

Performance-Based Monitoring Analysis System 2005 Manual

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Performance-Based Monitoring Analysis System (PBMAS) 2005 Manual

Section I: Introduction

Background Information

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

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

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

House Bill 2172 of the 76th Texas Legislature (1999) modified the TEC, §29.010, *Compliance*, by mandating a comprehensive system for monitoring school district compliance with federal and state laws relating to special education. The monitoring system was required to provide for the ongoing analysis of district special education data and of complaints filed with the agency concerning special education services. Statute also required that the monitoring system include onsite inspections of school districts and district facilities. The agency used information obtained through an analysis of district data and from the complaints management system to determine the appropriate schedule for, and extent of, the

inspection. This initial analysis led to the development of the Special Education Data Analysis System (DAS), which was a data-driven system comprised of various elements designed to predict a district or charter's overall special education program area non-compliance "risk."

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

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

TEC, §29.062(a): the agency shall evaluate the effectiveness of bilingual education based on AEIS indicators, including assessment instruments and may combine evaluations under this section with federal accountability measures concerning students of limited English proficiency.

TEC, §29.062(c): if a school district or open-enrollment charter school fails to satisfy appropriate standards under (a), the agency shall apply sanctions, which may include the removal of accreditation, loss of foundation school funds, or both.

TEC, §7.027(b): the board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

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

Statutory changes, combined with a 2003 and 2004 reorganization of the agency, resulted in a realignment of agency functions and an emphasis on a coordinated approach to agency monitoring. In this approach, the agency is moving toward an integration of several different agency evaluation and monitoring components, including:

- The new performance-based monitoring analysis system;
- Federal program and fiscal compliance;
- The new state accountability system, including alternative education accountability (AEA) procedures;
- Federal accountability provisions, including Adequate Yearly Progress (AYP);
- The Financial Integrity Rating System of Texas (FIRST);
- Financial audits;

- Complaints;
- Due process hearings;
- Governance; and
- Other monitoring responsibilities such as those required by Civil Action 5281 and the Office of Civil Rights.

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

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

Transition to PBMAS

Achieving full integration of the different agency evaluation and monitoring components is a multi-year process, and the 2003-2004 school year was a transition year for monitoring systems across the agency. Intensive efforts were made to engage in monitoring activities with districts to the extent appropriate, while beginning development of a new data-driven analysis system which would focus on student performance and program effectiveness in the following program areas: bilingual education, career and technology education, special education, and NCLB. During the 2003-2004 school year, the final 165 "cycle" districts identified under DEC participated in graduated interventions focused on improvement planning. The stage of intervention for each of these districts was determined by a set of transitional performance indicators. In addition, a limited number of other districts were identified for monitoring interventions as a result of previous monitoring history and/or outstanding compliance issues in their special education programs.

During the 2003-2004 school year, the agency also began internal planning and coordination efforts to identify effective ways to integrate its other evaluation and monitoring responsibilities. These efforts resulted in the formation of the Monitoring, Investigation, and Interventions Steering Committee, which is charged with implementing the agency's strategies for overall coordination of monitoring and evaluation responsibilities.

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

Guiding Principles of the PBMAS

The 2005 PBMAS is based on the following principles:

School District Effectiveness

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

Statutory Requirements

PBMAS is designed to meet statutory requirements.

Valid Indicators of Performance

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

Maximum Inclusion

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

Individual Program Accountability

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

High Standards

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

Annual Statewide Evaluation

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

Public Input and Accessibility

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

System Evolution

PBMAS is a dynamic system that includes a multi-year phase-in process to allow for indicators to be added, revised or deleted in response to changes and developments that occur outside of the system, including new legislation and the development of new assessments.

Coordination

PBMAS is part of an overall agency coordination strategy for the data-driven evaluation of school district and charter school effectiveness.

The *Performance-Based Monitoring Analysis System 2005 Manual* is a comprehensive technical resource designed to explain the PBMAS, which will be used by the Texas Education Agency (TEA) as one part of its overall evaluation of school district performance and program effectiveness. The PBMAS is a district-level, data-driven analysis system developed and implemented by the Division of Performance-Based Monitoring (PBM) in coordination with agency divisions representing the Department of Standards and Programs, the Department of Accountability and Data Quality, and the Department of Support Services and School Finance in order to meet legislative requirements.

The agency is committed to creating a statistically sound, meaningful set of performance indicators to evaluate student performance and program effectiveness in special program areas and in the area of data integrity. To assist in this effort, the PBM Division conducted a series of onsite and Texas Education Telecommunications Network (TETN) stakeholder meetings in 2004 to gather educator input on proposed indicators, performance criteria, and performance standards. During the period of May – August 2004, approximately nine stakeholder meetings were held with diverse groups of individuals representing school districts, education service centers, professional organizations, advocacy groups, and others. Meeting participants provided input on ways to structure effective and meaningful measures to evaluate student performance and data quality. Educator input continues to be received through monthly TETN sessions. In addition, comments and recommendations on the PBMAS may be submitted at any time through the PBM Division’s mail box (pbm@tea.state.tx.us).

