10, 11	8, 10, 11
1(v)	Writing	4, 7	

- Required improvement is available for this indicator.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.

PERFORMANCE LEVEL ASSIGNMENT

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

District Special Education TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district special education TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district special education TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district special education TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
1(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
1(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(v)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

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

This indicator measures 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:

$$\textit{District SPED YAE passing rate for a TAKS [subject (i-v)] test} = \frac{\textit{District number of students in their first year of exit from special education services who passed the TAKS [subject (i-v)] test in spring 2009}}{\textit{District number of students in their first year of exit from special education services who took the TAKS [subject (i-v)] test in spring 2009}}$$

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 and **receiving special education services** on the PEIMS **fall 2007** snapshot date (110 Record), reported by the district as **enrolled** on the PEIMS **fall 2008** snapshot date (110 record) and **no longer receiving special education services**, and reported by the district as **not participating in a special education program** on the **spring 2009** student assessment answer document (special education indicator code).

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

- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 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 indicator, and performance levels are assigned as follows:

District SPED YAE TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 subject-area standard. Minimum size requirements not applicable if PL = 0.	The district SPED YAE TAKS passing rate is 0.1 to 10.0 percentage points below the subject-area standard.	The district SPED YAE TAKS passing rate is 10.1 to 20.0 percentage points below the subject-area standard.	The district SPED YAE TAKS passing rate is at least 20.1 percentage points below the subject-area standard.

The subject-area standards and PL cut points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	55.0%	≥ 55.0%	45.0% - 54.9%	35.0% - 44.9%	≤ 34.9%
2(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(iii)	Science	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
2(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(v)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

Special Education Indicator #3: SPED TAKS/TAKS (Accommodated) Participation Rate

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

CALCULATION

For each district, calculate the district special education TAKS/TAKS (Accommodated) participation rate:

$$\textit{District special education TAKS/TAKS (Accommodated) participation rate} = \frac{\textit{District number of students (Grades 3-11) served in special education tested on TAKS or TAKS (Accommodated) for all subjects in spring 2009}}{\textit{District number of students (Grades 3-11) served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 SPED students (Grades 3-11) for whom a student assessment answer document was submitted in spring 2009.
- 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 2008 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2009 student assessment answer document (special education indicator code).

NOTES

- ***New!*** Required improvement is available for this indicator.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included as appropriate.
- The accountability subset is used.
- The special education TAKS/TAKS (Accommodated) participation rate is based on results from students in the following grades:

Subject Test	TAKS	TAKS (Accommodated)
Mathematics	3-11	3-11
Reading/ELA	3-11	3-11
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 SPED TAKS/TAKS (Accommodated) participation rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District SPED TAKS/TAKS (Accommodated) Participation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned **(Also includes NA SA)**	**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/TAKS (Accommodated) participation rate is 50.0% or higher. Minimum size requirements not applicable if PL = 0.	The district SPED TAKS/TAKS (Accommodated) participation rate is between 30.0% and 49.9%.	The district SPED TAKS/TAKS (Accommodated) participation rate is between 15.0% and 29.9%.	The district SPED TAKS/TAKS (Accommodated) participation rate is 14.9% or lower.

Special Education Indicator #4: SPED TAKS-Modified (TAKS-M) Participation Rate

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

CALCULATION

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

$$\textit{District special education TAKS-M participation rate} = \frac{\textit{District number of students (Grades 3-11) served in special education tested on TAKS-M for all subjects in spring 2009}}{\textit{District number of students (Grades 3-11) served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment was submitted in spring 2009}}$$

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 2008 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2009 student assessment answer document (special education indicator code).

NOTES

- This is a Report Only indicator for 2009. The district SPED TAKS-M participation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2009.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included as appropriate.
- The accountability subset is used.
- The special education TAKS-M 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

Special Education Indicator #5: SPED TAKS-Alternate (TAKS-Alt) Participation Rate

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

CALCULATION

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

$$\textit{District special education TAKS-Alt participation rate} = \frac{\textit{District number of students (Grades 3-11) served in special education tested on TAKS-Alt for all subjects in spring 2009}}{\textit{District number of students (Grades 3-11) served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment was submitted in spring 2009}}$$

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 2008 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2009 student assessment answer document (special education indicator code).

NOTES

- This is a Report Only indicator for 2009. The district SPED TAKS-Alt participation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2009.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included as appropriate.
- The accountability subset is used.
- The special education TAKS-Alt 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

Special Education Indicator #6: SPED 3-5 Year-Olds Less Restrictive Environment Placement Rate

This indicator measures 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:

$$\textit{District 3-5 year-olds less restrictive environment placement rate} = \frac{\textit{District number of students ages 3-5 served in special education who were placed in less restrictive environments in 2008-2009}}{\textit{District number of students ages 3-5 served in special education in 2008-2009}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 students ages 3-5 served in special education.
- 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 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 2008 snapshot data; 110 Record and 163 Record, Element ID E0173).

