Figure: 19 TAC §97.1005 (b)

Excerpted Sections of the PBMAS 2012 Manual

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Section II:

Components of the 2012 PBMAS

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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 areas within TEA include the list of dropouts and longitudinal graduation data from Accountability Research and Public Education Information Management System (PEIMS) data from Statewide Data Initiatives/PEIMS. The data source is included as a part of the explanation of each of the indicators 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 and Special Analysis*.)

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, students described under Texas Education Code, §39.054(f) and §39.055, are excluded from PBMAS calculations.

Accountability Subset

Students who are enrolled in a district on October 28, 2011 and test in the same district in the spring of 2012 are considered to be in the "accountability subset" while students who are enrolled in a district on October 28, 2011 but not enrolled in the same district for 2012 spring testing are not in the accountability subset. Whether the accountability subset is used for a particular indicator is noted in the description of the indicator.

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 indicate a performance level (PL) of *No Data*. Districts with one or more PL 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. This masking process includes using special formats (*, >99%, and <1%) in place of any data that could reveal an individual student's identity.

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 2012 PBMAS include *Not Assigned (NA) (including Not Assigned through SA, PJSA, or DI), 0, 0 SA, 0 PJSA, 0 RI, 1, 1 SA, 1 PJSA, 2, 2 SA, 2 PJSA, 3, 3 SA, or 3 PJSA*. 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. DI refers to data integrity and is used in combination with the NA performance level to address situations where compromised data render any other performance level impossible to determine.

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. The performance level thresholds are typically referred to as cut-points.

Types of Standards

Absolute standards are tied to an absolute requirement or goal that all districts have the possibility of achieving each year. The former state accountability system provided absolute standards to which some PBMAS standards can be aligned. The standards, by subject, for a performance level designation of *0 - Met Standard* in the 2012 PBMAS, for certain student assessment TAKS-based performance indicators are as follows:

Subject	Percent of Students Passing
Mathematics	70%
Reading/ELA*	70%
Science	65%
Social Studies	70%
Writing	70%

** English Language Arts (ELA)*

In standard PBMAS analysis, a district with performance up to 10.0 percentage points below the subject-area standard receives a performance level assignment of *1*, and a district with performance 10.1 to 20.0 percentage points below the subject-area standard receives a performance level assignment of *2*. Any district with performance 20.1 or more percentage points below the subject-area standard receives a performance level of *3*, the lowest designation in the PBMAS. The following chart summarizes the assignment of performance levels for the 2012 PBMAS TAKS-based performance indicators using a CTE TAKS passing rate indicator as an example:

CTE #1(i-iv): District CTE TAKS Passing 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 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.

Relative standards are not tied to an absolute requirement or goal. Rather, they are typically 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.

Transition to the State of Texas Assessments of Academic Readiness (STAAR)

As student assessment indicators in the PBMAS are redeveloped from TAKS-based indicators to STAAR-based indicators, it will be necessary for the PBMAS to include several transitional elements that will allow the system to continue to evaluate student performance data while the new STAAR assessments and performance standards are phased in. For 2012, the key transitional elements are:

Use of the *Met Standard* performance standard for TAKS on the Grades 3-8 STAAR assessments. During the transition to the new STAAR, performance standards will not be available for most STAAR assessments in time to assign PBMAS performance levels in the summer of 2012. Instead, for 2012 only, the *Met Standard* performance standard for TAKS will be used for the STAAR-based student assessment performance indicators in the BE/ESL, NCLB, and SPED program areas. Students who meet the TAKS *Met Standard* performance standard on the relevant STAAR assessments will be counted in the indicators' numerators as performing on the STAAR subject test at the TAKS equivalency performance standard. Detailed information about the process to identify the *Met Standard* performance on TAKS for the STAAR assessments is available at http://www.tea.state.tx.us/student.assessment/reports/. (For the 2012 PBMAS, student assessment performance indicators in the CTE program area will continue to be based on TAKS data and TAKS performance standards for Grades 10 and 11.)

Use of a reduced Minimum Size Requirement for the Grades 3-8 STAAR performance indicators. Prior to 2012, PBMAS student assessment performance indicators were generally based on the results of students in Grades 3-11 and typically included at least one year of prior data available for analysis. During the transition to the new STAAR, the grade levels included in the STAAR-based PBMAS indicators and the years of data available for analysis will be significantly reduced. To address this concern, for 2012 only, a minimum size requirement of 20 (denominator) will apply to the Grades 3-8 STAAR performance indicators. This temporary adjustment will ensure that those districts most likely to be evaluated under standard analysis in 2013, given the inclusion of additional grade levels and additional years of data that will be available, are provided with as much advance information as possible about the performance of their students. (See *Minimum Size Requirements* for more information.)

Planning for new or revised indicators that incorporate results of students assessed with STAAR L. The results of students assessed with STAAR L in one or more subject areas are not included in any 2012 PBMAS student assessment performance indicators. However, for the 2013 PBMAS and beyond, planning for new or revised indicators that incorporate the results of students assessed with STAAR L and that take into account the second language acquisition needs of ELLs will occur.

Changes to PBMAS Standards and Cut-Points

As part of the annual PBMAS development cycle, the standards and cut-points for each PBMAS indicator are evaluated. A decision to adjust standards or cut-points 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 and cut-points 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 and cut-points;
- the PBMAS system's guiding principles;
- other considerations that could affect performance on particular indicators;
- appropriate standards and cut-points across similar indicators; and
- internal and external input.

The table below identifies the PBMAS performance level (PL) 0 standards for 2011 and 2012, as well as anticipated standards for 2013. However, all standards are subject to change, including changes that may be necessary as a result of state or federal priorities and requirements.

PBMAS STANDARDS				
TBD = To Be Determined; LEP = Limited English Proficient	PBMAS PL 0 Standards by Year			
		2011	**2012**	**2013**
Indicators Across All Program Areas				
TAKS Passing Rate Indicators (CTE) STAAR Passing Rate at TAKS Equivalency Indicators (BE/ESL, NCLB, and SPED)	**Subject**			
	Mathematics	65.0%	70.0%	
	Reading/ELA	70.0%	70.0%	
	Science	60.0%	65.0%	
	Social Studies	70.0%	70.0%	
	Writing	70.0%	70.0%	
Annual Dropout Rate Indicators (Grades 7-12)		2.0%	2.0%	2.0%
Annual Dropout Rate Indicators (Grades 9-12)		3.0%	3.0%	3.0%
Graduation Rate Indicators		75.0%	75.0%	75.0%
Bilingual Education (BE)/English as a Second Language (ESL) Indicators				
LEP Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) Diploma Rate		70.0%	70.0%	70.0%
Texas English Language Proficiency Assessment System (TELPAS) Reading Beginning Proficiency Level Rate		3.0%	Report Only	TBD
TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years		10.0%	8.0%	8.0%
Career and Technical Education (CTE) Indicators				
CTE RHSP/DAP Diploma Rate		70.0%	70.0%	70.0%
Nontraditional Course Completion Rate-Males		40.0%	Report Only	TBD

PBMAS STANDARDS				
TBD = To Be Determined; LEP = Limited English Proficient	PBMAS PL 0 Standards by Year			
		2011	2012	2013
Nontraditional Course Completion Rate-Females		35.0%	Report Only	TBD
No Child Left Behind (NCLB) Act Indicators				
Title I, Part A RHSP/DAP Diploma Rate		70.0%	70.0%	70.0%
Migrant RHSP/DAP Diploma Rate		70.0%	70.0%	70.0%
Special Education Indicators				
STAAR Participation Rate			50.0%	TBD
STAAR Modified Participation Rate			20.0%	TBD
STAAR Alternate Participation Rate			10.0%	TBD
3-5 Year-Olds Less Restrictive Environments Placement Rate		16.0%	16.0%	16.0%
6-11 Year-Olds Less Restrictive Environments Placement Rate		40.0%	40.0%	40.0%
12-21 Year-Olds Less Restrictive Environments Placement Rate		65.0%	65.0%	65.0%
Special Education RHSP/DAP Diploma Rate		16.5%	20.0%	25.0%
Special Education Representation		8.5%	8.5%	8.5%
African American (Not Hispanic/Latino) 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)		6.0 percentage points	6.0 percentage points	6.0 percentage points

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.

Generally after a period of two years, performance levels are 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 (See *Transition to STAAR* section of this manual for important information about a one-year MSR provision for the Grades 3-8 STAAR performance indicators.) In addition, for certain PBMAS indicators, districts must have at least five (5), ten (10), 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.

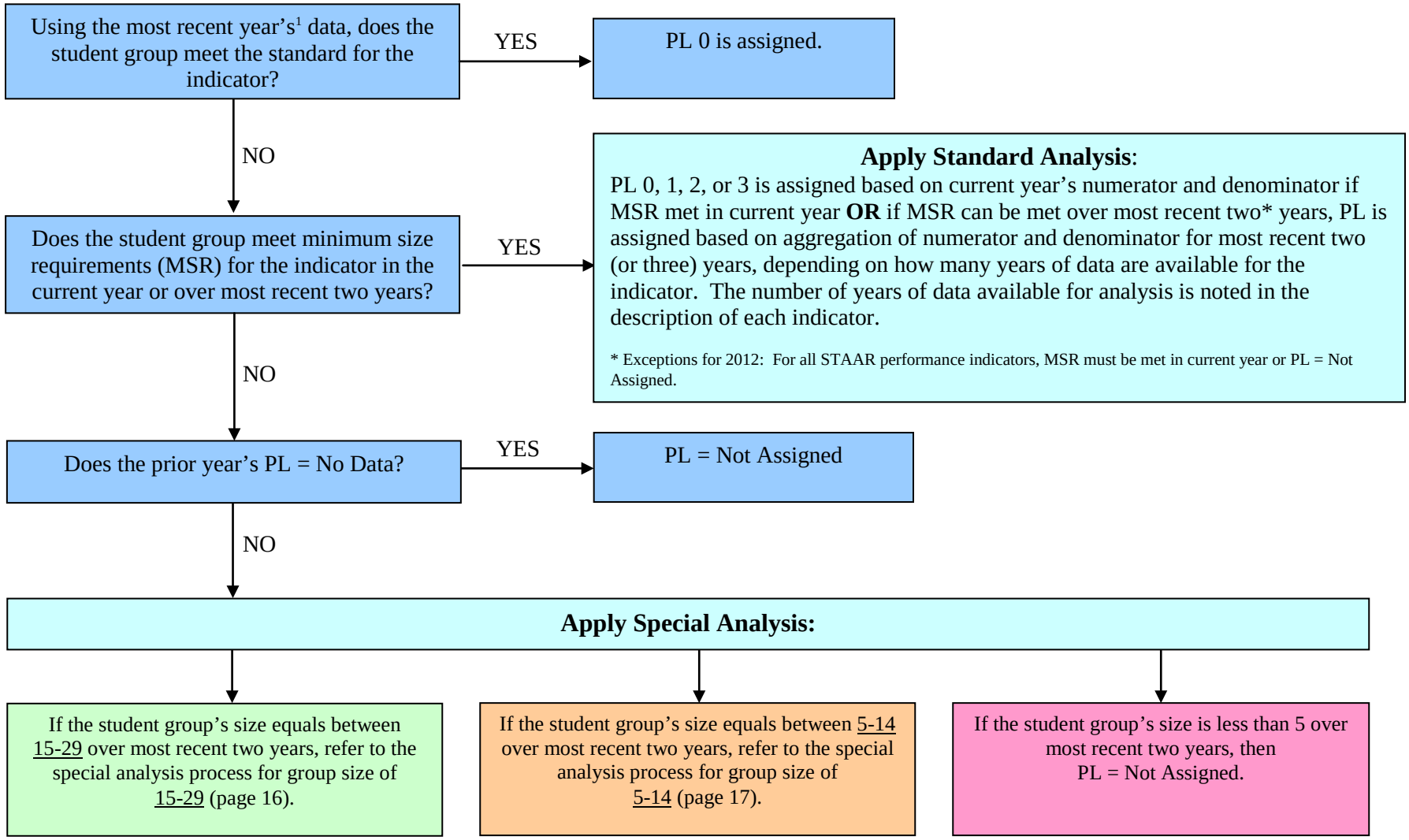
Minimum size requirements can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years when the previous year's data are available. If the minimum size requirement is met for a particular performance indicator, then a district is evaluated 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 used to analyze the performance of districts 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, 0 SA, 0 PJSA, 1 SA, 1 PJSA, 2 SA, 2 PJSA, 3 SA, 3 PJSA*) and will be included on PBMAS reports to districts, along with the district's numerators, denominators, and rates considered in the special analysis process.