Changes to the PBMAS in 2005

To ensure system stability and in order to release PBMAS earlier in the year, the 2005 PBMAS does not include significant changes or major new indicator development compared to last year’s PBMAS. Some of the indicators have been re-ordered from the order they appeared in last year’s PBMAS *Manual* to make them consistent across the four program areas. In addition, some indicators have been changed to Report Only indicators. In two of the program areas, Career and Technology Education (CTE) and No Child Left Behind (NCLB), indicators that were originally planned for 2004 are now included in the system (e.g., the Recommended High School Program/Distinguished Achievement Program indicator in CTE). One indicator from 2004 (LEP progress on RPTE) has been incorporated into the Annual Measurable Achievement Objective (AMAO) indicators in NCLB, and one indicator (NCLB Disciplinary Incident Rate) has been deleted altogether. Changes to the PBMAS indicators for 2005 are marked in the manual as “*New!*” for easy reference. In addition, the inclusion of a numerator control as a minimum size requirement for dropout indicators, the implementation of a revised special analysis process, and the piloting of a “required improvement” component are described in the sections of this manual that specifically address those topics.

Planning for the Future: 2006 and Beyond

The development of the PBMAS is a dynamic and multi-year process. In 2006, it is anticipated that the ongoing development of PBMAS will include the addition of new indicators, revision of current indicators, and deletion of indicators that are no longer necessary. Factors independent from the PBMAS itself are also likely to have an impact on the future development of PBMAS. These factors include:

- Implementation of the state accountability system;
- Implementation of No Child Left Behind Annual Measurable Achievement Objectives (AMAOs) under Title III;
- Implementation of the State Developed Alternative Assessment (SDAA) II;
- Reauthorizations of the Carl D. Perkins Vocational and Technical Education Act and the Individuals with Disabilities Education Improvement Act (IDEA);
- Changes to data collection processes;
- Legislation from a regular legislative session or special session; and
- Sunset review of the Texas Education Agency.

Section II: Components of the 2005 PBMAS

Data Sources

Data used in PBMAS come from a variety of sources. Texas Assessment of Knowledge and Skills (TAKS) data are obtained from data sets produced by the agency's testing contractor. Other data are obtained from divisions within TEA, including the list of official dropouts from the Division of Accountability Research; Academic Excellence Indicator System (AEIS), Adequate Yearly Progress (AYP), and graduation data from the Performance Reporting Division; highly qualified teacher data from the Division of NCLB Program Coordination; and PEIMS data from the PEIMS Division. The data source for each performance indicator is included as a part of the explanation of each indicator included in this manual. In addition, the Division of Performance-Based Monitoring anticipates that a Technical Appendix will be made available on the division's website at a later time. The Technical Appendix will provide additional detail on data sources.

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 satisfy minimum size requirements (see *Minimum Size Requirements*).

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

Filters

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

No Data Available for an Indicator

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

Rounding

PBMAS performance results for all indicators 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). Data released to the public on district performance are masked to protect student confidentiality.

Setting Standards

A performance level is the result that occurs when a standard is applied to a district's performance on an indicator. The performance levels for each indicator in the 2005 PBMAS are *Not Evaluated*, *0/0SA*, *1/1SA*, *2/2SA*, or *3/3SA*. A performance level of *0* is the highest designation for any indicator, meaning that the district met the standard for the indicator. A performance level of *3* is the lowest designation, indicating that the district performance was farthest from the performance for the *0 - Met Standard* designation.

Types of Standards

Absolute standards are tied to an absolute requirement or goal. The state accountability system uses absolute standards to rate campuses and districts yearly. All districts have the possibility of achieving an absolute standard each year.

The state accountability system provides absolute standards to which PBMAS standards can be aligned for TAKS indicators. *Example:* For all TAKS indicators, PBMAS standards are linked to state accountability standards. The standards for a rating of *Academically Acceptable* in the state accountability system for 2005 differ by subject, as follows:

TAKS Subject	Percent of Students Passing
Mathematics	35.0%
Reading/ELA	50.0%
Science	25.0%
Social Studies	50.0%
Writing	50.0%

PBMAS standards are aligned with these state accountability standards so that a district achieving the performance standard for an accountability rating of *Academically Acceptable* in a TAKS subject area test receives a PBMAS designation of *0 - Met Standard* for that TAKS subject area indicator in PBMAS. A district with performance up to 5.0 percentage points below the state accountability standard receives a PBMAS designation of *1*, and a district with performance 5.1 to 10.0 percentage points below the state accountability standard receives a PBMAS designation of *2*. Any district with performance 10.1 or more percentage points below the state accountability standard receives a performance

level of 3, the lowest designation in the PBMAS. The following chart summarizes the assignment of performance levels for PBMAS TAKS indicators:

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

Relative standards are not tied to an absolute requirement or goal. Rather, they are usually based on the distribution of scores of the population being evaluated. While absolute standards are preferred, they are not always possible to determine in a new system and may not always be appropriate depending on the purpose of a particular indicator. Relative standards were used in the 2004-2005 PBMAS to determine a baseline absolute standard for certain indicators.

Proposed Phase-In Plan for PBMAS Standards

As part of the development of future versions of the PBMAS, the agency will propose a phase-in plan for standards on all of the PBMAS indicators except for the TAKS passing rate indicators which already have standards established in the state accountability system through 2010. Initial work on the proposed phase-in plan will begin in the fall of 2005 and will include the following:

- Consideration of whether to identify a state goal for each indicator;
- Analysis of actual improvement on the indicator over one or more previous years;
- Determination of the amount of improvement that is reasonable for each indicator;
- Modeling the overall impact on the PBMAS of increased standards or individual indicators;
- Identifying other considerations and developments that could affect performance on particular indicators;
- Consideration of how to set appropriate standards across similar indicators; and
- An opportunity for external review of, and comment on, the proposed phase-in plan.