NOTES

- 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, 2008, 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 the indicator, and performance levels are assigned as follows:

District 3-5 Year-Olds Less Restrictive Environment Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned **(Also includes NA SA)**	**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 placement rate in less restrictive environments is 15.0% or higher. Minimum size requirements not applicable if PL = 0.	The district placement rate in less restrictive environments is between 8.5% and 14.9%.	The district placement rate in less restrictive environments is between 2.6% and 8.4%.	The district placement rate in less restrictive environments is 2.5% or lower.

Special Education Indicator #7: SPED 6-11 Year-Olds Less Restrictive Environment Placement Rate

This indicator measures 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:

$$\textit{District 6-11 year-olds less restrictive environment placement rate} = \frac{\textit{District number of students ages 6-11 served in special education who were placed in less restrictive environments in 2008-2009}}{\textit{District number of students ages 6-11 served in special education in 2008-2009}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 students ages 6-11 served in special education.
- 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 placement of special education students reported by districts as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2008 snapshot data; 110 Record and 163 Record, Element ID E0173).

NOTES

- 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, 2008, 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 the indicator, and performance levels are assigned as follows:

District 6-11 Year-Olds Less Restrictive Environment Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 placement rate in less restrictive environments is 40.0% or higher. Minimum size requirements not applicable if PL = 0.	The district placement rate in less restrictive environments is between 30.0% and 39.9%.	The district placement rate in less restrictive environments is between 13.0% and 29.9%.	The district placement rate in less restrictive environments is 12.9% or lower.

Special Education Indicator #8: SPED 12-21 Year-Olds Less Restrictive Environment Placement Rate

This indicator measures 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:

$$\textit{District 12-21 year-olds less restrictive environment placement rate} = \frac{\textit{District number of students ages 12-21 served in special education who were placed in less restrictive environments in 2008-2009}}{\textit{District number of students ages 12-21 served in special education in 2008-2009}}$$

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 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 placement of special education students reported by districts as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2008 snapshot data; 110 Record and 163 Record, Element ID E0173).

NOTES

- 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, 2008, for this indicator and is derived from the 101 Record (Element ID E0006).

PERFORMANCE LEVEL ASSIGNMENT

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

District 12-21 Year-Olds Less Restrictive Environment Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 placement rate in less restrictive environments is 60.0% or higher. Minimum size requirements not applicable if PL = 0.	The district placement rate in less restrictive environments is between 50.0% and 59.9%.	The district placement rate in less restrictive environments is between 30.0% and 49.9%.	The district placement rate in less restrictive environments is 29.9% or lower.

Special Education Indicator #9: SPED Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of students (Grades 7-12) served in special education who dropped out in 2007-2008.

CALCULATION

For each district, calculate the district Grades 7-12 special education annual dropout rate:

$$\textit{District Grades 7-12 special education annual dropout rate} = \frac{\textit{District number of students served in special education (Grades 7-12) who dropped out in 2007-2008}}{\textit{District number of students served in special education (Grades 7-12) in attendance in 2007-2008}}$$

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 2007-2008.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are 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/index4.aspx?id=4080.
- Confidential student-level listings of dropouts served in special education are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- Required improvement is available for this indicator.
- Dropout data are for the 2007-2008 school year.

PERFORMANCE LEVEL ASSIGNMENT

The district Grades 7-12 special education annual dropout rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District Special Education Annual Dropout Rate (Grades 7-12)				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**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 Grades 7-12 special education annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district Grades 7-12 special education annual dropout rate is between 2.1% and 5.0%.	The district Grades 7-12 special education annual dropout rate is between 5.1% and 8.0%.	The district Grades 7-12 special education annual dropout rate is 8.1% or higher.

Special Education Indicator #10: SPED RHSP/DAP Diploma Rate

This indicator measures 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:

$$\text{District special education RHSP/DAP diploma rate} = \frac{\text{District number of students served in special education who graduated with a RHSP or DAP diploma in 2007-2008}}{\text{District number of students served in special education who graduated in 2007-2008}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 special education graduates.
- Professional judgment special analysis is not available for this indicator.
- Three 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 *2009 Accountability Manual* available at the following web address: http://ritter.tea.state.tx.us/perfreport/account/2009/manual/.

NOTES

- Required improvement is available for this indicator.
- Graduation data are for the 2007-2008 school year.

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

District SPED RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned **(Also includes NA SA)**	**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 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.

Special Education Indicator #11: SPED Graduation Rate

This indicator measures 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:

$$\textit{District special education graduation rate} = \frac{\textit{District number of students in the Grade 9 cohort served in special education who graduated with a high school diploma by 2007-2008}}{\textit{District number of students in the class of 2008 served in special education.}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 students served in special education in the class of 2008 cohort.
- 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 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/index4.aspx?id=4080.
- Confidential student-level listings of special education cohort members are available to districts through the secure Accountability TEASE application (RES tab).