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:

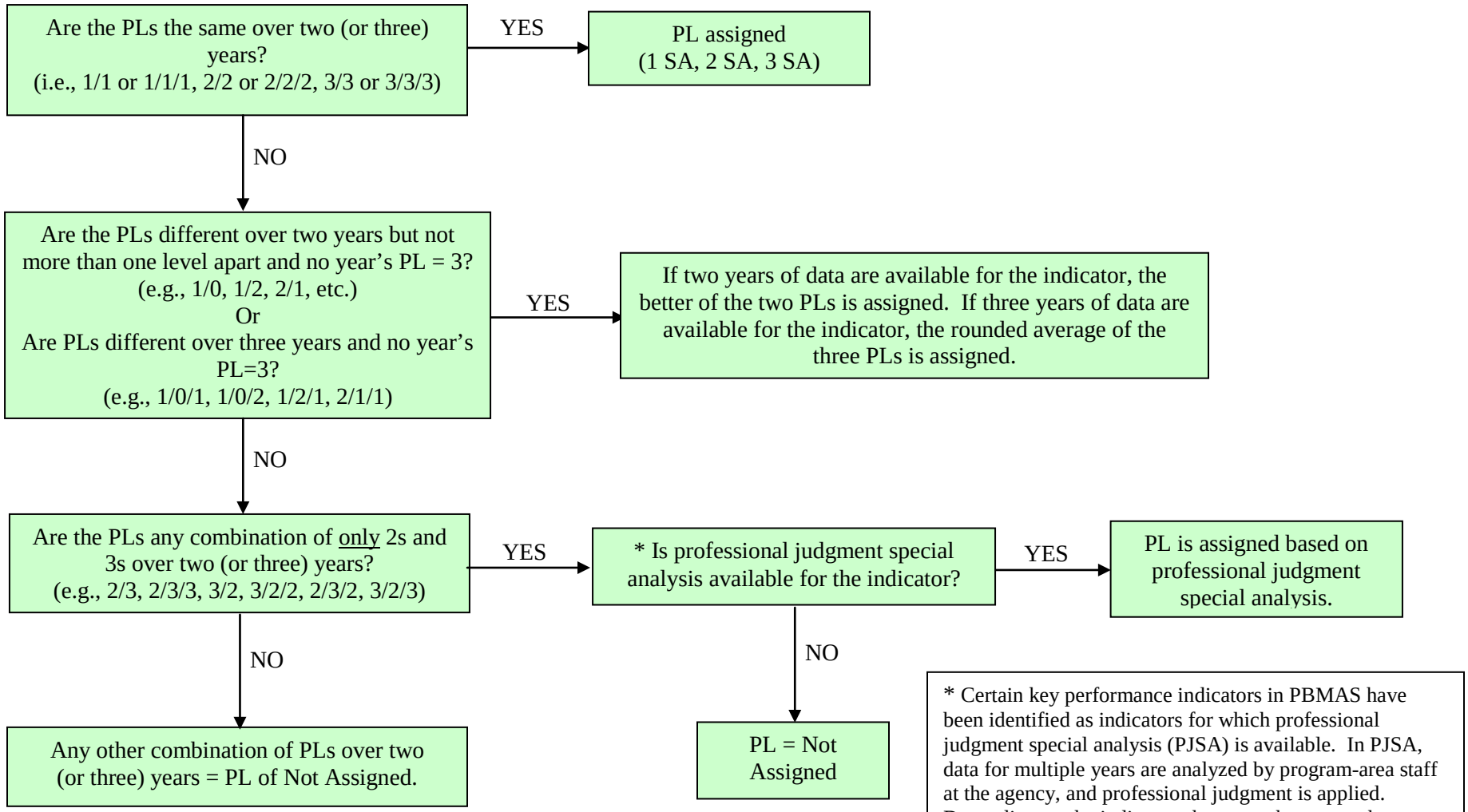
2012 PBMAS Performance Level Assignment and Special Analysis Determination Process



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

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

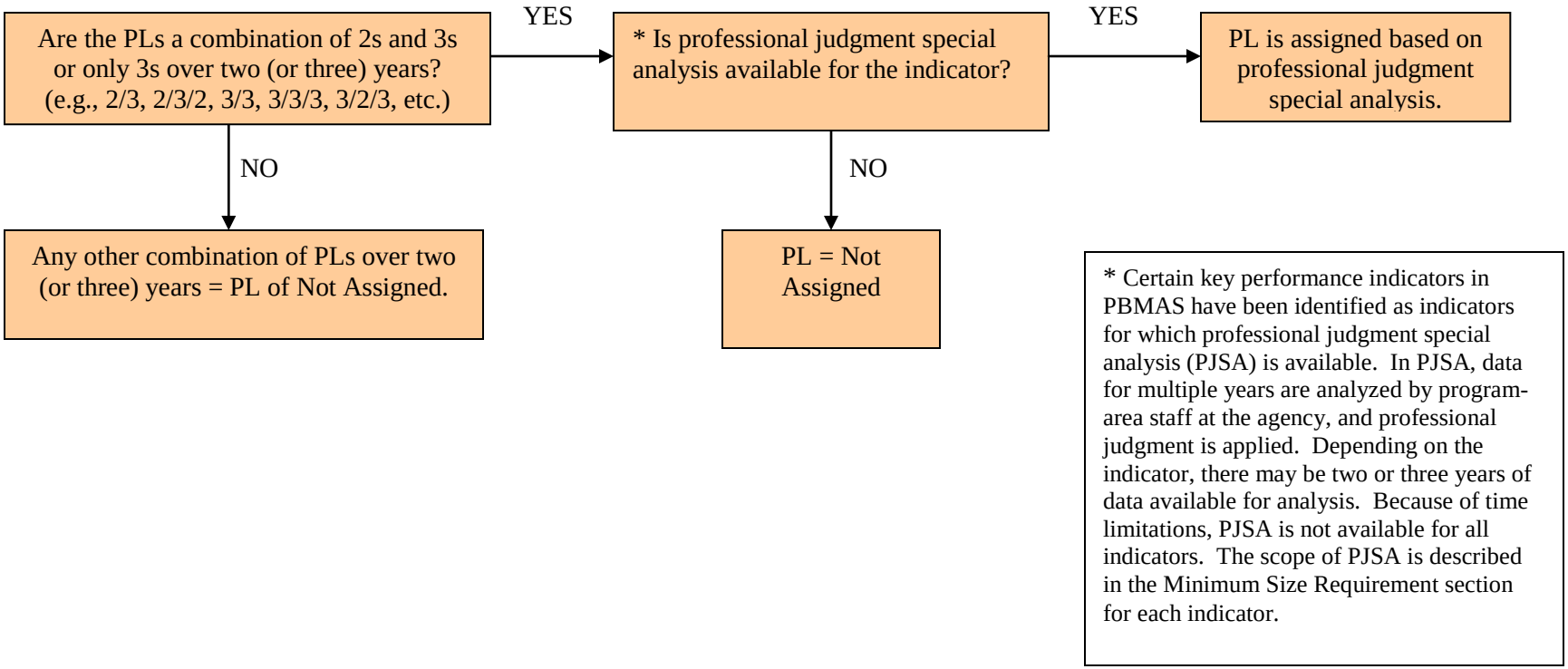
2012 PBMAS Performance Level Assignment and Special Analysis Process for Group Size of
15-29 (sum of most current two years)



* 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.

Note: Previous years' PLs are determined based on the numerators, denominators, and rates presented on the district's 2012 PBMAS report.

2012 PBMAS Performance Level Assignment and Special Analysis Process for Group Size of
5-14 (sum of most current two years)



Note: Previous years' PLs are determined based on the numerators, denominators, and rates presented on the district's 2012 PBMAS report.

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 65% of its migrant students earning a diploma under the RHSP or DAP received a PL 1 in the 2011 PBMAS. If that same district is able to improve its migrant RHSP/DAP diploma rate to 70% in 2012, it would receive a PL 0 because its performance meets the 2012 PL 0 standard.

In addition to the system's built-in improvement component, the 2012 PBMAS will again include 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 indicators where *increases* in rates are measured in *positive* numbers and 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:**

$$[\text{performance in 2012}] - [\text{performance in 2011}] \geq \frac{[\text{standard for 2012}] - [\text{performance in 2011}]}{[\text{number of years to reach standard}]}$$

EXAMPLE OF REQUIRED IMPROVEMENT USING NCLB INDICATOR #7: Migrant RHSP/DAP Diploma Rate
1. First, calculate the **Actual Change** for the district's migrant RHSP/DAP diploma rate: **Actual Change:** *[65.0%] – [58.0%] = 7.0* *(2012) (2011)*
2. Next, calculate the **Required Improvement** for the district's migrant RHSP/DAP diploma rate: **Required Improvement:** $\frac{[70.0\%] - [58.0\%]}{2\ (2013\text{-}2011)} = 6.0$ Note: The 2013 target year allows districts one year beyond 2012 to reach the 2012 standard.
3. Then compare the two numbers to see if the **Actual Change** is greater than or equal to the **Required Improvement**: 7.0 > 6.0. (Gains in diploma rates are measured in *positive* numbers.)
4. Result: the district meets **Required Improvement** and receives a performance level of *0 RI – Met Standard*.

For indicators where *reductions* in rates are measured in *negative* numbers and required improvement is available, the following calculation will be used for districts that meet minimum size requirements in both the current <u>and</u> previous year and have a performance level that is not equal to *0 – Met Standard*. Note that for these types of indicators the actual change needs to be *less than or equal to Required Improvement* for the standard to be met.

<u>Actual Change:</u> **<u>Required Improvement:</u>**

$$[\text{performance in 2012}] - [\text{performance in 2011}] \leq \frac{[\text{standard for 2012}] - [\text{performance in 2011}]}{[\text{number of years to reach standard}]}$$

EXAMPLE OF REQUIRED IMPROVEMENT USING SPECIAL EDUCATION INDICATOR #12: SPED Representation
1. First, calculate the **Actual Change** for the district's SPED representation rate: **<u>Actual Change:</u>** *[15.0%] – [25.0%] = -10.0* *(2012) (2011)*
2. Next, calculate the **Required Improvement** for the district's SPED representation rate: **<u>Required Improvement:</u>** $\frac{[8.5\%] - [25.0\%]}{2\ (2013\text{-}2011)} = -8.25$ Note: The 2013 target year allows districts one year beyond 2012 to reach the 2012 standard.
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 RI – 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 2012 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 (TAC), including, but not limited to, Texas Education Code, Chapter 39.

Additional information related to performance-based monitoring interventions is reflected in 19 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 19 TAC §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 STAAR Passing Rate at TAKS Equivalency

This indicator measures the percent of Bilingual Education (BE) students passing the STAAR subject test (Mathematics, Reading, Science, Social Studies, Writing) at the TAKS equivalency performance standard.

CALCULATION

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

$$\textit{District BE TAKS equivalency passing rate for a STAAR [subject (i-v)] test} = \frac{\textit{District number of BE students who passed the STAAR [subject (i-v)] test at the TAKS equivalency performance standard in spring 2012}}{\textit{District number of BE students who took the STAAR [subject (i-v)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 20 BE STAAR test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as participating in a state-approved **bilingual** program (**Bilingual** program indicator codes **2, 3, 4, or 5**).

NOTES

- The BE STAAR passing rate at the TAKS equivalency performance standard for each subject-area test is based on **STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate** results from students in the following grades:

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

- The accountability subset is used, and results are summed across grades.
- The subjects and test platforms included in this indicator are contingent on the availability of data for the "met equivalent standard in TAKS" in time for the final processing of the 2012 PBMAS.

PERFORMANCE LEVEL ASSIGNMENT

The district BE STAAR passing rate at the TAKS equivalency performance standard is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

BE/ESL #1(i-v): District BE STAAR Passing Rate at the TAKS Equivalency				
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 BE STAAR passing rate at the TAKS equivalency performance standard is at or above the subject-area standard. Minimum size requirements not applicable if PL = 0.	The district BE STAAR passing rate at the TAKS equivalency performance standard is 0.1 to 10.0 percentage points below the subject-area standard.	The district BE STAAR passing rate at the TAKS equivalency performance standard is 10.1 to 20.0 percentage points below the subject-area standard.	The district BE STAAR passing rate at the TAKS equivalency performance standard is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
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 STAAR Passing Rate at TAKS Equivalency

This indicator measures the percent of English as a Second Language (ESL) students passing the STAAR subject test (Mathematics, Reading, Science, Social Studies, Writing) at the TAKS equivalency performance standard.

CALCULATION

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

$$\textit{District ESL TAKS equivalency passing rate for a STAAR [subject (i-v)] test} = \frac{\textit{District number of ESL students who passed the STAAR [subject (i-v)] test at the TAKS equivalency performance standard in spring 2012}}{\textit{District number of ESL students who took the STAAR [subject (i-v)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 20 ESL STAAR test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as participating in a state-approved **ESL** program (**ESL** program indicator codes **2 or 3**).

NOTES

- The ESL STAAR passing rate at the TAKS equivalency performance standard for each subject-area test is based on **STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate** results from students in the following grades:

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

- The accountability subset is used, and results are summed across grades.
- The subjects and test platforms included in this indicator are contingent on the availability of data for the "met equivalent standard in TAKS" in time for the final processing of the 2012 PBMAS.

PERFORMANCE LEVEL ASSIGNMENT

The district ESL STAAR passing rate at the TAKS equivalency performance standard is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

BE/ESL #2(i-v): District ESL STAAR Passing Rate at TAKS Equivalency				
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 ESL STAAR passing rate at the TAKS equivalency performance standard is at or above the subject-area standard. Minimum size requirements not applicable if PL = 0.	The district ESL STAAR passing rate at the TAKS equivalency performance standard is 0.1 to 10.0 percentage points below the subject-area standard.	The district ESL STAAR passing rate at the TAKS equivalency performance standard is 10.1 to 20.0 percentage points below the subject-area standard.	The district ESL STAAR passing rate at the TAKS equivalency performance standard is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
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-v): LEP (Not Served in BE/ESL) STAAR Passing Rate at TAKS Equivalency

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 STAAR subject test (Mathematics, Reading, Science, Social Studies, Writing) at the TAKS equivalency performance standard.

CALCULATION

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

$$\textit{District LEP (not served in BE/ESL) TAKS equivalency passing rate for a STAAR [subject (i-v)] test} = \frac{\textit{District number of LEP students (not served in BE/ESL) who passed the STAAR [subject (i-v)] test at the TAKS equivalency performance standard in spring 2012}}{\textit{District number of LEP students (not served in BE/ESL) who took the STAAR [subject (i-v)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 20 LEP (not served in BE/ESL) STAAR test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as **LEP** but *not* participating in a state-approved bilingual or English as a second language program (**LEP = C and Bilingual = 0 and ESL = 0**).

NOTES

- The LEP (not served in BE/ESL) STAAR passing rate at the TAKS equivalency performance standard for each subject-area test is based on **STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate** results from students in the following grades:

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

- The accountability subset is used, and results are summed across grades.
- The subjects and test platforms included in this indicator are contingent on the availability of data for the "met equivalent standard in TAKS" in time for the final processing of the 2012 PBMAS.