It is anticipated that the phase-in plan for PBMAS standards will be implemented with the 2007 PBMAS. Until that time, the PBMAS standards will, to the extent possible, remain constant (other than changes in standards that are already scheduled for the state accountability system) as shown in the table below. However, all standards are subject to change as a result of any state or federal requirements that the agency is required to implement, including the newly re-authorized Individuals with Disabilities Education Act (IDEA).

<i>pp = percentage point; TBD = To Be Determined; LEP = Limited English Proficient</i>	PBMAS Standards by Year			
		2004-05	2005	2006
TAKS Indicators	Subject			
	Mathematics	35.0%	35.0%	40.0%
	Reading/ELA	50.0%	50.0%	60.0%
	Science	25.0%	25.0%	35.0%
	Social Studies	50.0%	50.0%	60.0%
	Writing	50.0%	50.0%	60.0%
Annual Dropout Rate Indicators		2.0%	2.0%	2.0%
Bilingual Education (BE)/English as a Second Language (ESL) Indicators				
LEP TAKS/SDAA Participation		82.0%		
LEP TAKS/SDAA II Participation Rate			Report Only	Report Only
LEP RHSP/DAP Graduation Rate		Report Only	Report Only	Report Only
Career and Technology (CTE) Indicators				
Non-Traditional Courses-Male		Report Only	Report Only	TBD
Non-Traditional Courses-Female		Report Only	Report Only	TBD
CTE RHSP/DAP Graduation Rate			Report Only	Report Only
NO Child Left Behind (NCLB) Act Indicators				
AYP Performance	Subject			
	Mathematics		42.0%	42.0%
	Reading/ELA		53.0%	53.0%

<i>pp = percentage point; TBD = To Be Determined; LEP = Limited English Proficient</i>	PBMAS Standards by Year			
		2004-05	2005	2006
Migrant RHSP/DAP Graduation Rate		Report Only	Report Only	Report Only
Highly Qualified Teachers as Defined by NCLB		Report Only	Report Only	TBD
Annual Measurable Achievement Objective (LEP Progress K-2)				TBD
Annual Measurable Achievement Objective (LEP Progress Grades 3-12)		Report Only	40.0%	TBD
Annual Measurable Achievement Objective (LEP Attainment K-2)			1.5%	TBD
Annual Measurable Achievement Objective (LEP Attainment Grades 3-12)	Method 1		25.0%	TBD
	Method 2		40.0%	TBD
Annual Measurable Achievement Objective (LEP AYP Status)			Met AYP	Met AYP
Special Education Indicators				
SDAA Gap Closure (Grades 3-8)	Subject			
	Mathematics	48.1%	48.1%	
	Reading	43.1%	43.1%	
	Writing	Report Only	Report Only	
SDAA II Gap Closure (Grades 3-10)	Subject			
	Mathematics		Report Only	Report Only
	Reading		Report Only	Report Only
	Writing		Report Only	Report Only
TAKS Only Participation Rate		25.0%		
TAKS Only Participation Rate (Redeveloped)			Report Only	Report Only
SDAA Only Participation Rate		38.0%		

<i>pp = percentage point; TBD = To Be Determined; LEP = Limited English Proficient</i>	PBMAS Standards by Year			
		2004-05	2005	2006
SDAA II Only Participation Rate (Redeveloped)			Report Only	Report Only
Statewide Assessment Exemption Rate	ADA			
	1600 or higher	3.0%	3.0%	3.0%
	Less than 1600	8.0%	8.0%	8.0%
3-5 Year Olds Less Restrictive Environment Placement Rate			Report Only	Report Only
3-11 Year Olds Less Restrictive Environment Placement Rate		25.0%	25.0%	25.0%
12-21 Year Olds Less Restrictive Environment Placement Rate		46.5%	46.5%	46.5%
RHSP/DAP Graduation Rate		Report Only	Report Only	Report Only
Identification		8.5%	8.5%	8.5%
African American Representation		1.0 pp	1.0 pp	1.0 pp
Hispanic Representation		1.0 pp	1.0 pp	1.0 pp
LEP Representation		Report Only	Report Only	TBD
Discretionary DAEP Placements		1.0 pp	1.0 pp	1.0 pp
Discretionary Expulsions		1.0 pp	1.0 pp	1.0 pp
Discretionary Placements to ISS		16.0 pp	16.0 pp	16.0 pp

Report Only Indicators

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

In the future, it is anticipated that performance levels will be developed for Report Only indicators, and district performance on these indicators will be evaluated. The inclusion of Report Only indicators in PBMAS provides districts with an opportunity to review current performance and plan ahead.

Minimum Size Requirements and Special Analysis

A minimum size requirement is incorporated into all indicators that are assigned a performance level (PL). In general districts must have at least thirty (30) students in the relevant segment of the student population denominator to be evaluated on an indicator using the standard PBMAS analysis. (The denominator is the number *below* the line in a fraction.)

New! for 2005: In addition, districts must have at least 5 students in the relevant segment of the student population numerator to be evaluated on PBMAS dropout indicators. (The numerator is the number *above* the line in a fraction.)

For special education representation indicators, there are MSRs in each part of the equation. For example, in the Special Education Hispanic Representation indicator, MSR = at least 30 Hispanic students (which is in the numerator of the “district overall Hispanic percentage” calculation) and at least 30 students served in special education (which is in the denominator of the “district special education Hispanic percentage” calculation).