NOTES

- ***New!*** Performance levels will be assigned for this indicator in 2009.
- Graduation data are for the class of 2008.

PERFORMANCE LEVEL ASSIGNMENT

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

District SPED Graduation 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 graduation rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district SPED graduation rate is between 60.0% and 69.9%.	The district SPED graduation rate is between 35.0% and 59.9%.	The district SPED graduation rate is 34.9% or lower.

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

Special Education Indicator #12: SPED Representation

This indicator measures the percent of enrolled students receiving special education (SPED) services.

CALCULATION

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

$$\textit{District special education representation rate} = \frac{\textit{District number of special education students enrolled in 2008-2009}}{\textit{District number of students enrolled in 2008-2009}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 students enrolled in the district receiving 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 2008 snapshot data; 110 Record and 163 Record).

NOTES

- Required improvement is available for this indicator.
- 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.

PERFORMANCE LEVEL ASSIGNMENT

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

District Special Education Representation 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 representation of students receiving special education services is 8.5% or lower. Minimum size requirements not applicable if PL = 0.	The district representation of students receiving special education services is between 8.6% and 12.0%.	The district representation of students receiving special education services is between 12.1% and 16.0%.	The district representation of students receiving 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 #13: SPED African American Representation

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

CALCULATION

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

$$\textit{District special education African American percentage} = \frac{\textit{District number of enrolled African American students served in special education in 2008-2009}}{\textit{District number of special education students enrolled in 2008-2009}}$$

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

$$\textit{District overall African American percentage} = \frac{\textit{District number of African American students enrolled in 2008-2009}}{\textit{District number of students enrolled in 2008-2009}}$$

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

Difference value = *District **special education** African American percentage* — *District **overall** African American percentage*

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Required improvement is available for this indicator.
- Minimum Size Requirements: At least 30 enrolled African American 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 2008 snapshot data; 101 Record, 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 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

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

District SPED African American Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 #14: SPED Hispanic Representation

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

CALCULATION

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

$$\textit{District special education Hispanic percentage} = \frac{\textit{District number of enrolled Hispanic students served in special education in 2008-2009}}{\textit{District number of special education students enrolled in 2008-2009}}$$

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

$$\textit{District overall Hispanic percentage} = \frac{\textit{District number of Hispanic students enrolled in 2008-2009}}{\textit{District number of students enrolled in 2008-2009}}$$

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

Difference value = *District **special education** Hispanic percentage* — *District **overall** Hispanic percentage*

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Required Improvement is available for this indicator.
- Minimum Size Requirements: At least 30 enrolled Hispanic 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 2008 snapshot data; 101 Record, 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.

PERFORMANCE LEVEL ASSIGNMENT

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

District SPED Hispanic Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 #15: SPED LEP Representation

This indicator measures 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:**

$$\textit{District special education LEP percentage} = \frac{\textit{District number of enrolled LEP students served in special education in 2008-2009}}{\textit{District number of special education students enrolled in 2008-2009}}$$

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

$$\textit{District overall LEP percentage} = \frac{\textit{District number of LEP students enrolled in 2008-2009}}{\textit{District number of students enrolled in 2008-2009}}$$

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

Difference value = *District **special education** LEP percentage* — *District **overall** LEP percentage*

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS	DATA SOURCE
• Required improvement is available for this indicator. • Minimum Size Requirements: At least 30 enrolled LEP 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.	• 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 2008 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.

PERFORMANCE LEVEL ASSIGNMENT

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

District SPED LEP Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 #16: SPED Discretionary DAEP Placements

This indicator measures 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:**

$$\textit{District special education discretionary DAEP placement rate} = \frac{\textit{District number of discretionary DAEP placements of students served in special education in 2007-2008}}{\textit{District number of students served in special education in attendance in 2007-2008}}$$

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

$$\textit{District overall discretionary DAEP placement rate} = \frac{\textit{District number of discretionary DAEP placements for all students in 2007-2008}}{\textit{District number of all students in attendance in 2007-2008}}$$

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

Difference value = *District **special education** discretionary DAEP placement rate* — *District **overall** discretionary DAEP placement rate*

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Required improvement is available for this indicator.
- ***New!*** Minimum Size Requirements: At least 30 students in attendance served in special education and at least 5 discretionary DAEP placements of 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's denominators are based on the number of students (all students versus special education students) reported by the district as **in attendance** (PEIMS summer 2008 data—400 Record and 405 Record). The data for this indicator's numerators are based on the number of **discretionary DAEP placements** (all students versus special education students) reported by the district (PEIMS summer 2008 data—425 Record.)

NOTES

- ***New!*** Disciplinary Action Reason Codes 51 (firearm-off campus 300 ft. zone) and 52 (illegal knife, club, or prohibited weapon-off campus 300 ft. zone) are now included in this indicator.
- Discretionary DAEP placements are for the 2007-2008 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, 49, 50, 51, and/or 52. Only one action per incident number is counted under this indicator.