PERFORMANCE LEVEL ASSIGNMENT

The district LEP (not served in BE/ESL) STAAR passing rate at the TAKS equivalency performance standard is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

BE/ESL #3(i-v): District LEP (Not Served in BE/ESL) STAAR Passing Rate at TAKS Equivalency				
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 (not served in BE/ESL) STAAR passing rate at the TAKS equivalency performance standard is at or above the subject-area standard. Minimum size requirements not applicable if PL = 0.	The district LEP (not served in BE/ESL) STAAR passing rate at the TAKS equivalency performance standard is 0.1 to 10.0 percentage points below the subject-area standard.	The district LEP (not served in BE/ESL) STAAR passing rate at the TAKS equivalency performance standard is 10.1 to 20.0 percentage points below the subject-area standard.	The district LEP (not served in BE/ESL) STAAR passing rate at the TAKS equivalency performance standard is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
3(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
3(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
3(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
3(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
3(v)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

BE/ESL Indicator #4(i-v): LEP Year-After-Exit (YAE) English STAAR Passing Rate at TAKS Equivalency

This indicator measures the percent of certain former limited English proficient (LEP) students passing the STAAR subject test (Mathematics, Reading, Science, Social Studies, Writing) at the TAKS equivalency performance standard in English.

CALCULATION

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

$$\textit{District LEP YAE TAKS equivalency passing rate for an English STAAR [subject (i-v)] test} = \frac{\textit{District number of students in their first year of monitoring who passed the English STAAR [subject (i-v)] test at the TAKS equivalency performance standard in spring 2012}}{\textit{District number of students in their first year of monitoring who took the English STAAR [subject (i-v)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 20 LEP YAE English STAAR test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment 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 STAAR passing rate at the TAKS equivalency performance standard for each subject-area test is based on **STAAR, STAAR Modified, and STAAR Alternate** results from students in the following grades:

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

- The accountability subset is used, and results are summed across grades.
- The subjects and test platforms included in this indicator are contingent on the availability of data for the "met equivalent standard in TAKS" in time for the final processing of the 2012 PBMAS.

PERFORMANCE LEVEL ASSIGNMENT

The district LEP YAE English STAAR passing rate at the TAKS equivalency performance standard is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

BE/ESL #4(i-v): District LEP YAE English STAAR Passing Rate at TAKS Equivalency				
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 YAE English STAAR passing rate at the TAKS equivalency performance standard is at or above the subject-area standard. Minimum size requirements not applicable if PL = 0.	The district LEP YAE English STAAR passing rate at the TAKS equivalency performance standard is 0.1 to 10.0 percentage points below the subject-area standard.	The district LEP YAE English STAAR passing rate at the TAKS equivalency performance standard is 10.1 to 20.0 percentage points below the subject-area standard.	The district LEP YAE English STAAR passing rate at the TAKS equivalency performance standard is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
4(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
4(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
4(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
4(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
4(v)	Writing	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

BE/ESL Indicator #5: 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 2010-2011.

CALCULATION

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

$$\text{District Grades 7-12 LEP annual dropout rate} = \frac{\text{District number of LEP students (Grades 7-12) who dropped out in 2010-2011}}{\text{District number of LEP students (Grades 7-12) in attendance in 2010-2011}}$$

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 2010-2011.
- 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/acctres/dropcomp_index.html.
- Confidential student-level listings of LEP dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

NOTES

- Required improvement is available for this indicator.
- Dropout data are for the 2010-2011 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:

BE/ESL #5: 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 0 SA and 0 RI)**	**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 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 4.0%.	The district Grades 7-12 LEP annual dropout rate is between 4.1% and 6.0%.	The district Grades 7-12 LEP annual dropout rate is 6.1% or higher.

BE/ESL Indicator #6: 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 RHSP or DAP diploma:

$$\textit{District LEP RHSP/DAP diploma rate} = \frac{\textit{District number of LEP students who graduated with a RHSP or DAP diploma in 2010-2011}}{\textit{District number of LEP students who graduated in 2010-2011}}$$

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

- The data for this indicator are based on the number of **LEP** graduates (denominator) reported by the district in the **2011-2012 PEIMS fall collection** (203 Record) who earned a **RHSP** (**graduation codes 19, 22, 25, or 28**) or **DAP** (**graduation codes 20, 23, 26, or 29**) diploma (numerator).

NOTES

- Required improvement is available for this indicator.
- A graduate is counted as a LEP graduate if Element E0790 (LEP indicator code) on any 400 or 500 Record submitted for the student contains a 1.
- Graduation data are for the 2010-2011 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:

BE/ESL #6: 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 0 SA and 0 RI)**	**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 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 60.0% and 69.9%.	The district LEP RHSP/DAP diploma rate is between 50.0% and 59.9%.	The district LEP RHSP/DAP diploma rate is 49.9% or lower.

BE/ESL Indicator #7: 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:

$$\textit{District LEP graduation rate} = \frac{\textit{District number of LEP students in the Grade 9 cohort who graduated with a high school diploma by 2010-2011}}{\textit{District number of LEP students in the class of 2011}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 LEP students in the class of 2011 cohort.
- The PBMAS special analysis process is not applicable to 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 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/acctres/dropcomp_index.html.
- Confidential student-level listings of LEP cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

NOTES

- Required improvement is available for this indicator.
- Graduation data are for the class of 2011.

PERFORMANCE LEVEL ASSIGNMENT

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

BE/ESL #7: District LEP Graduation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0 RI)**	**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 75.0% or higher. Minimum size requirements not applicable if PL = 0.	The district LEP graduation rate is between 65.0% and 74.9%.	The district LEP graduation rate is between 40.0% and 64.9%.	The district LEP graduation rate is 39.9% or lower.

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

BE/ESL Indicator #8: TELPAS Reading Beginning Proficiency Level Rate

This indicator measures the percent of LEP students tested over two years who are performing at the beginning proficiency level on the TELPAS reading test in the current year.

CALCULATION

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

$$\textit{District TELPAS reading beginning proficiency level rate} = \frac{\textit{District number of LEP students in Grades 2-12 scoring at the beginning proficiency level on the TELPAS reading test in spring 2012}}{\textit{District number of LEP students in Grades 2-12 tested on the TELPAS reading test in spring 2011 and spring 2012}}$$

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 in both the **2010-2011 and 2011-2012 PEIMS fall collections** as **enrolled** in the district and also reported by the district as **tested** on the **spring 2011 and spring 2012 TELPAS reading test**.

NOTES

- ***New!*** This is a Report Only indicator for 2012. The district TELPAS reading beginning proficiency level rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator in 2012.
- The denominator is based on students who were in Grades 2-12 in the spring of 2011 and who, as a result of either grade retention or grade promotion, were in Grades 2-12 in the spring of 2012.

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BE/ESL Indicator #9: 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:

$$\textit{District TELPAS Composite Rating levels for students in U.S. schools multiple years} = \frac{\textit{District number of LEP students in Grades 5-12 in U.S. schools five or more years receiving a 2012 TELPAS Composite Rating of Beginning or Intermediate}}{\textit{District number of LEP students in Grades 5-12 in U.S. schools five or more years with a 2012 TELPAS Composite Rating}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 LEP students in Grades 5-12 in U.S. schools five or more years and at least 5 of those students receiving a 2012 TELPAS Composite Rating of Beginning or Intermediate.
- The PBMAS special analysis process is not applicable to this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district who also received a TELPAS Composite Rating on the **spring 2012 TELPAS**.

NOTES

- Required improvement is available for this indicator.
- LEP students in U.S. schools five or more years with a 2012 TELPAS Composite Rating of Beginning or Intermediate who also meet the TAKS equivalency on the appropriate grade level English STAAR reading test (Grades 5-8) or the English I STAAR EOC test (Grade 9) or who pass the TAKS ELA test (Grades 10 and 11) are **not** included in the numerator of this indicator.
- Years in U.S. Schools: The campus testing coordinator is responsible for submitting these data in consultation with the Language Proficiency Assessment Committee (LPAC) and verifying the information for accuracy and consistency.
- The accountability subset is used.

PERFORMANCE LEVEL ASSIGNMENT

The district TELPAS composite rating levels for students in U.S. schools multiple years is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

BE/ESL #9: District TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0 RI)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district TELPAS composite rating levels for students in U.S. schools multiple years is 8.0% or lower. Minimum size requirements not applicable if PL = 0.	The district TELPAS composite rating levels for students in U.S. schools multiple years is between 8.1% and 11.0%.	The district TELPAS composite rating levels for students in U.S. schools multiple years is between 11.1% and 14.9%.	The district TELPAS composite rating levels for students in U.S. schools multiple years is 15.0% or higher.

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

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 10 and 11) passing the TAKS subject test (Mathematics, ELA, Science, Social Studies).

CALCULATION

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

$$\textit{District CTE passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE students (Grades 10 and 11) who passed the TAKS [subject (i-iv)] test in spring 2012}}{\textit{District number of CTE students (Grades 10 and 11) who took the TAKS [subject (i-iv)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE TAKS test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as a **2** (Coherent Sequence) or **3** (Tech Prep) participant (**Career and Technical Education** indicator code).

NOTES

- The CTE TAKS passing rate for each subject-area test is based on **TAKS, TAKS (Accommodated), and TAKS-M** results from students in the following grades:

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

- 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:

CTE #1(i-iv): District CTE TAKS Passing 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 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.

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

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(ii)	ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
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 10 and 11) with limited English proficiency (LEP) who passed the TAKS subject test (Mathematics, ELA, Science, Social Studies).

CALCULATION

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

$$\textit{District CTE LEP passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE LEP students (Grades 10 and 11) who passed the TAKS [subject (i-iv)] test in spring 2012}}{\textit{District number of CTE LEP students (Grades 10 and 11) who took the TAKS [subject (i-iv)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE LEP TAKS test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as **LEP** (indicator code **C**) and a **2** (Coherent Sequence) or **3** (Tech Prep) participant (**LEP** and **Career and Technical Education** indicator codes).

NOTES

- The CTE LEP TAKS passing rate for each subject-area test is based on **TAKS, TAKS (Accommodated), and TAKS-M** results from students in the following grades:

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

- 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:

CTE #2(i-iv): District CTE LEP TAKS Passing 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 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 PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(ii)	ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
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 10 and 11) who are economically disadvantaged and who passed the TAKS subject test (Mathematics, ELA, Science, Social Studies).

CALCULATION

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

$$\textit{District CTE economically disadvantaged passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE economically disadvantaged students (Grades 10 and 11) who passed the TAKS [subject (i-iv)] test in spring 2012}}{\textit{District number of CTE economically disadvantaged students (Grades 10 and 11) who took the TAKS [subject (i-iv)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE economically disadvantaged TAKS test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as **economically disadvantaged** (indicator codes **01, 02**, and **99**) and a **2** (Coherent Sequence) or **3** (Tech Prep) participant (**Economic Disadvantage** and **Career and Technical Education** indicator codes).

NOTES

- The CTE economically disadvantaged TAKS passing rate for each subject-area test is based on **TAKS, TAKS (Accommodated), and TAKS-M** results from students in the following grades:

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

- 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:

CTE #3(i-iv): District CTE Economically Disadvantaged TAKS Passing 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 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.

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

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
3(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
3(ii)	ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
3(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
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 10 and 11) who receive special education services and who passed the TAKS subject test (Mathematics, ELA, Science, Social Studies).

CALCULATION

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

$$\textit{District CTE special education passing rate for a TAKS [subject (i-iv)] test} = \frac{\textit{District number of CTE special education students (Grades 10 and 11) who passed the TAKS [subject (i-iv)] test in spring 2012}}{\textit{District number of CTE special education students (Grades 10 and 11) who took the TAKS [subject (i-iv)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE special education TAKS test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** and also reported by the district on the **spring 2012 student assessment answer documents** as a participant in a **special education** program and a **2** (Coherent Sequence) or **3** (Tech Prep) participant (**Special Education** and **Career and Technical Education** indicator codes).

NOTES

- The CTE special education TAKS passing rate for each subject-area test is based on **TAKS, TAKS (Accommodated), and TAKS-M** results from students in the following grades:

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

- 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:

CTE #4(i-iv): District CTE Special Education TAKS Passing 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 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 PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
4(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
4(ii)	ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
4(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
4(iv)	Social Studies	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%

CTE Indicator #5: 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 2010-2011.

CALCULATION

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

$$\textit{District Grades 9-12 CTE annual dropout rate} = \frac{\textit{District number of CTE students (Grades 9-12) who dropped out in 2010-2011}}{\textit{District number of CTE students (Grades 9-12) in attendance in 2010-2011}}$$

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 2010-2011.
- 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/acctres/dropcomp_index.html.
- Confidential student listings of CTE dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

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 2010-2011 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:

CTE #5: 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 0 SA and 0 RI)**	**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 5.0%.	The district Grades 9-12 CTE annual dropout rate is between 5.1% and 7.0%.	The district Grades 9-12 CTE annual dropout rate is 7.1% or higher.

CTE Indicator #6: 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 RHSP or DAP diploma:

$$\textit{District CTE RHSP/DAP diploma rate} = \frac{\textit{District number of CTE students who graduated with a RHSP or DAP diploma in 2010-2011}}{\textit{District number of CTE students who graduated in 2010-2011}}$$

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

- The data for this indicator are based on the number of **CTE** graduates (denominator) reported by the district in the **2011-2012 PEIMS fall collection** (203 Record) who earned a **RHSP** (**graduation codes 19, 22, 25, or 28**) or **DAP** (**graduation codes 20, 23, 26, or 29**) diploma (numerator).