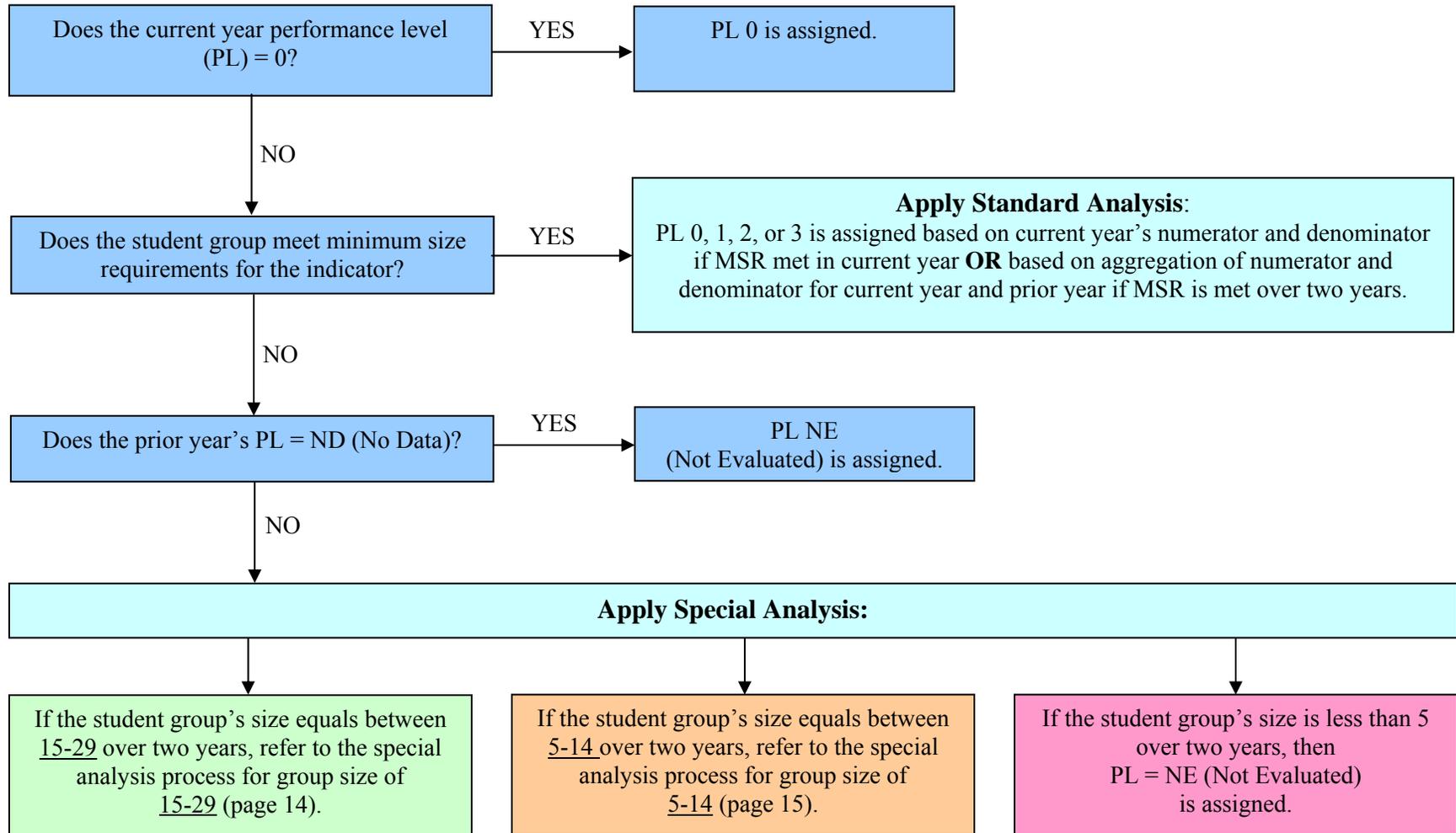
New! **Minimum size requirements can be met either in the current year or through the aggregation of numerators and denominators over multiple years.** If the minimum size requirement is met for a particular performance indicator, then a district is evaluated using the standard PBMAS analysis. Under standard analysis, when minimum size requirements are met with the current year’s data, a performance level is assigned based on that data in relation to the standard for the indicator. When minimum size requirements are met based on two years of data, the numerator and denominator for the current and prior year are aggregated, the indicator is calculated, and a performance level is assigned based on the standard for the indicator. 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 is high enough to earn a performance level of *0 – Met Standard*, then the district receives a performance level of *0*, regardless of the number of students in the relevant segment of the student population.