PERFORMANCE LEVEL ASSIGNMENT

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

District Discretionary DAEP Placements				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 #17: SPED Discretionary Placements to ISS

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

CALCULATION

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

$$\textit{District special education discretionary ISS placement rate} = \frac{\textit{District number of discretionary placement of students served in special education to ISS in 2007-2008}}{\textit{District number of students served in special education in attendance in 2007-2008}}$$

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

$$\textit{District overall discretionary ISS placement rate} = \frac{\textit{District number of discretionary placements of all students to ISS in 2007-2008}}{\textit{District number of all students in attendance in 2007-2008}}$$

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

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

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Required improvement is available for this indicator.
- ***New!*** Minimum Size Requirements: At least 30 students in attendance served in special education and at least 5 discretionary placements of students served in special education to ISS.
- 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 denominators are based on the number of students (all students versus special education students) reported by the district as **in attendance** (PEIMS summer 2008 data—400 Record and 405 Record). The data for this indicator's numerators are based on the number of incidents of **discretionary placements in ISS** (all students versus special education students) reported by the district (PEIMS summer 2008 data—425 Record).

NOTES

- Discretionary placements to ISS are for the 2007-2008 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 value** is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District Discretionary Placements to ISS				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**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 10.0 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 10.1 and 24.9 percentage points higher than the percent of overall discretionary ISS placements.	The district percent of SPED discretionary ISS placements is between 25.0 and 50.0 percentage points higher than the percent of overall discretionary ISS placements.	The district percent of SPED discretionary ISS placements is at least 50.1 percentage points higher than the percent of overall discretionary ISS placements.

Special Education Indicator #18: SPED Discretionary Placements to OSS

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

CALCULATION

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

$$\textit{District special education discretionary OSS placement rate} = \frac{\textit{District number of discretionary placements of students served in special education to OSS in 2007-2008}}{\textit{District number of students served in special education in attendance in 2007-2008}}$$

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

$$\textit{District overall discretionary OSS placement rate} = \frac{\textit{District number of discretionary placements of all students to OSS in 2007-2008}}{\textit{District number of all students in attendance in 2007-2008}}$$

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

Difference value = *District **special education** discretionary OSS placement rate* — *District **overall** discretionary OSS placement rate*

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS	DATA SOURCE
• Minimum size requirements and PBMAS special analysis process do not apply to this indicator.	• The data for this indicator's denominators are based on the number of students (all students versus special education students) reported by the district as **in attendance** (PEIMS summer 2008 data—400 and 405 Record). The data for this indicator's numerators are based on the number of incidents of **discretionary OSS placements** (all students versus special education students) reported by the district (PEIMS summer 2008 data—425 Record).

NOTES
• This is a Report Only indicator for 2009. The district SPED discretionary OSS placement rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2009. • Discretionary placements to OSS are for the 2007-2008 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 OSS placement is counted as a special education OSS 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 OSS are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Code (Element ID E1005) = 05 and 25. Reason Code (Element ID E1006) = All codes. Only one action per incident number is counted under this indicator.

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: Program Monitoring and Interventions Phone: (512) 463-5226 Fax: (512) 463-3136 Email: pmidivision@tea.state.tx.us	Division: Bilingual Education/English as a Second Language Unit Phone: (512) 463-9581 Fax: (512) 463-8057 Email: curric@tea.state.tx.us
Division: Career and Technical Education Unit Phone: (512) 463-9581 Fax: (512) 463-8057 Email: curric@tea.state.tx.us	Division: NCLB Program Coordination Phone: (512) 463-9374 Fax: (512) 305-9447 Email: nclb@tea.state.tx.us
Division: IDEA Coordination Phone: (512) 463-9414 Fax: (512) 463-9560 Email: sped@tea.state.tx.us	Division: Student Assessment Phone: (512) 463-9536 Fax: (512) 463-9302 Email: studenta@tea.state.tx.us
Division: Performance Reporting Phone: (512) 463-9704 Fax: (512) 475-3584 Email: perfrept@tea.state.tx.us	

Comments on the 2009 PBMAS

Comments on the 2009 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, 2009, in order to allow sufficient time for incorporation into the 2010 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

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
N1220504	INTERNATIONAL CUISINE
N1220505	INTRODUCTION TO CULINARY ARTS
N122T501	CULINARY ARTS I
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
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

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
N1192230	INTRODUCTION TO VETERINARY ASSISTANT TECHNOLOGY
N1192340	VETERINARY MEDICAL ASSISTANT I
N1192341	VETERINARY MEDICAL ASSISTANT II
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
N1256811	COSMETOLOGY (MANICURIST SPECIALTY)
N1256812	COSMETOLOGY (SHAMPOO AND CONDITIONING SPECIALIST)
N1256814	COSMETOLOGY II (MANICURIST)
N1256817	COSMETOLOGY HAIR WEAVING/BRAIDING

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Appendix: B

2008 Performance-Based Monitoring Analysis System State Report

TEXAS EDUCATION AGENCY
2008 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