NOTES

- Required improvement is available for this indicator.
- A graduate is counted as a CTE graduate if Element E0031 (CTE indicator code) on any 101 Record submitted for the student contains a 2 (Coherent Sequence) or 3 (Tech Prep).
- Graduation data are for the 2010-2011 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:

CTE #6: 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 0 SA and 0 RI)	**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 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 60.0% and 69.9%.	The district CTE RHSP/DAP diploma rate is between 50.0% and 59.9%.	The district CTE RHSP/DAP diploma rate is 49.9% or lower.

CTE Indicator #7: 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:

$$\textit{District CTE graduation rate} = \frac{\textit{District number of CTE students in the Grade 9 cohort who graduated with a high school diploma by 2010-2011}}{\textit{District number of CTE students in the class of 2011}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE students in the class of 2011 cohort.
- The PBMAS special analysis process is not applicable to 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 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/acctres/dropcomp_index.html.
- Confidential student-level listings of CTE cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

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 class of 2011.

PERFORMANCE LEVEL ASSIGNMENT

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

CTE #7: District CTE Graduation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0 RI)**	**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 75.0% or higher. Minimum size requirements not applicable if PL = 0.	The district CTE graduation rate is between 65.0% and 74.9%.	The district CTE graduation rate is between 40.0% and 64.9%.	The district CTE graduation rate is 39.9% or lower.

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

CTE Indicator #8: CTE 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:

$$\textit{District male nontraditional course completion rate} = \frac{\textit{District number of male CTE students (Grades 9-12) who completed male nontraditional courses in 2010-2011}}{\textit{District number of CTE students (Grades 9-12) who completed male nontraditional courses in 2010-2011}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

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

DATA SOURCE

- **2010-2011 PEIMS summer collection** (415 Record and 101 Record).

NOTES

- ***New!*** This is a Report Only indicator for 2012. The district CTE nontraditional course completion rate-males is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2012.
- A list of CTE nontraditional courses for the 2010-2011 school year is located in Appendix A of this manual.
- 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 2010-2011 school year.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.

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CTE Indicator #9: 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:

$$\textit{District female nontraditional course completion rate} = \frac{\textit{District number of female CTE students (Grades 9-12) who completed female nontraditional courses in 2010-2011}}{\textit{District number of CTE students (Grades 9-12) who completed female nontraditional courses in 2010-2011}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

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

DATA SOURCE

- **2010-2011 PEIMS summer collection** (415 Record and 101 Record).

NOTES

- ***New!*** This is a Report Only indicator for 2012. The district CTE nontraditional course completion rate-females is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2012.
- A list of CTE nontraditional courses for the 2010-2011 school year is located in Appendix A of this manual.
- 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 2010-2011 school year.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.

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Section V:

No Child Left Behind (NCLB) Indicators

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

This indicator measures the percent of Title I, Part A students passing the STAAR subject test (Mathematics, Reading, Science, Social Studies, Writing) at the TAKS equivalency performance standard.

CALCULATION

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

$$\text{District Title I, Part A TAKS equivalency passing rate for a STAAR [subject (i-v)] test} = \frac{\text{District number of Title I, Part A students who passed the STAAR [subject (i-v)] test at the TAKS equivalency performance standard in spring 2012}}{\text{District number of Title I, Part A students who took the STAAR [subject (i-v)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 20 Title I, Part A STAAR test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as **Title I, Part A** (**Title I, Part A** indicator codes **6, 7, or 9**).

NOTES

- The Title I, Part A STAAR passing rate at the TAKS equivalency performance standard for each subject-area test is based on **STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate** results from students in the following grades:

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

- The accountability subset is used, and results are summed across grades.
- The subjects and test platforms included in this indicator are contingent on the availability of data for the "met equivalent standard in TAKS" in time for the final processing of the 2012 PBMAS.

PERFORMANCE LEVEL ASSIGNMENT

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

NCLB #1(i-v): District Title I, Part A STAAR Passing Rate at TAKS Equivalency				
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 STAAR passing rate at the TAKS equivalency performance standard is at or above the subject-area standard. Minimum size requirements not applicable if PL = 0.	The district Title I, Part A STAAR passing rate at the TAKS equivalency performance standard is 0.1 to 10.0 percentage points below the subject-area standard.	The district Title I, Part A STAAR passing rate at the TAKS equivalency performance standard is 10.1 to 20.0 percentage points below the subject-area standard.	The district Title I, Part A STAAR passing rate at the TAKS equivalency performance standard is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
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 2010-2011.

CALCULATION

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

$$\text{District Grades 7-12 Title I, Part A annual dropout rate} = \frac{\text{District number of Title I, Part A students (Grades 7-12) who dropped out in 2010-2011}}{\text{District number of Title I, Part A students (Grades 7-12) in attendance in 2010-2011}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 Title I, Part A students (Grades 7-12) in attendance and at least 5 Title I, Part A dropouts in 2010-2011.
- 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 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/acctres/dropcomp_index.html.
- Confidential student-level listings of Title I, Part A dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

NOTES

- Required improvement is available for this indicator.
- Dropout data are for the 2010-2011 school year.

PERFORMANCE LEVEL ASSIGNMENT

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

NCLB #2: District Title I, Part A 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 0 SA and 0 RI)**	**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 7-12 Title I, Part A annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district Grades 7-12 Title I, Part A annual dropout rate is between 2.1% and 4.0%.	The district Grades 7-12 Title I, Part A annual dropout rate is between 4.1% and 6.0%.	The district Grades 7-12 Title I, Part A annual dropout rate is 6.1% or higher.

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 RHSP or DAP diploma:

$$\textit{District Title I, Part A RHSP/DAP diploma rate} = \frac{\textit{District number of Title I, Part A students who graduated with a RHSP or DAP diploma in 2010-2011}}{\textit{District number of Title I, Part A students who graduated in 2010-2011}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 Title I, Part A RHSP/DAP graduates.
- 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 number of **Title I, Part A** graduates (denominator) reported by the district in the **2011-2012 PEIMS fall collection** (203 Record) who earned a **RHSP** (**graduation codes 19, 22, 25, or 28**) or **DAP** (**graduation codes 20, 23, 26, or 29**) diploma (numerator).

NOTES

- *New!* Required improvement is available for this indicator.
- A graduate is counted as a Title I, Part A graduate if any 461 Record was submitted for the student.
- Graduation data are for the 2010-2011 school year.

PERFORMANCE LEVEL ASSIGNMENT

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

NCLB #3: District Title I, Part A RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**Performance Level = 0 (met standard)** Also includes 0 SA and 0 RI)	**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 Title I, Part A RHSP/DAP diploma rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district Title I, Part A RHSP/DAP diploma rate is between 60.0% and 69.9%.	The district Title I, Part A RHSP/DAP diploma rate is between 50.0% and 59.9%.	The district Title I, Part A RHSP/DAP diploma rate is 49.9% or lower.

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:

$$\textit{District Title I, Part A graduation rate} = \frac{\textit{District number of Title I, Part A students in the Grade 9 cohort who graduated with a high school diploma in 2010-2011}}{\textit{District number of Title I, Part A students in the class of 2011}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 Title I, Part A students in the class of 2011 cohort.
- The PBMAS special analysis process is not applicable to 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 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/acctres/dropcomp_index.html.
- Confidential student-level listings of Title I, Part A cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

NOTES

- Required improvement is available for this indicator.
- Graduation data are for the class of 2011.

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:

NCLB #4: District Title I, Part A Graduation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0 RI)**	**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 75.0% or higher. Minimum size requirements not applicable if PL = 0.	The district Title I, Part A graduation rate is between 65.0% and 74.9%.	The district Title I, Part A graduation rate is between 40.0% and 64.9%.	The district Title I, Part A graduation rate is 39.9% 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 STAAR Passing Rate at TAKS Equivalency

This indicator measures the percent of migrant students passing the STAAR subject test (Mathematics, Reading, Science, Social Studies, Writing) at the TAKS equivalency performance standard.

CALCULATION

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

$$\textit{District migrant TAKS equivalency passing rate for a STAAR [subject (i-v)] test} = \frac{\textit{District number of migrant students who passed the STAAR [subject (i-v)] test at the TAKS equivalency performance standard in spring 2012}}{\textit{District number of migrant students who took the STAAR [subject (i-v)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 20 migrant STAAR test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as a **migrant** student (**Migrant Student** indicator code).

NOTES

- The migrant STAAR passing rate at the TAKS equivalency performance standard for each subject-area test is based on **STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate** results from students in the following grades:

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

- The accountability subset is used, and results are summed across grades.
- The subjects and test platforms included in this indicator are contingent on the availability of data for the "met equivalent standard in TAKS" in time for the final processing of the 2012 PBMAS.

PERFORMANCE LEVEL ASSIGNMENT

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

NCLB #5(i-v): District Migrant STAAR Passing Rate at TAKS Equivalency				
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 STAAR passing rate at the TAKS equivalency performance standard is at or above the subject-area standard. Minimum size requirements not applicable if PL = 0.	The district migrant STAAR passing rate at the TAKS equivalency performance standard is 0.1 to 10.0 percentage points below the subject-area standard.	The district migrant STAAR passing rate at the TAKS equivalency performance standard is 10.1 to 20.0 percentage points below the subject-area standard.	The district migrant STAAR passing rate at the TAKS equivalency performance standard is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
5(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
5(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
5(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
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 2010-2011.

CALCULATION

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

$$\text{District Grades 7-12 migrant annual dropout rate} = \frac{\text{District number of migrant students (Grades 7-12) who dropped out in 2010-2011}}{\text{District number of migrant students (Grades 7-12) in attendance in 2010-2011}}$$

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 2010-2011.
- 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/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

NOTES

- Required improvement is available for this indicator.
- Dropout data are for the 2010-2011 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:

NCLB #6: 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 0 SA and 0 RI)**	**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 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 4.0%.	The district Grades 7-12 migrant annual dropout rate is between 4.1% and 6.0%.	The district Grades 7-12 migrant annual dropout rate is 6.1% 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 RHSP or DAP diploma:

$$\textit{District migrant RHSP/DAP diploma rate} = \frac{\textit{District number of migrant students who graduated with a RHSP or DAP diploma in 2010-2011}}{\textit{District number of migrant students who graduated in 2010-2011}}$$

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

- The data for this indicator are based on the number of **migrant** graduates (denominator) reported by the district in the **2011-2012 PEIMS fall collection** (203 Record) who earned a **RHSP** (**graduation codes 19, 22, 25, or 28**) or **DAP** (**graduation codes 20, 23, 26, or 29**) diploma (numerator).

NOTES

- Required improvement is available for this indicator.
- A graduate is counted as a migrant graduate if Element E0984 (migrant indicator code) on any 101 Record submitted for the student contains a 1.
- Graduation data are for the 2010-2011 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:

NCLB #7: 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 0 SA and 0 RI)	**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 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 60.0% and 69.9%.	The district migrant RHSP/DAP diploma rate is between 50.0% and 59.9%.	The district migrant RHSP/DAP diploma rate is 49.9% 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:

$$\textit{District migrant graduation rate} = \frac{\textit{District number of migrant students in the Grade 9 cohort who graduated with a high school diploma by 2010-2011}}{\textit{District number of migrant students in the class of 2011}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 migrant students in the class of 2011 cohort.
- The PBMAS special analysis process is not applicable to this indicator.
- Three years of data are 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/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

NOTES

- Required improvement is available for this indicator.
- Graduation data are for the class of 2011.

PERFORMANCE LEVEL ASSIGNMENT

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

NCLB #8: District Migrant Graduation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0 RI)**	**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 75.0% or higher. Minimum size requirements not applicable if PL = 0.	The district migrant graduation rate is between 65.0% and 74.9%.	The district migrant graduation rate is between 40.0% and 64.9%.	The district migrant graduation rate is 39.9% 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 STAAR Passing Rate at TAKS Equivalency

This indicator measures the percent of special education (SPED) students passing the STAAR subject test (Mathematics, Reading, Science, Social Studies, Writing) at the TAKS equivalency performance standard.

CALCULATION

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

$$\textit{District special education TAKS equivalency passing rate for a STAAR [subject (i-v)] test} = \frac{\textit{District number of special education students who passed the STAAR [subject (i-v)] test at the TAKS equivalency performance standard in spring 2012}}{\textit{District number of special education students who took the STAAR [subject (i-v)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 20 special education STAAR test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as participating in a **special education** program (**special education** indicator code).

NOTES

- The special education STAAR passing rate at the TAKS equivalency performance standard for each subject-area test is based on **STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate** results from students in the following grades:

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

- The accountability subset is used, and results are summed across grades.
- The subjects and test platforms included in this indicator are contingent on the availability of data for the "met equivalent standard in TAKS" in time for the final processing of the 2012 PBMAS.

PERFORMANCE LEVEL ASSIGNMENT

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

SPED #1(i-v): District Special Education STAAR Passing Rate at TAKS Equivalency				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district special education STAAR passing rate at the TAKS equivalency performance standard is at or above the subject-area standard. Minimum size requirements not applicable if PL = 0.	The district special education STAAR passing rate at the TAKS equivalency performance standard is 0.1 to 10.0 percentage points below the subject-area standard.	The district special education STAAR passing rate at the TAKS equivalency performance standard is 10.1 to 20.0 percentage points below the subject-area standard.	The district special education STAAR passing rate at the TAKS equivalency performance standard is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
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%

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

This indicator measures the percent of students who passed the STAAR subject test at the TAKS equivalency performance standard (Mathematics, Reading, 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 equivalency passing rate for each STAAR subject:

$$\textit{District SPED YAE TAKS equivalency passing rate for a STAAR [subject (i-v)] test} = \frac{\textit{District number of students in their first year of exit from special education services who passed the STAAR [subject (i-v)] test at the TAKS equivalency performance standard in spring 2012}}{\textit{District number of students in their first year of exit from special education services who took the STAAR [subject (i-v)] test in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 20 SPED YAE STAAR test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students (a) reported in the **2010-2011 PEIMS fall collection** (110 Record) as **enrolled** and **receiving special education services** or reported in the **2010-2011 PEIMS summer collection** (400 Record and 500 Record) as **in attendance** and **receiving special education services**; and (b) reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as **not** participating in a **special education** program (special education indicator code).