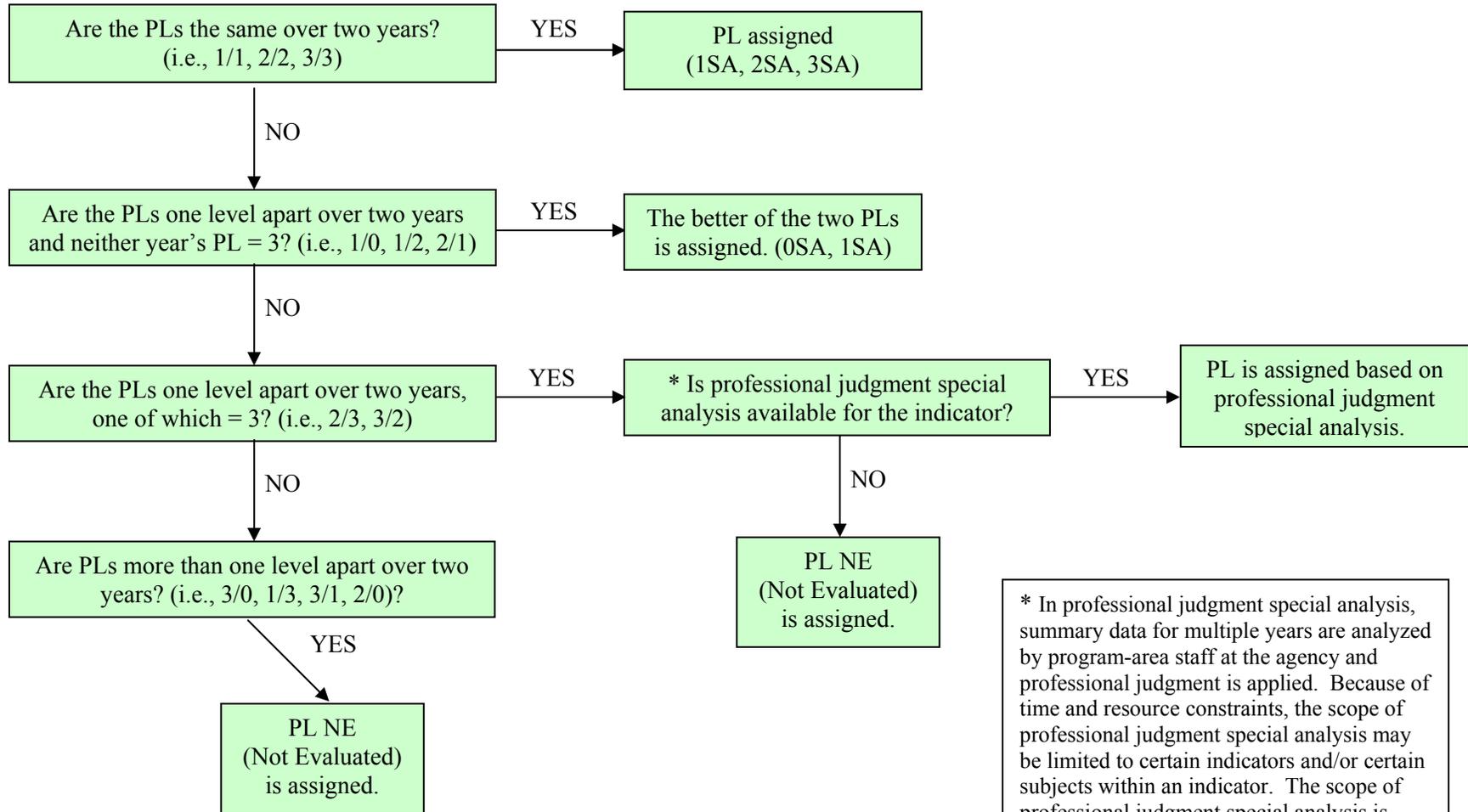
Special analysis is a tool that can be used to analyze the performance of districts and charters with small numbers of students. Performance levels established using the special analysis process will have “SA” appended (*OSA, ISA, 2SA, 3SA*) and will be included on PBMAS reports to districts and charters.

The flow charts on the following pages depict the process of determining whether standard or special analysis is applied in the PBMAS:

Special Analysis Process Determination

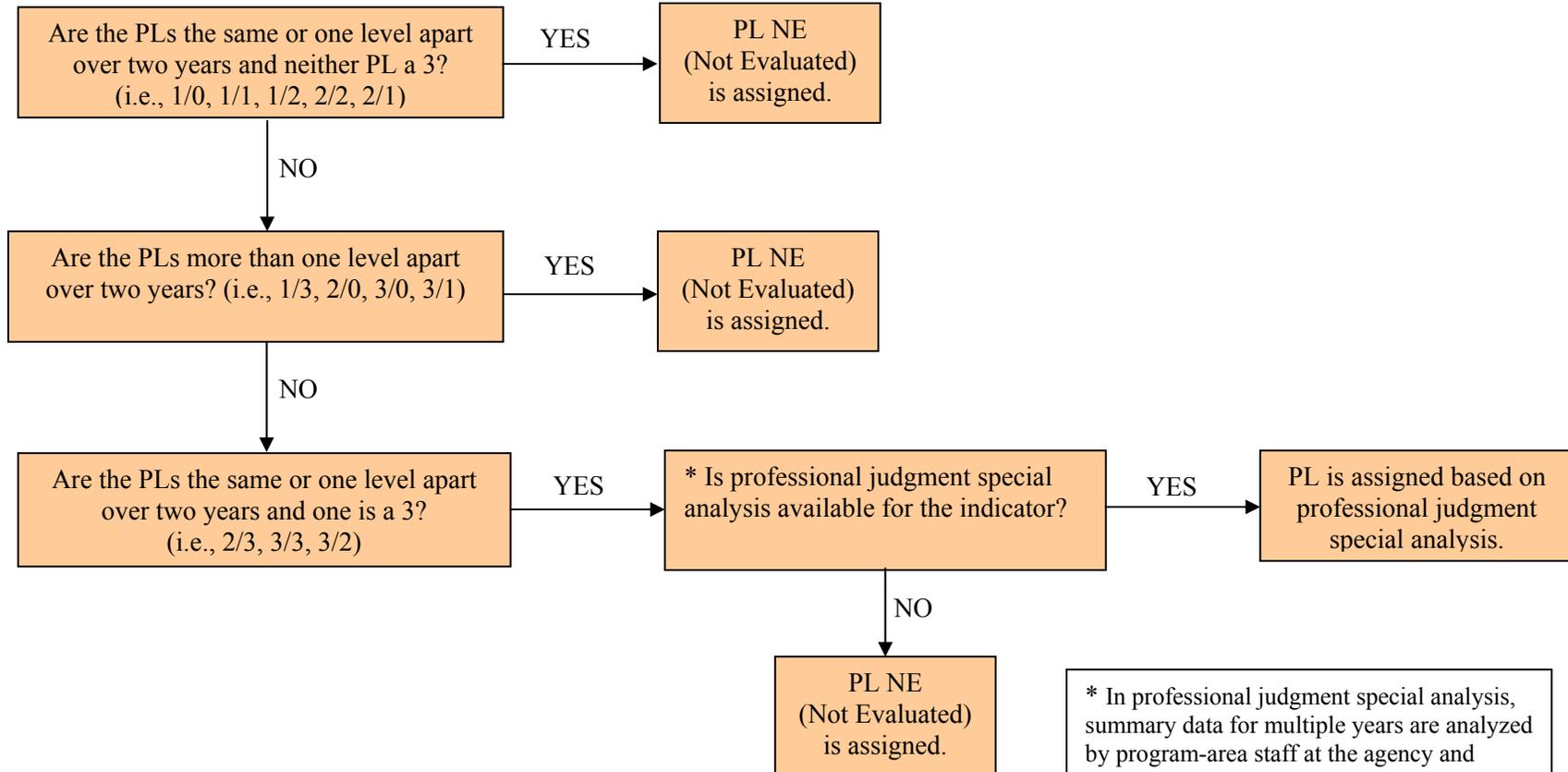


Special Analysis Process for Group Size of 15-29



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

Special Analysis Process for Group Size of 5-14



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

Required Improvement

The PBMAS, by design, has a built-in improvement component. Because the system includes a range of performance levels, districts that demonstrate improvement from one year to the next can progress from one performance level to another. For example, a district with 49% of its Special Education (SPED) students passing the TAKS reading test in 2004 received a performance level of 1. If that same district is able to improve the SPED TAKS reading passing rate to 50% in 2005, it would receive a performance level of 0.

In addition to the system's built-in improvement component, the 2005 PBMAS will include a pilot implementation of a "required improvement" component, similar to the required improvement feature in the state accountability system. The 2005 PBMAS indicators for which required improvement is available are:

- BE/ESL #11—LEP Annual Dropout Rate
- CTE #6—CTE Annual Dropout Rate
- NCLB #2(i-iv)—Migrant TAKS Passing Rate
- NCLB #3—Migrant Annual Dropout Rate
- SPED #1(i-iv)—SPED TAKS Passing Rate
- SPED #11—SPED Annual Dropout Rate

The calculation that will be used for the 2005 PBMAS pilot of Required Improvement for districts that meet minimum size requirements and have a performance level that is not equal to 0 – *Met Standard* on any of the pilot Required Improvement indicators is:

Actual Change:

Required Improvement:

$$[performance\ in\ 2005] - [performance\ in\ 2004] \geq \frac{[standard\ for\ 2010] - [performance\ in\ 2004]}{[number\ of\ years\ to\ reach\ standard]}$$

1. First, calculate the **Actual Change** for the district's SPED TAKS reading passing rate:

Actual Change:

$$\begin{array}{rcc} [40.0\%] & - & [30.0\%] \\ (2005) & & (2004) \end{array} = 10.0$$

2. Next, calculate the **Required Improvement** for the district's SPED TAKS reading passing rate:

Required Improvement:

$$\frac{[70.0\%^*] - [30.0\%]}{7} = 5.7$$

3. Then compare the two numbers to see if the **Actual Change** is greater than or equal to the **Required Improvement**: $10.0 > 5.7$.

4. Result: the district meets **Required Improvement** and receives a performance level of *0 – Met Standard*.

** In 2010, the established standard in the state accountability system for Academically Acceptable for TAKS Reading is 70% passing. The PBMAS TAKS passing rate standards for 2005-2010 will be equivalent to the Academically Acceptable standards in the state accountability system. In addition, for the pilot year of Required Improvement, the PBMAS annual dropout rate standard that will be used for 2010 is 2.0%.*

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Sections III - VI

Performance
Indicators

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SECTION III:

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

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

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

CALCULATION

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

$$\begin{array}{l} \text{District LEP} \\ \text{passing rate for an} \\ \text{English TAKS} \\ \text{[subject (i-v)] test} \end{array} = \frac{\text{District number of LEP students who passed the English TAKS [subject (i-v)] test in spring 2005}}{\text{District number of LEP students who took the English TAKS [subject (i-v)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as **LEP** on the spring 2005 TAKS answer document (LEP indicator code).

NOTES

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

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

- **New!** This indicator is Report Only for 2005. The LEP English TAKS passing rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.

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

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

CALCULATION

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

$$\text{District BE passing rate for an English TAKS [subject (i-v)] test} = \frac{\text{District number of BE students who passed the English TAKS [subject (i-v)] test in spring 2005}}{\text{District number of BE students who took the English TAKS [subject (i-v)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as participating in a state-approved **bilingual** program on the spring 2005 TAKS answer document (Bilingual indicator code).

NOTES

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

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

- **New!** This indicator is Report Only for 2005. The BE English TAKS passing rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.