Bilingual Education/English as a Second Language

INDICATOR	(a) 2008 STANDARD (%)	(b) 2008 STATE RATE	(c) 2008 NUMERATOR	(d) 2008 DENOMINATOR	(e) 2008 PERFORMANCE LEVEL	(f) 2008 STATE RATE	(g) 2007 STATE RATE	(h) 2006 STATE RATE	(i) 2006 - 2008 CHANGE*
1. BE ENGLISH TAKS PASSING RATE									
(i) MATHEMATICS	50.0	81.3	68,497	84,217	0	81.3	77.3	75.1	6.2
(ii) READING/ELA	70.0	77.8	58,240	74,872	0	77.8	74.2	73.3	4.5
(iii) SCIENCE	45.0	61.6	14,804	24,047	0	61.6	46.2	44.8	16.8
(iv) SOCIAL STUDIES	65.0	92.0	172	187	0	92.0	78.7	71.6	20.4
(v) WRITING	65.0	87.9	20,422	23,224	0	87.9	83.6	83.1	4.8
2. ESL ENGLISH TAKS PASSING RATE									
(i) MATHEMATICS	50.0	57.2	77,499	135,409	0	57.2	49.9	46.4	10.8
(ii) READING/ELA	70.0	63.1	85,279	135,080	1	63.1	54.7	49.9	13.2
(iii) SCIENCE	45.0	32.3	15,099	46,806	2	32.3	22.5	21.1	11.2
(iv) SOCIAL STUDIES	65.0	62.3	22,323	35,822	1	62.3	48.3	46.3	16.0
(v) WRITING	65.0	76.4	24,856	32,513	0	76.4	74.4	65.3	11.1
3. BE SPANISH TAKS PASSING RATE									
(i) MATHEMATICS	50.0	75.6	32,208	42,625	0	75.6	71.8	69.2	6.4
(ii) READING	70.0	85.4	44,196	51,735	0	85.4	84.8	82.8	2.6
(iii) SCIENCE	45.0	38.2	1,369	3,585	1	38.2	35.6	31.0	7.2
(iv) WRITING	65.0	91.2	15,452	16,941	0	91.2	89.6	90.1	1.1
4. ESL SPANISH TAKS PASSING RATE									
(i) MATHEMATICS	50.0	60.4	232	384	0	60.4	51.0	47.4	13.0
(ii) READING	70.0	72.6	368	507	0	72.6	74.0	61.9	10.7
(iii) SCIENCE	45.0	25.0	10	40	2	25.0	28.6	15.9	9.1
(iv) WRITING	65.0	85.9	85	99	0	85.9	80.2	75.0	10.9
5. LEP YEAR-AFTER-EXIT ENGLISH TAKS PASSING RATE									
(i) MATHEMATICS	50.0	84.3	44,376	52,622	0	84.3	79.9	77.0	7.3
(ii) READING/ELA	70.0	90.3	47,650	52,772	0	90.3	85.5	82.4	7.9
(iii) SCIENCE	45.0	73.1	13,411	18,358	0	73.1	61.5	58.6	14.5
(iv) SOCIAL STUDIES	65.0	86.5	6,062	7,005	0	86.5	77.9	75.7	10.8
(v) WRITING	65.0	94.7	18,016	19,027	0	94.7	93.1	90.8	3.9

*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2006 and 2007 state rates for all TAKS performance indicators have been recalculated to include the appropriate TAKS-Inclusive (renamed TAKS(Accommodated)) and Grade 8 Science results consistent with the grades and subjects of those assessments as they were used in the 2008 PBMAS.

FOR GRADUATION RATE INDICATORS: Graduation rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to rates for the class of 2005 and prior classes, nor are they comparable to each other.

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TEXAS EDUCATION AGENCY
2008 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

Bilingual Education/English as a Second Language (cont.)

INDICATOR	(a) 2008 STANDARD (%)	(b) 2008 STATE RATE	(c) 2008 NUMERATOR	(d) 2008 DENOMINATOR	(e) 2008 PERFORMANCE LEVEL	(f) 2008 STATE RATE	(g) 2007 STATE RATE	(h) 2006 STATE RATE	(i) 2006 - 2008 CHANGE*
6. LEP PARTICIPATION RATE	82.0	89.7	320,230	356,973	0	89.7			
7. LEP ANNUAL DROPOUT RATE (GRADES 7-12)	2.0	4.8	7,380	152,953	1	4.8	4.6		
8. LEP RHSP/DAP DIPLOMA RATE	60.0	51.2	3,349	6,544	1	51.2	58.3	58.1	-6.9
9. LEP GRADUATION RATE		39.3	5,430	13,820	Report Only	39.3	48.5		

*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2006 and 2007 state rates for all TAKS performance indicators have been recalculated to include the appropriate TAKS-Inclusive (renamed TAKS(Accommodated)) and Grade 8 Science results consistent with the grades and subjects of those assessments as they were used in the 2008 PBMAS.