NOTES

- The SPED YAE STAAR passing rate at the TAKS equivalency performance standard for each subject-area test is based on **STAAR and STAAR Spanish** results from students in the following grades:

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

- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

The district SPED YAE STAAR passing rate at the TAKS equivalency performance standard is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED #2(i-v): District SPED YAE STAAR Passing Rate at TAKS Equivalency				
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 YAE STAAR passing rate at the TAKS equivalency performance standard is at or above the subject-area standard. Minimum size requirements not applicable if PL = 0.	The district SPED YAE STAAR passing rate at the TAKS equivalency performance standard is 0.1 to 10.0 percentage points below the subject-area standard.	The district SPED YAE STAAR passing rate at the TAKS equivalency performance standard is 10.1 to 20.0 percentage points below the subject-area standard.	The district SPED YAE STAAR passing rate at the TAKS equivalency performance standard is at least 20.1 percentage points below the subject-area standard.

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

The subject-area standards and PL cut-points are:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(iii)	Science	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
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 STAAR Participation Rate

This indicator measures the percent of special education (SPED) students (Grades 3-8) tested on STAAR in all subjects (Mathematics, Reading, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district special education STAAR participation rate:

$$\textit{District special education STAAR participation rate} = \frac{\textit{District number of students (Grades 3-8) served in special education tested on STAAR for all subjects in spring 2012}}{\textit{District number of students (Grades 3-8) served in special education for whom a student assessment answer document or finalized STAAR Alternate assessment was submitted in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 SPED students (Grades 3-8) for whom a student assessment answer document or finalized STAAR Alternate assessment was submitted in spring 2012.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the participation of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as participating in a **special education** program (special education indicator code).

NOTES

- The denominator includes STAAR, STAAR Spanish, STAAR L, STAAR Modified, and STAAR Alternate assessments.
- The accountability subset is used.
- The special education STAAR participation rate is based on results from students in the following grades:

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

PERFORMANCE LEVEL ASSIGNMENT

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

SPED #3: District SPED STAAR Participation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district SPED STAAR participation rate is 50.0% or higher. Minimum size requirements not applicable if PL = 0.	The district SPED STAAR participation rate is between 30.0% and 49.9%.	The district SPED STAAR participation rate is between 15.0% and 29.9%.	The district SPED STAAR participation rate is 14.9% or lower.

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

Special Education Indicator #4: SPED STAAR Modified Participation Rate

This indicator measures the percent of special education students (Grades 3-8) tested on STAAR Modified in all subjects (Mathematics, Reading, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district special education STAAR Modified participation rate:

$$\textit{District special education STAAR Modified participation rate} = \frac{\textit{District number of students (Grades 3-8) served in special education tested on STAAR Modified for all subjects in spring 2012}}{\textit{District number of students (Grades 3-8) served in special education for whom a student assessment answer document or finalized STAAR Alternate assessment was submitted in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 SPED students (Grades 3-8) for whom a student assessment answer document or finalized STAAR Alternate assessment was submitted in spring 2012.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the participation of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as participating in a **special education** program (special education indicator code).

NOTES

- The denominator includes STAAR, STAAR Spanish, STAAR L, STAAR Modified, and STAAR Alternate assessments.
- The accountability subset is used.
- The special education STAAR Modified participation rate is based on results from students in the following grades:

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

PERFORMANCE LEVEL ASSIGNMENT

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

SPED #4: District SPED STAAR Modified Participation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = 1**	**Performance Level = 2**	**Performance Level = 3**
PL not equal to 0 and district does not meet minimum size requirements.	The district SPED STAAR Modified participation rate is 20.0% or lower. Minimum size requirements not applicable if PL = 0.	The district SPED STAAR Modified participation rate is between 20.1% and 35.0%.	The district SPED STAAR Modified participation rate is between 35.1% and 54.9%.	The district SPED STAAR Modified participation rate is 55.0% or higher.

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

Special Education Indicator #5: SPED STAAR Alternate Participation Rate

This indicator measures the percent of special education (SPED) students (Grades 3-8) tested on STAAR Alternate in all subjects (Mathematics, Reading, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district special education STAAR Alternate participation rate:

$$\textit{District special education STAAR Alternate participation rate} = \frac{\textit{District number of students (Grades 3-8) served in special education tested on STAAR Alternate for all subjects in spring 2012}}{\textit{District number of students (Grades 3-8) served in special education for whom a student assessment answer document or finalized STAAR Alternate assessment was submitted in spring 2012}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 SPED students (Grades 3-8) for whom a student assessment answer document or finalized STAAR Alternate assessment was submitted in spring 2012.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the participation of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district on the **spring 2012 student assessment answer documents** as participating in a **special education** program (special education indicator code).

NOTES

- The denominator includes STAAR, STAAR Spanish, STAAR L, STAAR Modified, and STAAR Alternate assessments.
- The accountability subset is used.
- The special education STAAR Alternate participation rate is based on results from students in the following grades:

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

PERFORMANCE LEVEL ASSIGNMENT

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

SPED #5: District SPED STAAR Alternate Participation Rate		
Performance Level (PL) Assignments		
Performance Level = Not Assigned	**Performance Level = 0 (met standard)**	**Performance Level = AR** (Agency Review)**
PL not equal to 0 and district does not meet minimum size requirements.	The district SPED STAAR Alternate participation rate is 10.0% or lower. Minimum size requirements not applicable if PL = 0.	The district SPED STAAR Alternate participation rate is 10.1% or higher.

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

**The STAAR Alternate participation data and rates of districts with the PL designation of AR (Agency Review) will be reviewed by agency program and monitoring staff to determine whether any district response or intervention will be required.

Special Education Indicator #6: SPED 3-5 Year-Olds Less Restrictive Environments 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:

$$\textit{District 3-5 year-olds less restrictive environments placement rate} = \frac{\textit{District number of students ages 3-5 served in special education who were placed in less restrictive environments in 2011-2012}}{\textit{District number of students ages 3-5 served in special education in 2011-2012}}$$

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 in the **2011-2012 PEIMS fall collection** (110 Record and 163 Record [Element E0173]) as **enrolled** in the district (denominator) and placed in either **40** or **41** instructional settings (numerator).

NOTES

- Required improvement is available for this indicator.
- PEIMS setting codes **40 (Mainstream)** and **41 (Resource Room/Services less than 21%)** are the environments that are considered less restrictive for the purposes of this indicator.
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class), 30 (State Supported Living Centers), or 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 E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) 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, 2011, for this indicator and is derived from the 101 Record (Element E0006).

PERFORMANCE LEVEL ASSIGNMENT

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

SPED #6: District 3-5 Year-Olds Less Restrictive Environments Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned **(Also includes NA SA)**	**Performance Level = 0 (met standard)** **(Also includes 0 SA and 0 RI)**	**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 placement rate in less restrictive environments is 16.0% or higher. Minimum size requirements not applicable if PL = 0.	The district placement rate in less restrictive environments is between 10.5% and 15.9%.	The district placement rate in less restrictive environments is between 5.1% and 10.4%.	The district placement rate in less restrictive environments is 5.0% or lower.

Special Education Indicator #7: SPED 6-11 Year-Olds Less Restrictive Environments 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:

$$\textit{District 6-11 year-olds less restrictive environments placement rate} = \frac{\textit{District number of students ages 6-11 served in special education who were placed in less restrictive environments in 2011-2012}}{\textit{District number of students ages 6-11 served in special education in 2011-2012}}$$

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 the district in the **2011-2012 PEIMS fall collection** (110 Record and 163 Record [Element E0173]) as **enrolled** in the district (denominator) and placed in either **40** or **41** instructional settings (numerator).

NOTES

- Required improvement is available for this indicator.
- PEIMS setting codes **40 (Mainstream)** and **41 (Resource Room/Services less than 21%)** are the environments that are considered less restrictive for the purposes of this indicator.
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class), 30 (State Supported Living Centers), or 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 E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) 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, 2011, for this indicator and is derived from the 101 Record (Element E0006).

PERFORMANCE LEVEL ASSIGNMENT

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

SPED #7: District 6-11 Year-Olds Less Restrictive Environments Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned **(Also includes NA SA)**	**Performance Level = 0 (met standard)** **(Also includes 0 SA and 0 RI)**	**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 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 32.0% and 39.9%.	The district placement rate in less restrictive environments is between 19.1% and 31.9%.	The district placement rate in less restrictive environments is 19.0% or lower.

Special Education Indicator #8: SPED 12-21 Year-Olds Less Restrictive Environments 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:

$$\textit{District 12-21 year-olds less restrictive environments placement rate} = \frac{\textit{District number of students ages 12-21 served in special education who were placed in less restrictive environments in 2011-2012}}{\textit{District number of students ages 12-21 served in special education in 2011-2012}}$$

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 the district in the **2011-2012 PEIMS fall collection** (110 Record and 163 Record [Element E0173]) as **enrolled** in the district (denominator) and placed in either **40** or **41** instructional settings (numerator).

NOTES

- Required improvement is available for this indicator.
- PEIMS setting codes **40 (Mainstream)** and **41 (Resource Room/Services less than 21%)** are the environments that are considered less restrictive for the purposes of this indicator.
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class), 30 (State Supported Living Centers), or 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 E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) 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, 2011, for this indicator and is derived from the 101 Record (Element E0006).

PERFORMANCE LEVEL ASSIGNMENT

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

SPED #8: District 12-21 Year-Olds Less Restrictive Environments Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned **(Also includes NA SA)**	**Performance Level = 0 (met standard)** **(Also includes 0 SA and 0 RI)**	**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 placement rate in less restrictive environments is 65.0% or higher. Minimum size requirements not applicable if PL = 0.	The district placement rate in less restrictive environments is between 55.0% and 64.9%.	The district placement rate in less restrictive environments is between 45.1% and 54.9%.	The district placement rate in less restrictive environments is 45.0% 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 2010-2011.

CALCULATION

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

$$\textit{District Grades 7-12 special education annual dropout rate} = \frac{\textit{District number of students served in special education (Grades 7-12) who dropped out in 2010-2011}}{\textit{District number of students served in special education (Grades 7-12) in attendance in 2010-2011}}$$

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 2010-2011.
- 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/acctres/dropcomp_index.html.
- Confidential student-level listings of dropouts served in special education are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

NOTES

- Required improvement is available for this indicator.
- Dropout data are for the 2010-2011 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:

SPED #9: 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 0 SA and 0 RI)**	**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 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 4.0%.	The district Grades 7-12 special education annual dropout rate is between 4.1% and 6.0%.	The district Grades 7-12 special education annual dropout rate is 6.1% 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:

$$\textit{District special education RHSP/DAP diploma rate} = \frac{\textit{District number of students served in special education who graduated with a RHSP or DAP diploma in 2010-2011}}{\textit{District number of students served in special education who graduated in 2010-2011}}$$

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

- The data for this indicator are based on the number of **special education** graduates (denominator) reported by the district in the **2011-2012 PEIMS fall collection** (203 Record) who earned a **RHSP** (**graduation codes 19, 22, 25, or 28**) or **DAP** (**graduation codes 20, 23, 26, or 29**) diploma (numerator).

NOTES

- Required improvement is available for this indicator.
- A graduate is counted as a special education graduate if any 405 or 505 Record was submitted for the student or if Element E0940 on any 400 Record submitted for the student contains anything but 0000 or if Element E1049 on any 500 Record submitted for the student contains anything but 000 or if Element E0806 (graduation type code) on any 203 Record submitted for the student contains 04, 05, 06, 07, 18, 19, or 20.
- Graduation data are for the 2010-2011 school year.

PERFORMANCE LEVEL ASSIGNMENT

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

SPED #10: 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 0 SA and 0 RI)	**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 SPED RHSP/DAP diploma rate is 20.0% or higher. Minimum size requirements not applicable if PL = 0.	The district SPED RHSP/DAP diploma rate is between 9.6% and 19.9%.	The district SPED RHSP/DAP diploma rate is between 2.6% and 9.5%.	The district SPED RHSP/DAP diploma rate is 2.5% 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:

$$\textit{District special education graduation rate} = \frac{\textit{District number of students in the Grade 9 cohort served in special education who graduated with a high school diploma by 2010-2011}}{\textit{District number of students in the class of 2011 served in special education.}}$$

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 students served in special education in the class of 2011 cohort.
- The PBMAS special analysis process is not applicable to 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 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/acctres/dropcomp_index.html.
- Confidential student-level listings of special education cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

NOTES

- Required improvement is available for this indicator.
- Graduation data are for the class of 2011.

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:

SPED #11: District SPED Graduation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	**Performance Level = 0 (met standard) (Also includes 0 RI)**	**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 75.0% or higher. Minimum size requirements not applicable if PL = 0.	The district SPED graduation rate is between 65.0% and 74.9%.	The district SPED graduation rate is between 40.0% and 64.9%.	The district SPED graduation rate is 39.9% 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:

$$\textit{District special education representation rate} = \frac{\textit{District number of special education students enrolled in 2011-2012}}{\textit{District number of students enrolled in 2011-2012}}$$

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 in the **2011-2012 PEIMS fall collection** (110 Record and 163 Record) as **enrolled** in the district and receiving **special education** services.