BE/ESL Indicator #3(i-v): ESL English TAKS Passing Rate

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

CALCULATION

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

$$\text{District ESL passing rate for an English TAKS [subject (i-v)] test} = \frac{\text{District number of ESL students who passed the English TAKS [subject (i-v)] test in spring 2005}}{\text{District number of ESL students who took the English TAKS [subject (i-v)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

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

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as participating in a state-approved **ESL** program on the spring 2005 TAKS answer document (ESL indicator code).

NOTES

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

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

- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

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

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

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

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
3(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
3(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
3(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
3(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
3(v)	Writing	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

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

This indicator is the percent of Limited English Proficient (LEP) students passing the TAKS subject test (Mathematics, Reading, Science, Writing) in Spanish.

CALCULATION

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

$$\begin{array}{l} \text{District LEP} \\ \text{passing rate for a} \\ \text{Spanish TAKS} \\ \text{[subject (i-iv)] test} \end{array} = \frac{\text{District number of LEP students who passed the Spanish TAKS [subject (i-iv)] test in spring 2005}}{\text{District number of LEP students who took the Spanish TAKS [subject (i-iv)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as **LEP** on the spring 2005 TAKS answer document (LEP indicator code).

NOTES

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

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

- **New!** This indicator is Report Only for 2005. The LEP Spanish TAKS passing rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Accountability subset is used; results are summed across grades.

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BE/ESL Indicator #5(i-iv): BE Spanish TAKS Passing Rate

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

CALCULATION

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

$$\text{District BE passing rate for a Spanish TAKS [subject (i-iv)] test} = \frac{\text{District number of BE students who passed the Spanish TAKS [subject (i-iv)] test in spring 2005}}{\text{District number of BE students who took the Spanish TAKS [subject (i-iv)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 BE Spanish TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading subject areas evaluated under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as participating in a state-approved **bilingual** program on the spring 2005 TAKS answer document (Bilingual indicator code).

NOTES

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

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

- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Accountability subset is used; results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

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

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

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

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
5(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
5(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
5(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
5(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
5(v)	Writing	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

BE/ESL Indicator #6(i-iv): ESL Spanish TAKS Passing Rate

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

CALCULATION

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

$$\frac{\text{District ESL passing rate for a Spanish TAKS [subject (i-iv)] test}}{\text{District number of ESL students who passed the Spanish TAKS [subject (i-iv)] test in spring 2005}} = \frac{\text{District number of ESL students who passed the Spanish TAKS [subject (i-iv)] test in spring 2005}}{\text{District number of ESL students who took the Spanish TAKS [subject (i-iv)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 ESL Spanish TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading subject areas evaluated under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as participating in a state-approved **ESL** program on the spring 2005 TAKS answer document (ESL indicator code).

NOTES

- The ESL Spanish TAKS passing rate for each TAKS subject test is based on results from students in the following grades:
- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Accountability subset is used; results are summed across grades.

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

PERFORMANCE LEVEL ASSIGNMENT

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

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

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

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
6(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
6(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
6(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
6(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
6(v)	Writing	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

BE/ESL Indicator #7(i-v): LEP Year-After-Exit English TAKS Passing Rate

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

CALCULATION

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

$$\frac{\text{District LEP year-after-exit passing rate for an English TAKS [subject (i-v)] test}}{\text{District number of students who were identified as LEP in fall 2003 and not identified as LEP in fall 2004 who passed the English TAKS [subject (i-v)] test in spring 2005}} = \frac{\text{District number of students who were identified as LEP in fall 2003 and not identified as LEP in fall 2004 who passed the English TAKS [subject (i-v)] test in spring 2005}}{\text{District number of students who were identified as LEP in fall 2003 and not identified as LEP in fall 2004 who took the English TAKS [subject (i-v)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 former LEP English TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.

DATA SOURCE

- PEIMS fall 2003 snapshot data; PEIMS fall 2004 snapshot data.
- Spring 2005 TAKS data.

NOTES

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

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

- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.
- Students must be in the same district in both school years to be included in the calculation of this indicator.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District LEP Year-After-Exit English TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0/0SA (met standard)	Performance Level = 1/1SA	Performance Level = 2/2SA	Performance Level = 3/3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	The district former LEP English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district former LEP English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district former LEP English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district former LEP English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
7(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
7(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
7(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
7(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
7(v)	Writing	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

BE/ESL Indicator #8(i-v): BE Year-After-Exit English TAKS Passing Rate

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

CALCULATION

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

$$\text{District exited BE passing rate for an English TAKS [subject (i-v)] test} = \frac{\text{District number of students who were identified as BE program participants in fall 2003 and not identified as BE program participants in fall 2004 who passed the English TAKS [subject (i-v)] test in spring 2005}}{\text{District number of students who were identified as BE program participants in fall 2003 and not identified as BE program participants in fall 2004 who took the English TAKS [subject (i-v)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- PEIMS fall 2003 snapshot data; PEIMS fall 2004 snapshot data.
- Spring 2005 TAKS data.

NOTES

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

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

- **New!** This indicator is Report Only for 2005. The BE YAE English TAKS passing rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.
- Students must be in the same district in both school years to be included in the calculation of this indicator.

BE/ESL Indicator #9(i-v): ESL Year-After-Exit English TAKS Passing Rate

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

CALCULATION

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

$$\text{District exited ESL passing rate for an English TAKS [subject (i-v)] test} = \frac{\text{District number of students who were identified as ESL program participants in fall 2003 and not identified as ESL program participants in fall 2004 who passed the English TAKS [subject (i-v)] test in spring 2005}}{\text{District number of students who were identified as ESL program participants in fall 2003 and not identified as ESL program participants in fall 2004 who took the English TAKS [subject (i-v)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- PEIMS fall 2003 snapshot data; PEIMS fall 2004 snapshot data.
- Spring 2005 TAKS data.