FOR GRADUATION RATE INDICATORS: Graduation rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to rates for the class of 2005 and prior classes, nor are they comparable to each other.

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TEXAS EDUCATION AGENCY
2008 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

Career and Technical Education

INDICATOR	(a) 2008 STANDARD (%)	(b) 2008 STATE RATE	(c) 2008 NUMERATOR	(d) 2008 DENOMINATOR	(e) 2008 PERFORMANCE LEVEL	(f) 2008 STATE RATE	(g) 2007 STATE RATE	(h) 2006 STATE RATE	(i) 2006 - 2008 CHANGE*
1. CTE TAKS PASSING RATE									
(i) MATHEMATICS	50.0	73.6	175,950	239,140	0	73.6	71.4	66.8	6.8
(ii) READING/ELA	70.0	91.0	221,351	243,183	0	91.0	88.6	87.7	3.3
(iii) SCIENCE	45.0	75.2	139,401	185,327	0	75.2	68.2	67.0	8.2
(iv) SOCIAL STUDIES	65.0	93.2	173,122	185,700	0	93.2	89.7	88.3	4.9
2. CTE LEP TAKS PASSING RATE									
(i) MATHEMATICS	50.0	35.7	2,933	8,207	2	35.7	31.2	29.0	6.7
(ii) READING/ELA	70.0	46.1	3,887	8,433	3	46.1	35.5	36.2	9.9
(iii) SCIENCE	45.0	27.7	1,701	6,145	2	27.7	22.4	20.0	7.7
(iv) SOCIAL STUDIES	65.0	63.6	3,935	6,187	1	63.6	50.6	51.5	12.1
3. CTE ECON TAKS PASSING RATE									
(i) MATHEMATICS	50.0	65.1	70,134	107,666	0	65.1	61.9	56.4	8.7
(ii) READING/ELA	70.0	86.8	95,513	110,011	0	86.8	83.4	82.5	4.3
(iii) SCIENCE	45.0	65.2	53,168	81,531	0	65.2	56.3	53.7	11.5
(iv) SOCIAL STUDIES	65.0	89.8	73,364	81,696	0	89.8	84.4	82.3	7.5
4. CTE SPED TAKS PASSING RATE									
(i) MATHEMATICS	50.0	33.7	3,063	9,079	2	33.7	32.7	33.2	0.5
(ii) READING/ELA	70.0	60.4	6,476	10,713	1	60.4	57.5	59.8	0.6
(iii) SCIENCE	45.0	32.6	3,722	11,415	2	32.6	24.4	30.5	2.1
(iv) SOCIAL STUDIES	65.0	65.7	8,074	12,284	0	65.7	55.3	58.8	6.9
5. CTE TECH PREP TAKS PASSING RATE									
(i) MATHEMATICS	50.0	76.4	66,616	87,153	0	76.4	73.4	69.9	6.5
(ii) READING/ELA	70.0	92.4	81,640	88,402	0	92.4	89.5	88.9	3.5
(iii) SCIENCE	45.0	77.2	53,090	68,729	0	77.2	69.9	69.0	8.2
(iv) SOCIAL STUDIES	65.0	94.4	65,009	68,888	0	94.4	90.4	89.8	4.6
6. CTE ANNUAL DROPOUT RATE (GRADES 9-12)	3.0	2.5	10,372	415,592	0	2.5	2.5		
7. CTE RHSP/DAP DIPLOMA RATE	70.0	79.2	92,014	116,235	0	79.2	76.8	72.8	6.4
8. CTE GRADUATION RATE		85.5	114,801	134,322	Report Only	85.5	87.0		
9. CTE NONTRADITIONAL COURSES -- MALE		39.2	47,071	120,015	Report Only	39.2	39.1		
10. CTE NONTRADITIONAL COURSES -- FEMALE		35.3	58,849	166,695	Report Only	35.3	34.8		

*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2006 and 2007 state rates for all TAKS performance indicators have been recalculated to include the appropriate TAKS-Inclusive (renamed TAKS(Accommodated)) and Grade 8 Science results consistent with the grades and subjects of those assessments as they were used in the 2008 PBMAS.

FOR GRADUATION RATE INDICATORS: Graduation rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to rates for the class of 2005 and prior classes, nor are they comparable to each other.