NOTES

- Required improvement is available for this indicator.
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class); 30 (State Supported Living Centers); 31, 32, or 34 (ECI 0-2); or 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 E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) 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:

SPED #12: 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 11.0%.	The district representation of students receiving special education services is between 11.1% and 15.0%.	The district representation of students receiving special education services is 15.1% 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 (Not Hispanic/Latino) 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**:

$$\textit{District special education African American percentage} = \frac{\textit{District number of enrolled African American students served in special education in 2011-2012}}{\textit{District number of special education students enrolled in 2011-2012}}$$

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

$$\textit{District overall African American percentage} = \frac{\textit{District number of African American students enrolled in 2011-2012}}{\textit{District number of students enrolled in 2011-2012}}$$

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

- Minimum Size Requirements: At least 30 enrolled African American students served in special education.
- 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 number of **Black or African American** (Element E1061) but not Hispanic/Latino (Element E1064) students and **all students** reported by the district in the **2011-2012 PEIMS fall collection** (101 Record, 110 Record, and 163 Record) as **enrolled** in the district and receiving **special education** services.

NOTES

- ***New!*** Required improvement is available for this indicator.
- An African American student for purposes of this indicator is a student who is not reported as Hispanic/Latino and is reported (with one or more races) as Black or African American (Element E1061).
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class); 30 (State Supported Living Centers); 31, 32, or 34 (ECI 0-2); or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerators or the denominators.
- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerators or denominators.
- 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:

SPED #13: District SPED African American (Not Hispanic/Latino) Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**Performance Level = 0 (met standard)** (Also includes 0 SA and 0 RI)	**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 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**:

$$\textit{District special education Hispanic percentage} = \frac{\textit{District number of enrolled Hispanic students served in special education in 2011-2012}}{\textit{District number of special education students enrolled in 2011-2012}}$$

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

$$\textit{District overall Hispanic percentage} = \frac{\textit{District number of Hispanic students enrolled in 2011-2012}}{\textit{District number of students enrolled in 2011-2012}}$$

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

- Minimum Size Requirements: At least 30 enrolled Hispanic students served in special education.
- 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 number of **Hispanic/Latino** students (Element E1064) and **all students** reported by the district in the **2011-2012 PEIMS fall collection** (101 Record, 110 Record, and 163 Record) as **enrolled** in the district and receiving **special education** services.

NOTES

- ***New!*** Required improvement is available for this indicator.
- A Hispanic student for purposes of this indicator is a student who is reported as Hispanic/Latino (Element E1064) regardless of the student's reported race(s).
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class); 30 (State Supported Living Centers); 31, 32, or 34 (ECI 0-2); or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerators or denominators.
- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerators or denominators.
- 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:

SPED #14: District SPED Hispanic Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**Performance Level = 0 (met standard)** (Also includes 0 SA and 0 RI)	**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 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:**

$$\textit{District special education LEP percentage} = \frac{\textit{District number of enrolled LEP students served in special education in 2011-2012}}{\textit{District number of special education students enrolled in 2011-2012}}$$

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

$$\textit{District overall LEP percentage} = \frac{\textit{District number of LEP students enrolled in 2011-2012}}{\textit{District number of students enrolled in 2011-2012}}$$

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
• Minimum Size Requirements: At least 30 enrolled LEP students 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.	• The data for this indicator are based on the number of **LEP** students (Element E0790) and **all students** reported by the district in the **2011-2012 PEIMS fall collection** (110 Record and 163 Record) as **enrolled** in the district and receiving **special education** services.

NOTES

- Required improvement is available for this indicator.
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class); 30 (State Supported Living Centers); 31, 32, or 34 (ECI 0-2); or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerators or denominators.
- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerators or denominators.
- 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:

SPED #15: District SPED LEP Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	**Performance Level = 0 (met standard)** (Also includes 0 SA and 0 RI)	**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 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:**

$$\textit{District special education discretionary DAEP placement rate} = \frac{\textit{District number of discretionary DAEP placements of students served in special education in 2010-2011}}{\textit{District number of students served in special education in attendance in 2010-2011}}$$

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

$$\textit{District overall discretionary DAEP placement rate} = \frac{\textit{District number of discretionary DAEP placements for all students in 2010-2011}}{\textit{District number of all students in attendance in 2010-2011}}$$

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

- Minimum Size Requirements: At least 30 students in attendance served in special education and at least 10 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 in the **2010-2011 PEIMS summer collection** (400 Record, 405 Record, 500 Record, and 505 Record) as **in attendance**. 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 in the **2010-2011 PEIMS summer collection** (425 Record).

NOTES

- Required improvement is available for this indicator.
- Discretionary DAEP placements are for the 2010-2011 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 E0940 on any 400 Record submitted for the student contains anything but 0000 or if any 505 Record was submitted for the student or if Element E1049 on any 500 Record submitted for the student contains anything but 000.
- A DAEP placement is counted as a special education DAEP placement in the first numerator if the student has a matching record for the same reporting period on the 400 Record with Element E0041 containing anything but 00 and Element E0937 not equaling zero or on the 500 Record with Element E0041 containing anything but 00 and Element E1046 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 E1005) = 07, 08, and 10 and Reason Codes (Element 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:

SPED #16: 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 0 SA, 0 PJSA, and 0 RI)	**Performance Level = 1** (Also includes 1 SA and 1 PJSA)	**Performance Level = 2** (Also includes 2 SA and 2 PJSA)	**Performance Level = 3** (Also includes 3 SA and 3 PJSA)
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 2.0 percentage points higher than the percent of overall discretionary DAEP placements.	The district percent of SPED discretionary DAEP placements is between 2.1 and 3.4 percentage points higher than the percent of overall discretionary DAEP placements.	The district percent of SPED discretionary DAEP placements is at least 3.5 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:**

$$\textit{District special education discretionary ISS placement rate} = \frac{\textit{District number of discretionary placements of students served in special education to ISS in 2010-2011}}{\textit{District number of students served in special education in attendance in 2010-2011}}$$

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

$$\textit{District overall discretionary ISS placement rate} = \frac{\textit{District number of discretionary placements of all students to ISS in 2010-2011}}{\textit{District number of all students in attendance in 2010-2011}}$$

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	DATA SOURCE
• Minimum Size Requirements: At least 30 students in attendance served in special education and at least 10 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.	• The data for this indicator's denominators are based on the number of students (all students versus special education students) reported by the district in the **2010-2011 PEIMS summer collection** (400 Record, 405 Record, 500 Record, and 505 Record) as **in attendance**. 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 in the **2010-2011 PEIMS summer collection** (425 Record).

NOTES

- Required improvement is available for this indicator.
- Discretionary placements to ISS are for the 2010-2011 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 E0940 on any 400 Record submitted for the student contains anything but 0000 or if any 505 Record was submitted for the student or if Element E1049 on any 500 Record submitted for the student contains anything but 000.
- An ISS placement is counted as a special education ISS placement in the first numerator if the student has a matching record for the same reporting period on the 400 Record with Element E0041 containing anything but 00 and Element E0937 not equaling zero or on the 500 Record with Element E0041 containing anything but 00 and Element E1046 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 E1005) = 06 and 26 and Reason Code (Element 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:

SPED #17: 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 0 SA, 0 PJSA, and 0 RI)	**Performance Level = 1** (Also includes 1 SA and 1 PJSA)	**Performance Level = 2** (Also includes 2 SA and 2 PJSA)	**Performance Level = 3** (Also includes 3 SA and 3 PJSA)
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 22.9 percentage points higher than the percent of overall discretionary ISS placements.	The district percent of SPED discretionary ISS placements is between 23.0 and 34.9 percentage points higher than the percent of overall discretionary ISS placements.	The district percent of SPED discretionary ISS placements is at least 35.0 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:**

$$\textit{District special education discretionary OSS placement rate} = \frac{\textit{District number of discretionary placements of students served in special education to OSS in 2010-2011}}{\textit{District number of students served in special education in attendance in 2010-2011}}$$

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

$$\textit{District overall discretionary OSS placement rate} = \frac{\textit{District number of discretionary placements of all students to OSS in 2010-2011}}{\textit{District number of all students in attendance in 2010-2011}}$$

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

- Minimum Size Requirements: At least 30 students in attendance served in special education and at least 10 discretionary placements of students served in special education to OSS.
- ***New!*** 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 in the **2010-2011 PEIMS summer collection** (400 Record, 405 Record, 500 Record, and 505 Record) as **in attendance**. 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 in the **2010-2011 PEIMS summer collection** (425 Record).

NOTES

- Required improvement is available for this indicator.
- Discretionary placements to OSS are for the 2010-2011 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 E0940 on any 400 Record submitted for the student contains anything but 0000 or if any 505 Record was submitted for the student or if Element E1049 on any 500 Record submitted for the student contains anything but 000.
- An OSS placement is counted as a special education OSS placement in the first numerator if the student has a matching record for the same reporting period on the 400 Record with Element E0041 containing anything but 00 and Element E0937 not equaling zero or on the 500 Record with Element E0041 containing anything but 00 and Element E1046 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 E1005) = 05 and 25. Reason Code (Element 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:

SPED #18: District Discretionary Placements to OSS				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	**Performance Level = 0 (met standard)** (Also includes 0 SA, 0 PJSA, and 0 RI)	**Performance Level = 1** (Also includes 1 SA and 1 PJSA)	**Performance Level = 2** (Also includes 2 SA and 2 PJSA)	**Performance Level = 3** (Also includes 3 SA and 3 PJSA)
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 OSS placements is no more than 6.0 percentage points higher than the percent of overall discretionary OSS placements. Minimum size requirements not applicable if PL = 0.	The district percent of SPED discretionary OSS placements is between 6.1 and 10.9 percentage points higher than the percent of overall discretionary OSS placements.	The district percent of SPED discretionary OSS placements is between 11.0 and 17.9 percentage points higher than the percent of overall discretionary OSS placements.	The district percent of SPED discretionary OSS placements is at least 18.0 percentage points higher than the percent of overall discretionary OSS placements.

Section VII:

Appendices

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Appendix A:

Career and Technical Education Nontraditional Courses

2010 – 2011 School Year

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 are reviewed annually at the state and local levels as part of the Carl D. Perkins reporting process.

Nontraditional for Females	
PEIMS Number	**Course**
12700400	CAREER PORTALS
12701500	PROBLEMS AND SOLUTIONS
13000300	LIVESTOCK PRODUCTION
13000400	SMALL ANIMAL MANAGEMENT
13000500	EQUINE SCIENCE
13000700	ADVANCED ANIMAL SCIENCE
13000800	PROFESSIONAL STANDARDS IN AGRIBUSINESS
13000900	AGRIBUSINESS MANAGEMENT AND MARKETING
13001400	FOOD PROCESSING
13001600	RANGE ECOLOGY AND MANAGEMENT
13001800	PRINCIPLES AND ELEMENTS OF FLORAL DESIGN
13001900	LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT

Nontraditional for Females (continued)	
PEIMS Number	**Course**
13002000	HORTICULTURE SCIENCE
13002100	ADVANCED PLANT AND SOIL SCIENCE
13002500	PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES
13004200	PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION
13004600	ARCHITECTURAL DESIGN
13004700	ADVANCED ARCHITECTURAL DESIGN
13004900	CONSTRUCTION MANAGEMENT
13005100	CONSTRUCTION TECHNOLOGY
13005400	BUILDING MAINTENANCE TECHNOLOGY
13005500	ADVANCED BUILDING MAINTENANCE TECHNOLOGY
13005800	HEATING, VENTILATION, AND AIR CONDITIONING AND REFRIGERATION TECHNOLOGY
13006000	PIPING AND PLUMBING TECHNOLOGY
13008200	PRINCIPLES OF ARTS, AUDIO VISUAL TECHNOLOGY, AND COMMUNICATIONS
13009600	PRINTING AND IMAGING TECHNOLOGY
13009700	ADVANCED PRINTING AND IMAGING TECHNOLOGY
13009900	PROFESSIONAL COMMUNICATIONS
13011300	TOUCH SYSTEM DATA ENTRY
13011800	GLOBAL BUSINESS
13012200	PRACTICUM IN BUSINESS MANAGEMENT

Nontraditional for Females (continued)	
PEIMS Number	**Course**
13022600	CULINARY ARTS
13022700	PRACTICUM IN CULINARY ARTS
13027200	PRINCIPLES OF INFORMATION TECHNOLOGY
13027300	COMPUTER MAINTENANCE
13027400	TELECOMMUNICATIONS AND NETWORKING
13027500	COMPUTER TECHNICIAN
13029300	LAW ENFORCEMENT I
13029400	LAW ENFORCEMENT II
13029500	FORENSIC SCIENCE
13029700	CORRECTIONAL SERVICES
13029800	SECURITY SERVICES
13029900	FIREFIGHTER I
13030000	FIREFIGHTER II
13032200	PRINCIPLES OF MANUFACTURING
13032300	WELDING
13032400	ADVANCED WELDING
13032500	PRECISION METAL MANUFACTURING
13032600	ADVANCED PRECISION METAL MANUFACTURING
13032700	FLEXIBLE MANUFACTURING

Nontraditional for Females (continued)	
PEIMS Number	**Course**
13032800	ADVANCED FLEXIBLE MANUFACTURING
13032900	MANUFACTURING ENGINEERING
13033000	PRACTICUM IN MANUFACTURING
13034400	ENTREPRENEURSHIP
13036300	BIOTECHNOLOGY
13036500	ENGINEERING DESIGN AND PRESENTATION
13036600	ADVANCED ENGINEERING DESIGN AND PRESENTATION
13036800	ELECTRONICS
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH AND DESIGN
13037210	SCIENTIFIC RESEARCH AND DESIGN II
13039300	ENERGY, POWER, AND TRANSPORTATION SYSTEMS
13039400	AIRCRAFT TECHNOLOGY
13039500	ADVANCED AIRCRAFT TECHNOLOGY
13039600	AUTOMOTIVE TECHNOLOGY
13039700	ADVANCED AUTOMOTIVE TECHNOLOGY
13039800	COLLISION REPAIR AND REFINISHING
13039900	ADVANCED COLLISION REPAIR AND REFINISHING
13040000	SMALL ENGINE TECHNOLOGY