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TEXAS EDUCATION AGENCY
2008 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

No Child Left Behind

INDICATOR	(a) 2008 STANDARD (%)	(b) 2008 STATE RATE	(c) 2008 NUMERATOR	(d) 2008 DENOMINATOR	(e) 2008 PERFORMANCE LEVEL	(f) 2008 STATE RATE	(g) 2007 STATE RATE	(h) 2006 STATE RATE	(i) 2006 - 2008 CHANGE*
1. TITLE I, PART A TAKS PASSING RATE									
(i) MATHEMATICS	50.0	77.8	1,141,746	1,466,738	0	77.8			
(ii) READING/ELA	70.0	88.2	1,297,677	1,471,400	0	88.2			
(iii) SCIENCE	45.0	68.8	394,438	573,614	0	68.8			
(iv) SOCIAL STUDIES	65.0	88.6	314,929	355,298	0	88.6			
(v) WRITING	65.0	91.3	344,230	377,147	0	91.3			
2. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12)		3.4	31,798	943,109	Report Only	3.4			
3. TITLE I, PART A GRADUATION RATE		70.6	82,453	116,812	Report Only	70.6			
4. TITLE I, PART A DISCRETIONARY DAEP PLACEMENTS (For the 2008 PBMAS, data for this indicator are only reported at the district level.)									
5. MIGRANT TAKS PASSING RATE									
(i) MATHEMATICS	50.0	68.5	13,632	19,907	0	68.5	63.7	59.8	8.7
(ii) READING/ELA	70.0	79.6	15,976	20,063	0	79.6	75.1	73.1	6.5
(iii) SCIENCE	45.0	55.3	4,687	8,483	0	55.3	43.8	40.4	14.9
(iv) SOCIAL STUDIES	65.0	82.6	5,035	6,095	0	82.6	73.5	70.5	12.1
(v) WRITING	65.0	86.5	3,924	4,538	0	86.5	86.6	84.6	1.9
6. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12)	2.0	4.3	899	20,898	1	4.3	4.3		
7. MIGRANT RHSP/DAP DIPLOMA RATE	70.0	80.1	1,086	1,356	0	80.1	76.8	70.8	9.3
8. MIGRANT GRADUATION RATE		60.1	1,714	2,852	Report Only	60.1	66.8		

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TEXAS EDUCATION AGENCY
2008 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

Special Education

INDICATOR	(a) 2008 STANDARD (%)	(b) 2008 STATE RATE	(c) 2008 NUMERATOR	(d) 2008 DENOMINATOR	(e) 2008 PERFORMANCE LEVEL	(f) 2008 STATE RATE	(g) 2007 STATE RATE	(h) 2006 STATE RATE	(i) 2006 - 2008 CHANGE*
1. SPED TAKS PASSING RATE									
(i) MATHEMATICS	50.0	61.3	53,176	86,678	0	61.3	56.1	56.1	5.2
(ii) READING/ELA	70.0	74.6	69,214	92,824	0	74.6	70.7	70.5	4.1
(iii) SCIENCE	45.0	38.9	27,198	69,988	1	38.9	27.0	31.4	7.5
(iv) SOCIAL STUDIES	65.0	64.2	34,077	53,073	1	64.2	50.3	53.3	10.9
(v) WRITING	65.0	79.4	14,717	18,545	0	79.4	80.1	79.3	0.1
2. SPED YEAR-AFTER-EXIT TAKS PASSING RATE									
(i) MATHEMATICS	50.0	72.7	16,568	22,783	0	72.7	71.4	69.2	3.5
(ii) READING/ELA	70.0	83.8	19,143	22,857	0	83.8	82.1	80.4	3.4
(iii) SCIENCE	45.0	66.7	5,044	7,562	0	66.7	61.9	58.3	8.4
(iv) SOCIAL STUDIES	65.0	86.4	3,731	4,320	0	86.4	80.1	77.9	8.5
(v) WRITING	65.0	84.7	5,314	6,271	0	84.7	85.3	85.3	-0.6
3. SPED TAKS/TAKS(Accom.) PARTICIPATION RATE	20.0	51.4	161,687	314,429	0	51.4			
4. SPED TAKS-M PARTICIPATION RATE		23.9	75,229	314,429	Report Only	23.9			
5. SPED TAKS-ALT PARTICIPATION RATE		4.6	14,590	314,429	Report Only	4.6			
6. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 3-5)	11.0	14.6	5,670	38,962	0	14.6	12.9	11.1	3.5
7. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 6-11)	25.0	39.7	72,908	183,831	0	39.7	35.5		
8. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 12-21)	46.5	59.8	142,969	239,213	0	59.8	53.6	50.1	9.7
9. SPED ANNUAL DROPOUT RATE (GRADES 7-12)	2.0	3.2	8,139	250,573	1	3.2	3.2		
10. SPED RHSP/DAP DIPLOMA RATE	16.5	20.5	5,465	26,677	0	20.5	17.5	16.5	4.0
11. SPED GRADUATION RATE		70.3	24,513	34,845	Report Only	70.3	72.7		
12. SPED IDENTIFICATION	8.5	9.9	463,229	4,660,041	1	9.9	10.6	11.0	-1.1

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TEXAS EDUCATION AGENCY
2008 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

Special Education (cont.)

INDICATOR	(a) 2008 STANDARD (%)	(b) 2008 STATE RATE	(c) 2008 NUMERATOR	(d) 2008 DENOMINATOR	(e) 2008 PERFORMANCE LEVEL	(f) 2008 STATE RATE	(g) 2007 STATE RATE	(h) 2006 STATE RATE	(i) 2006 - 2008 CHANGE*
13. SPED AFRICAN AMERICAN REPRESENTATION	1.0	3.8			1	3.8	3.8	3.5	0.3
SPED AFRICAN AMERICAN		18.0	83,595	463,229					
ALL AFRICAN AMERICAN		14.2	663,596	4,660,041					
14. SPED HISPANIC REPRESENTATION	1.0	-3.9			0	-3.9	-3.9	-3.8	-0.1
SPED HISPANIC		43.3	200,489	463,229					
ALL HISPANIC		47.2	2,199,009	4,660,041					
15. SPED LEP REPRESENTATION	1.0	0.1			0	0.1	0.3	0.0	0.1
SPED LEP		16.7	77,585	463,229					
ALL LEP		16.6	774,868	4,660,041					
16. SPED DISCRETIONARY DAEP PLACEMENTS	1.0	1.6			1	1.6	1.5	1.5	0.1
SPED DAEP PLACEMENTS		3.5	20,889	599,349					
ALL DAEP PLACEMENTS		1.9	97,642	5,052,226					
17. SPED DISCRETIONARY PLACEMENTS TO ISS	10.0	22.5			1	22.5	23.2	23.9	-1.4
SPED ISS PLACEMENTS		56.4	337,782	599,349					
ALL ISS PLACEMENTS		33.9	1,713,310	5,052,226					
18. SPED DISCRETIONARY PLACEMENTS TO OSS		12.7			Report Only	12.7			
SPED OSS PLACEMENTS		24.9	149,082	599,349					
ALL OSS PLACEMENTS		12.2	617,315	5,052,226					

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Appendix C: 2008 Performance Based Monitoring Focus Group Membership

Name	Role	Organization	ESC Region
Ms. Rebecca Rodriquez	Special Education Director	Hidalgo ISD	1
Ms. Tracy Epp	Chief Academic Officer	IDEA Public Schools	1
Dr. Nori Mora	Associate Director, Teaching & Learning	Region 2 ESC	2
Ms. Sonia Little	Superintendent	Nordheim ISD	3
Ms. Sowmya Kumar	Education Specialist	Region 4 ESC	4
Ms. Diana Kelm	Assistant Superintendent	Shepherd ISD	6
Dr. Rodney Hutto	Superintendent	Nacogdoches ISD	7
Mr. Terry Lapic	Superintendent	East Texas Charter Schools	7
Ms. Karen Whitaker	Coordinator, State & Federal Programs	Region 8 ESC	8
Mr. Tom Bailey	Superintendent	Olney ISD	9
Ms. Margie Gunther	Special Education Coordinator	Carrollton-Farmers Branch ISD	10
Ms. Karen Hill	Special Education Director	Arlington ISD	11
Ms. Diane Gough	Director of Instructional Services	Midway ISD	12
Mr. Craig Henderson	Associate Director	Region 13 ESC	13
Ms. Gail Haterius	Superintendent	Clyde ISD	14
Mr. Matt Underwood	Superintendent	Mason ISD	15
Mr. Rodney Sumner	Superintendent	Spearman ISD	16
Ms. Gloria Moore	Special Education Director	Slaton ISD/SELCO SSA	17
Ms. Kaye Orr	Coordinator of Accountability	Region 18 ESC	18

Name	Role	Organization	ESC Region
Ms. Rebecca Ontiveros	Program Director	Region 19 ESC	19
Dr. Lana Collavo	Superintendent	Jourdanton ISD	20

Appendix D: ESC Performance-Based Monitoring Contacts

Full Name	Region	City	Phone	Email Address
DR LISA CONNER	1	EDINBURG	(956) 984-6027	lconner@esc1.net
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WES PIERCE	9	WICHITA FALLS	(940) 322-6928	wes.pierce@esc9.net
ANJELA SCHLEGEL	9	WICHITA FALLS	(940) 322-6928	Anjela.Schlegel@esc9.net
JAN MOBERLEY	10	RICHARDSON	(972) 348-1426	jan.moberley@region10.org
DR ELIZABETH ROWLAND	11	FORT WORTH	(817) 740-7625	erowland@esc11.net
STEPHANIE KUCERA	12	WACO	(254) 297-1154	skucera@esc12.net
CRAIG HENDERSON	13	AUSTIN	(512) 919-5390	craig.henderson@esc13.txed.net
MARTHA BLANTON	13	AUSTIN	(512) 919-5207	martha.blanton@esc13.txed.net
NORMA WHITIS	14	ABILENE	(325) 675-8610	nwhitis@esc14.net
JUDY LISEWSKY	15	SAN ANGELO	(325) 658-6571 ext:158	judy.lisewsky@netxv.net

Full Name	Region	City	Phone	Email Address
JUDY BABCOCK	16	AMARILLO	(806) 677-5210	judy.babcock@esc16.net
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