Nontraditional for Females (continued)	
PEIMS Number	**Course**
13040100	ADVANCED SMALL ENGINE TECHNOLOGY
13040200	TRANSPORTATION SYSTEMS MANAGEMENT
N1300251	AGRICULTURAL ALGEBRAIC EXPLORATION

Nontraditional for Males	
PEIMS Number	**Course**
13000600	VETERINARY MEDICAL APPLICATIONS
13012000	VIRTUAL BUSINESS
13012200	PRACTICUM IN BUSINESS MANAGEMENT
13014400	INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING
13014500	PRACTICUM IN EDUCATION AND TRAINING
13016200	MONEY MATTERS
13016300	BANKING AND FINANCIAL SERVICES
13016600	ACCOUNTING I
13016700	ACCOUNTING II
13020400	HEALTH SCIENCE
13020500	PRACTICUM IN HEALTH SCIENCE
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13024500	LIFETIME NUTRITION AND WELLNESS
13024600	COUNSELING AND MENTAL HEALTH
13024800	CHILD GUIDANCE
13025000	PRACTICUM IN HUMAN SERVICES

Nontraditional for Males (continued)	
PEIMS Number	**Course**
13025100	INTRODUCTION TO COSMETOLOGY
13025200	COSMETOLOGY I
13025300	COSMETOLOGY II
N1302531	COSMETOLOGY MANICURIST SPECIALITY
N1302532	COSMETOLOGY SHAMPOO AND CONDITIONING SPECIALIST

Appendix: B

2011 Performance-Based Monitoring Analysis System State Report

TEXAS EDUCATION AGENCY
2011 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

Bilingual Education/English as a Second Language

INDICATOR	(a) 2011 STANDARD (%)	(b) 2011 STATE RATE	(c) 2011 NUMERATOR	(d) 2011 DENOMINATOR	(e) 2011 PERFORMANCE LEVEL	(f) 2011 STATE RATE	(g) 2010 STATE RATE	(h) 2009 STATE RATE	(i) 2009 - 2011 CHANGE*
1. BE ENGLISH TAKS PASSING RATE									
(i) MATHEMATICS	65.0	86.6	114,863	132,631	0	86.6	85.3	82.1	4.5
(ii) READING/ELA	70.0	79.2	80,804	102,045	0	79.2	79.6	75.3	3.9
(iii) SCIENCE	60.0	71.5	25,237	35,297	0	71.5	73.1	64.7	6.8
(iv) SOCIAL STUDIES	70.0	94.3	743	788	0	94.3	93.2	92.7	1.6
(v) WRITING	70.0	87.4	27,723	31,709	0	87.4	88.3	85.9	1.5
2. ESL ENGLISH TAKS PASSING RATE									
(i) MATHEMATICS	65.0	67.6	118,340	175,056	0	67.6	66.7	60.6	7.0
(ii) READING/ELA	70.0	65.5	114,551	174,961	1	65.5	66.1	58.4	7.1
(iii) SCIENCE	60.0	49.2	27,969	56,820	2	49.2	48.8	39.2	10.0
(iv) SOCIAL STUDIES	70.0	80.1	34,972	43,665	0	80.1	78.4	66.9	13.2
(v) WRITING	70.0	81.0	37,890	46,787	0	81.0	82.0	78.1	2.9
3. BE SPANISH TAKS PASSING RATE									
(i) MATHEMATICS	65.0	75.7	25,418	33,559	0	75.7	72.8	65.8	9.9
(ii) READING	70.0	85.1	54,682	64,230	0	85.1	84.2	82.5	2.6
(iii) SCIENCE	60.0	58.3	1,742	2,988	1	58.3	52.7	44.1	14.2
(iv) WRITING	70.0	93.0	21,260	22,852	0	93.0	93.8	91.6	1.4
4. ESL SPANISH TAKS PASSING RATE									
(i) MATHEMATICS	65.0	40.0	28	70	3	40.0	64.0	56.5	-16.5
(ii) READING	70.0	77.6	142	183	0	77.6	82.7	74.9	2.7
(iii) SCIENCE	60.0	34.8	8	23	Not Assigned	34.8	30.4	33.3	1.5
(iv) WRITING	70.0	81.3	52	64	0	81.3	87.8	75.8	5.5
5. LEP (NOT SERVED IN BE/ESL) TAKS PASSING RATE									
(i) MATHEMATICS	65.0	75.9	21,398	28,186	0	75.9	74.0	68.9	7.0
(ii) READING/ELA	70.0	76.6	21,656	28,283	0	76.6	77.2	70.7	5.9
(iii) SCIENCE	60.0	63.2	5,185	8,202	0	63.2	58.6	49.2	14.0
(iv) SOCIAL STUDIES	70.0	80.3	3,391	4,225	0	80.3	78.2	70.1	10.2
(v) WRITING	70.0	84.4	6,693	7,927	0	84.4	86.4	82.6	1.8
6. LEP YEAR-AFTER-EXIT ENGLISH TAKS PASSING RATE									
(i) MATHEMATICS	65.0	88.5	70,575	79,771	0	88.5	87.9	84.9	3.6
(ii) READING/ELA	70.0	91.4	72,952	79,850	0	91.4	91.0	87.1	4.3
(iii) SCIENCE	60.0	82.7	30,881	37,328	0	82.7	83.6	75.5	7.2
(iv) SOCIAL STUDIES	70.0	93.2	14,364	15,419	0	93.2	91.9	86.0	7.2
(v) WRITING	70.0	96.4	21,833	22,653	0	96.4	96.2	95.0	1.4

*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2009 and 2010 state rates for all applicable TAKS performance indicators were recalculated to include TAKS(Accommodated), TAKS-M, and TAKS-Alt results for all grades and subjects and exclude results for Grade 6 Spanish TAKS and the second administration of Grade 3 TAKS reading.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at http://www.tea.state.tx.us/pbm/PBMASManuals.aspx.

TEXAS EDUCATION AGENCY
2011 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

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

INDICATOR	(a) 2011 STANDARD (%)	(b) 2011 STATE RATE	(c) 2011 NUMERATOR	(d) 2011 DENOMINATOR	(e) 2011 PERFORMANCE LEVEL	(f) 2011 STATE RATE	(g) 2010 STATE RATE	(h) 2009 STATE RATE	(i) 2009 - 2011 CHANGE*
7. LEP PARTICIPATION RATE	90.0	91.1	357,044	391,754	0	91.1	91.0	90.3	0.8
8. LEP ANNUAL DROPOUT RATE (GRADES 7-12)	2.0	2.9	4,440	153,897	1	2.9	3.2	3.7	-0.8
9. LEP ANNUAL DROPOUT RATE (GRADES 9-12)		4.7	4,115	87,693	Report Only	4.7	5.1	5.8	-1.1
10. LEP RHSP/DAP DIPLOMA RATE	70.0	68.5	5,712	8,339	1	68.5	64.8	58.7	9.8
11. LEP GRADUATION RATE	75.0	54.8	6,997	12,777	2	54.8	49.2	44.2	
12. TELPAS READING MULTI-YEAR BEGINNING PROFICIENCY LEVEL RATE	3.0	3.0	10,437	351,777	0	3.0	3.3	3.9	-0.9
13. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS	10.0	7.7	12,879	168,192	0	7.7	11.6	12.7	-5.0

*FOR GRADUATION RATE INDICATORS: The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation rates for the class of 2009. Longitudinal graduation rates for the classes of 2009 (column ‘g’) and 2010 (column ‘f’) are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008 (column ’h’)) are not comparable from one class to another, nor are they comparable to rates for prior or later classes.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at http://www.tea.state.tx.us/pbm/PBMASManuals.aspx.

TEXAS EDUCATION AGENCY
2011 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

Career and Technical Education

INDICATOR	(a) 2011 STANDARD (%)	(b) 2011 STATE RATE	(c) 2011 NUMERATOR	(d) 2011 DENOMINATOR	(e) 2011 PERFORMANCE LEVEL	(f) 2011 STATE RATE	(g) 2010 STATE RATE	(h) 2009 STATE RATE	(i) 2009 - 2011 CHANGE*
1. CTE TAKS PASSING RATE									
(i) MATHEMATICS	65.0	82.5	252,230	305,679	0	82.5	81.4	74.9	7.6
(ii) READING/ELA	70.0	93.3	286,844	307,592	0	93.3	93.0	91.3	2.0
(iii) SCIENCE	60.0	85.2	196,084	230,170	0	85.2	84.7	78.1	7.1
(iv) SOCIAL STUDIES	70.0	96.2	220,875	229,575	0	96.2	95.6	94.3	1.9
2. CTE LEP TAKS PASSING RATE									
(i) MATHEMATICS	65.0	56.7	5,938	10,466	1	56.7	54.3	42.0	14.7
(ii) READING/ELA	70.0	58.8	6,239	10,610	2	58.8	59.1	52.3	6.5
(iii) SCIENCE	60.0	47.1	3,403	7,228	2	47.1	48.0	35.6	11.5
(iv) SOCIAL STUDIES	70.0	80.7	5,800	7,183	0	80.7	79.4	70.2	10.5
3. CTE ECON DISADV TAKS PASSING RATE									
(i) MATHEMATICS	65.0	77.4	126,607	163,566	0	77.4	75.7	67.3	10.1
(ii) READING/ELA	70.0	90.5	149,442	165,062	0	90.5	90.2	87.6	2.9
(iii) SCIENCE	60.0	79.5	96,042	120,807	0	79.5	78.7	69.4	10.1
(iv) SOCIAL STUDIES	70.0	94.6	113,887	120,446	0	94.6	93.8	91.3	3.3
4. CTE SPED TAKS PASSING RATE									
(i) MATHEMATICS	65.0	54.9	13,636	24,825	2	54.9	53.4	43.1	11.8
(ii) READING/ELA	70.0	70.2	17,640	25,142	0	70.2	70.8	66.0	4.2
(iii) SCIENCE	60.0	55.3	10,298	18,621	1	55.3	56.3	46.8	8.5
(iv) SOCIAL STUDIES	70.0	77.2	14,337	18,568	0	77.2	75.7	73.0	4.2
5. CTE TECH PREP TAKS PASSING RATE									
(i) MATHEMATICS	65.0	84.2	109,662	130,200	0	84.2	83.6	77.9	6.3
(ii) READING/ELA	70.0	94.1	123,124	130,873	0	94.1	93.9	92.6	1.5
(iii) SCIENCE	60.0	87.1	86,708	99,572	0	87.1	86.6	80.3	6.8
(iv) SOCIAL STUDIES	70.0	96.8	96,179	99,325	0	96.8	96.4	95.0	1.8

*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2009 and 2010 state rates for all applicable TAKS performance indicators were recalculated to include TAKS(Accommodated), TAKS-M, and TAKS-Alt results for all grades and subjects and exclude results for Grade 6 Spanish TAKS and the second administration of Grade 3 TAKS reading.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at http://www.tea.state.tx.us/pbm/PBMASManuals.aspx.

TEXAS EDUCATION AGENCY
2011 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

Career and Technical Education (cont.)

INDICATOR	(a) 2011 STANDARD (%)	(b) 2011 STATE RATE	(c) 2011 NUMERATOR	(d) 2011 DENOMINATOR	(e) 2011 PERFORMANCE LEVEL	(f) 2011 STATE RATE	(g) 2010 STATE RATE	(h) 2009 STATE RATE	(i) 2009 - 2011 CHANGE*
6. CTE ANNUAL DROPOUT RATE (GRADES 9-12)	3.0	1.2	5,654	464,777	0	1.2	1.5	1.9	-0.7
7. CTE RHSP/DAP DIPLOMA RATE	70.0	85.2	113,482	133,251	0	85.2	84.5	82.7	2.5
8. CTE GRADUATION RATE	75.0	93.9	130,885	139,395	0	93.9	91.5	87.5	
9. CTE NONTRADITIONAL COURSES COMPLETION RATE -- MALE	40.0	41.2	77,004	187,114	0	41.2	41.3	40.3	0.9
10. CTE NONTRADITIONAL COURSES COMPLETION RATE -- FEMALE	35.0	37.1	80,840	217,769	0	37.1	36.4	36.1	1.0

*FOR GRADUATION RATE INDICATORS: The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation rates for the class of 2009. Longitudinal graduation rates for the classes of 2009 (column ‘g’) and 2010 (column ‘f’) are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008 (column ’h’)) are not comparable from one class to another, nor are they comparable to rates for prior or later classes.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at http://www.tea.state.tx.us/pbm/PBMASManuals.aspx.

TEXAS EDUCATION AGENCY
2011 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

No Child Left Behind

INDICATOR	(a) 2011 STANDARD (%)	(b) 2011 STATE RATE	(c) 2011 NUMERATOR	(d) 2011 DENOMINATOR	(e) 2011 PERFORMANCE LEVEL	(f) 2011 STATE RATE	(g) 2010 STATE RATE	(h) 2009 STATE RATE	(i) 2009 - 2011 CHANGE*
1. TITLE I, PART A TAKS PASSING RATE									
(i) MATHEMATICS	65.0	82.4	1,542,224	1,872,550	0	82.4	81.6	77.6	4.8
(ii) READING/ELA	70.0	87.0	1,633,015	1,876,572	0	87.0	87.5	83.6	3.4
(iii) SCIENCE	60.0	79.3	575,397	725,224	0	79.3	78.7	71.6	7.7
(iv) SOCIAL STUDIES	70.0	93.7	431,916	461,035	0	93.7	93.0	89.2	4.5
(v) WRITING	70.0	90.5	433,564	478,986	0	90.5	91.4	89.4	1.1
2. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12)	2.0	2.0	20,553	1,049,612	0	2.0	2.5	2.8	-0.8
3. TITLE I, PART A RHSP/DAP DIPLOMA RATE	70.0	84.3	98,596	117,005	0	84.3	84.0	82.4	1.9
4. TITLE I, PART A GRADUATION RATE	75.0	80.9	109,660	135,608	0	80.9	74.3	71.8	
5. MIGRANT TAKS PASSING RATE									
(i) MATHEMATICS	65.0	74.5	16,788	22,546	0	74.5	73.4	68.3	6.2
(ii) READING/ELA	70.0	77.7	17,660	22,716	0	77.7	78.5	74.2	3.5
(iii) SCIENCE	60.0	68.5	6,388	9,328	0	68.5	68.5	58.2	10.3
(iv) SOCIAL STUDIES	70.0	88.6	5,960	6,728	0	88.6	88.0	82.7	5.9
(v) WRITING	70.0	85.5	4,414	5,165	0	85.5	87.1	84.1	1.4
6. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12)	2.0	2.5	470	18,772	1	2.5	3.1	3.6	-1.1
7. MIGRANT RHSP/DAP DIPLOMA RATE	70.0	87.7	1,905	2,172	0	87.7	86.6	85.2	2.5
8. MIGRANT GRADUATION RATE	75.0	75.7	2,104	2,780	0	75.7	69.3	66.3	

*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2009 and 2010 state rates for all applicable TAKS performance indicators were recalculated to include TAKS(Accommodated), TAKS-M, and TAKS-Alt results for all grades and subjects and exclude results for Grade 6 Spanish TAKS and the second administration of Grade 3 TAKS reading.

*FOR GRADUATION RATE INDICATORS: The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation rates for the class of 2009. Longitudinal graduation rates for the classes of 2009 (column ‘g’) and 2010 (column ‘f’) are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008 (column ’h’)) are not comparable from one class to another, nor are they comparable to rates for prior or later classes.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at http://www.tea.state.tx.us/pbm/PBMASManuals.aspx.

TEXAS EDUCATION AGENCY
2011 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

Special Education

INDICATOR	(a) 2011 STANDARD (%)	(b) 2011 STATE RATE	(c) 2011 NUMERATOR	(d) 2011 DENOMINATOR	(e) 2011 PERFORMANCE LEVEL	(f) 2011 STATE RATE	(g) 2010 STATE RATE	(h) 2009 STATE RATE	(i) 2009 - 2011 CHANGE*
1. SPED TAKS PASSING RATE									
(i) MATHEMATICS	65.0	68.2	196,426	288,210	0	68.2	66.6	59.5	8.7
(ii) READING/ELA	70.0	75.4	218,263	289,419	0	75.4	75.8	68.1	7.3
(iii) SCIENCE	60.0	59.9	71,980	120,126	1	59.9	59.1	51.1	8.8
(iv) SOCIAL STUDIES	70.0	77.5	66,581	85,919	0	77.5	75.4	69.9	7.6
(v) WRITING	70.0	76.6	50,843	66,415	0	76.6	77.5	70.3	6.3
2. SPED YEAR-AFTER-EXIT TAKS PASSING RATE									
(i) MATHEMATICS	65.0	83.4	13,500	16,196	0	83.4	82.0	77.5	5.9
(ii) READING/ELA	70.0	86.8	14,061	16,205	0	86.8	87.4	83.3	3.5
(iii) SCIENCE	60.0	81.0	4,385	5,413	0	81.0	79.7	73.4	7.6
(iv) SOCIAL STUDIES	70.0	94.3	2,707	2,870	0	94.3	94.0	90.2	4.1
(v) WRITING	70.0	89.8	3,820	4,256	0	89.8	90.2	88.1	1.7
3. SPED TAKS/TAKS(Accom.) PARTICIPATION RATE	50.0	42.8	126,053	294,594	1	42.8	41.8	43.6	-0.8
4. SPED TAKS-M PARTICIPATION RATE	20.0	29.4	86,566	294,594	1	29.4	31.1	29.3	0.1
5. SPED TAKS-ALT PARTICIPATION RATE	10.0	9.2	27,149	294,594	0	9.2	8.3	7.4	1.8
6. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 3-5)	16.0	16.0	7,036	43,898	0	16.0	16.4	15.9	0.1
7. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 6-11)	40.0	39.5	67,032	169,760	1	39.5	39.3	40.0	-0.5
8. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 12-21)	65.0	64.7	140,672	217,467	1	64.7	64.6	63.3	1.4
9. SPED ANNUAL DROPOUT RATE (GRADES 7-12)	2.0	2.2	5,043	224,196	1	2.2	2.5	2.8	-0.6
10. SPED RHSP/DAP DIPLOMA RATE	16.5	24.3	6,955	28,590	0	24.3	24.5	21.9	2.4
11. SPED GRADUATION RATE	75.0	74.4	24,191	32,501	1	74.4	71.8	69.8	

*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2009 and 2010 state rates for all applicable TAKS performance indicators were recalculated to include TAKS(Accommodated), TAKS-M, and TAKS-Alt results for all grades and subjects and exclude results for Grade 6 Spanish TAKS and the second administration of Grade 3 TAKS reading.

*FOR GRADUATION RATE INDICATORS: The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation rates for the class of 2009. Longitudinal graduation rates for the classes of 2009 (column ‘g’) and 2010 (column ‘f’) are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008 (column ’h’)) are not comparable from one class to another, nor are they comparable to rates for prior or later classes.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at http://www.tea.state.tx.us/pbm/PBMASManuals.aspx.

TEXAS EDUCATION AGENCY
2011 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
STATE LONGITUDINAL REPORT

Special Education (cont.)

INDICATOR	(a) 2011 STANDARD (%)	(b) 2011 STATE RATE	(c) 2011 NUMERATOR	(d) 2011 DENOMINATOR	(e) 2011 PERFORMANCE LEVEL	(f) 2011 STATE RATE	(g) 2010 STATE RATE	(h) 2009 STATE RATE	(i) 2009 - 2011 CHANGE*
12. SPED REPRESENTATION	8.5	8.8	432,925	4,923,571	1	8.8	9.0	9.3	-0.5
13. SPED AFRICAN AMERICAN (NOT HISPANIC/LATINO) REPRESENTATION	1.0	3.7			1	3.7**			
SPED AFRICAN AMERICAN		17.5	75,803	432,925					
ALL AFRICAN AMERICAN		13.8	678,698	4,923,571					
14. SPED HISPANIC REPRESENTATION	1.0	-3.1			0	-3.1**			
SPED HISPANIC		47.2	204,259	432,925					
ALL HISPANIC		50.3	2,475,842	4,923,571					
15. SPED LEP REPRESENTATION	1.0	-2.3			0	-2.3	-1.9	-1.2	-1.1
SPED LEP		14.6	63,392	432,925					
ALL LEP		16.9	831,161	4,923,571					
16. SPED DISCRETIONARY DAEP PLACEMENTS	1.0	1.2			1	1.2	1.4	1.7	-0.5
SPED DAEP PLACEMENTS		2.6	13,895	531,759					
ALL DAEP PLACEMENTS		1.4	73,460	5,254,305					
17. SPED DISCRETIONARY PLACEMENTS TO ISS	10.0	18.0			1	18.0	20.4	22.6	-4.6
SPED ISS PLACEMENTS		48.2	256,280	531,759					
ALL ISS PLACEMENTS		30.2	1,588,957	5,254,305					
18. SPED DISCRETIONARY PLACEMENTS TO OSS	6.0	10.6			1	10.6	11.6	13.0	-2.4
SPED OSS PLACEMENTS		21.1	111,938	531,759					
ALL OSS PLACEMENTS		10.5	549,432	5,254,305					

**FOR SPED AFRICAN AMERICAN (NOT HISPANIC/LATINO) AND HISPANIC REPRESENTATION INDICATORS: The race and ethnicity data for these two indicators were based on the new (1997) Standards for the Classification of Federal Data on Race and Ethnicity. As a result, previous years' data for these two indicators are not comparable to the 2011 data displayed on this report.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at http://www.tea.state.tx.us/pbm/PBMASManuals.aspx.

Appendix C: Comments, Questions, and Review of Incorrect Performance Level Assignments

COMMENTS, QUESTIONS, AND REVIEW OF INCORRECT PERFORMANCE LEVEL ASSIGNMENTS:

The agency welcomes comments and questions concerning PBMAS district performance levels. In addition, if a district determines that one or more 2012 PBMAS performance level assignments were based on a data or calculation error attributable to the Texas Education Agency or one of the agency's data contractors, the district should submit specific information about the agency's data error, no later than September 30, 2012, to the address below. Requests based on disagreement with the 2012 PBMAS indicators, standards, cut-points, and methodologies adopted in rule or requests based on districts' data errors will not be considered.

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

Other Helpful Contact Information:

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

Appendix D: Performance-Based Monitoring Focus Group Membership

Name	Role	Organization	ESC Region
Ms. Rebecca Rodriquez	Special Education Director	Hidalgo ISD	1
Mrs. Graciela Pizzini	Associate Director, Teaching & Learning	Region 2 ESC	2
Ms. Sonya Little	Superintendent	Nordheim ISD	3
Ms. Diana Kelm	Deputy Superintendent	Livingston ISD	6
Dr. Rodney Hutto	Superintendent	Nacogdoches ISD	7
Mr. Terry Lapic	Superintendent	East Texas Charter Schools	7
Ms. DiAnn Bransford	Curriculum Director	Redwater ISD	8
Mr. Tom Bailey	Superintendent	Olney ISD	9
Ms. Diane Gough	Principal	Midway ISD	12
Mr. Craig Henderson	Associate Director	Region 13 ESC	13
Ms. Gail Haterius	Superintendent	Clyde CISD	14
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
Ms. Raquel Cortez	Coordinator of Accountability	Clint ISD	19
Dr. Lana Collavo	Superintendent	Jourdanton ISD	20

Appendix E: ESC Performance-Based Monitoring Contacts

Latest updates to the ESC Performance Based Monitoring Contacts can be found at http://mansfield.tea.state.tx.us/tea.askted.web/Forms/Home.aspx, using the Search RESCs function.

Full Name	Region	City	Phone	Email Address
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DAN BAEN	2	CORPUS CHRISTI	(361) 561-8415	dan.baen@esc2.us
DR SONIA A PEREZ	2	CORPUS CHRISTI	(361) 561-8407	sonia.perez@esc2.us
NANCY SANDLIN	3	VICTORIA	(361) 573-0731 ext:252	nsandlin@esc3.net
KATHY GRAHAM	3	VICTORIA	(361) 573-0731 ext:324	kgraham@esc3.net
SHERRI MCCORD	4	HOUSTON	(713) 744-6596	smccord@esc4.net
SHARON BENKA	4	HOUSTON	(713) 744-6358	sbenka@esc4.net
JERRY KLEKOTTA	4	HOUSTON	(713) 744-6393	gklekotta@esc4.ner
MONICA MAHFOUZ	5	BEAUMONT	(409) 923-5411	mmahfouz@esc5.net
SANDY CAMMARATA-GARCIA	6	HUNTSVILLE	(936) 435-8235	sgarcia@esc6.net
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TERESA ANDERSON	6	HUNTSVILLE	(936) 435-8250	tanderson@esc6.net
SHARON LUSK	7	KILGORE	(903) 988-6908	slusk@esc7.net
PAM ALBRITTON	8	MT PLEASANT	(903) 572-8551 ext:2762	palbritton@reg8.net
KARLA COKER	8	MT PLEASANT	(903) 572-8551 ext:2731	kcoker@reg8.net
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JILL LANDRUM	9	WICHITA FALLS	(940) 322-6928	jill.landrum@esc9.net
DARREN FRANCIS	9	WICHITA FALLS	(940) 322-6928 ext:302	darren.francis@esc9.net
DR GLORIA KEY	10	RICHARDSON	(972) 348-1536	gloria.key@region10.org
JAN MOBERLEY	10	RICHARDSON	(972) 348-1426	jan.moberley@region10.org
KATHY WRIGHT-CHAPMAN	11	FORT WORTH	(817) 740-7546	KWC@esc11.net
STEPHANIE KUCERA	12	WACO	(254) 297-1154	skucera@esc12.net

Full Name	Region	City	Phone	Email Address
CHRISTINE HOLECEK	12	WACO	(254) 297-1284	cholecek@esc12.net
CARIE DOWNES	12	WACO	(254) 297-1252	cdownes@esc12.net
LAURA ABBOTT	13	AUSTIN	(512) 919-5207	laura.abbott@esc13.txed.net
CRAIG HENDERSON	13	AUSTIN	(512) 919-5390	craig.henderson@esc13.txed.net
EMILIA MORENO	14	ABILENE	(325) 675-8644	emoreno@esc14.net
TAMARA MCGAUGHEY	14	ABILENE	(325) 675-8616	tmcgaughey@esc14.net
LAURA STRUBE	15	SAN ANGELO	(325) 658-6571 ext:4065	laura.strube@netxv.net
SHIRLEY CLARK	16	AMARILLO	(806) 677-5130	shirley.clark@esc16.net
JENNIFER DE LEON	17	LUBBOCK	(806) 281-5889	jdeleon@esc17.net
CHEREE SMITH	18	MIDLAND	(432) 567-3288	csmith@esc18.net
KAYE ORR	18	MIDLAND	(432) 567-3244	kayeorr@esc18.net
JOHN PETREE	18	MIDLAND	(432) 561-4385	jpetree@esc18.net
LEE LENTZ-EDWARDS	18	MIDLAND	(432) 563-2380	llentz@esc18.net
REBECCA ONTIVEROS	19	EL PASO	(915) 780-5093	rontiveros@esc19.net
ANTHONY FRAGA	19	EL PASO	(915) 780-6553	afraga@esc19.net
DAWN WHITE	20	SAN ANTONIO	(210) 370-5402	dawn.white@esc20.net

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