NOTES

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

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

- **New!** This indicator is Report Only for 2005. The ESL YAE English TAKS passing rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.
- Students must be in the same district in both school years to be included in the calculation of this indicator.

BE/ESL Indicator #10: LEP TAKS/SDAA II Participation Rate

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

CALCULATION

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

$$\text{District LEP TAKS/SDAA II participation rate} = \frac{\text{District number of LEP students (Grades 3-11) tested on TAKS or SDAA II for all subjects in spring 2005}}{\text{District number of LEP students (Grades 3-11) for whom a TAKS or SDAA II answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district (PEIMS fall 2004 snapshot data; 110 Record) and also reported by the district as **LEP** on the spring 2005 TAKS answer document (LEP indicator code).

NOTES

- **New!** This indicator is Report Only for 2005. The LEP TAKS/SDAA II participation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- The LEP TAKS/SDAA II participation rate is based on results from students in the following grades:

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

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BE/ESL Indicator #11: LEP Annual Dropout Rate

This indicator is the percent of Limited English Proficient (LEP) students (Grades 7-12) who dropped out in 2003-2004.

CALCULATION

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

$$\text{District LEP annual dropout rate} = \frac{\text{District number of LEP students (Grades 7-12) who dropped out in 2003-2004}}{\text{District number of LEP students (Grades 7-12) in attendance in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 LEP students in Grades 7-12 in the district and at least 5 LEP dropouts.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

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

NOTES

- Dropout data are for the 2003-2004 school year.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District LEP Annual Dropout Rate				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 / 0SA (met standard)	Performance Level = 1 / 1SA	Performance Level = 2 / 2SA	Performance Level = 3 / 3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	The district LEP annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district LEP annual dropout rate is between 2.1% and 5.0%.	The district LEP annual dropout rate is between 5.1% and 8.0%.	The district LEP annual dropout rate is 8.1% or higher.

BE/ESL Indicator #12: LEP RHSP/DAP Graduation Rate

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

CALCULATION

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

$$\text{District LEP RHSP/DAP graduation rate} = \frac{\text{District number of LEP students who graduated with a RHSP or DAP diploma in 2003-2004}}{\text{District number of LEP students who graduated in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- For additional information about data sources and methodology for calculating the RHSP/DAP graduation rate, see the *2005 Accountability Manual* available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2005/manual/>.

NOTES

- This is a Report Only indicator for 2005. The district LEP RHSP/DAP graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- Graduation data are for the 2003-2004 school year.

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SECTION IV:

Career and Technology Education (CTE) Indicators

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

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) passing the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

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

$$\text{District CTE passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE students (Grades 9-12) who passed the TAKS [subject (i-iv)] test in spring 2005}}{\text{District number of CTE students (Grades 9-12) who took the TAKS [subject (i-iv)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading/ELA subject areas evaluated under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2005 TAKS answer document (Career and Technology Education indicator code).

NOTES

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

Indicator	Subject Test	Grade Levels
1(i)	Mathematics	9-11
1(ii)	Reading/ELA	9-11
1(iii)	Science	10, 11
1(iv)	Social Studies	10, 11
- Only Career and Technology Education students with status codes 2 (Coherent Sequence) and 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

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

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

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

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
1(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
1(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
1(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
1(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

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

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) with limited English proficiency (LEP) who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

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

$$\text{District CTE LEP passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE LEP students (Grades 9-12) who passed the TAKS [subject (i-iv)] test in spring 2005}}{\text{District number of CTE LEP students (Grades 9-12) who took the TAKS [subject (i-iv)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE LEP TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as **LEP** and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2005 TAKS answer document (LEP and Career and Technology Education indicator codes).

NOTES

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

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

- Only Career and Technology Education students with status codes 2 (Coherent Sequence) and 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District CTE LEP TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
PL not equal to 0 and fewer than 30 CTE LEP TAKS test takers in the subject area.	The district CTE LEP TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE LEP TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE LEP TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE LEP TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
2(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
2(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
2(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
2(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

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

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) who are economically disadvantaged and who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

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

$$\text{District CTE economically disadvantaged passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE economically disadvantaged students (Grades 9-12) who passed the TAKS [subject (i-iv)] test in spring 2005}}{\text{District number of CTE economically disadvantaged students (Grades 9-12) who took the TAKS [subject (i-iv)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

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

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as **economically disadvantaged** and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2005 TAKS answer document (Economic Disadvantage and Career and Technology Education indicator codes).

NOTES

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

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

- Only Career and Technology Education students with status codes 2 (Coherent Sequence) and 3 (Tech Prep Program) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

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

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

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

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
3(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
3(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
3(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
3(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

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

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) who receive special education services and who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

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

$$\text{District CTE special education passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE special education students (Grades 9-12) who passed the TAKS [subject (i-iv)] test in spring 2005}}{\text{District number of CTE special education students (Grades 9-12) who took the TAKS [subject (i-iv)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE special education TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as a participant in a **special education** program and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2005 TAKS answer documents (Special Education and Career and Technology Education indicator codes).

NOTES

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

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

- Only Career and Technology Education students with status codes 2 (Coherent Sequence) and 3 (Tech Prep Program) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District CTE Special Education TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
PL not equal to 0 and fewer than 30 CTE special education TAKS test takers in the subject area.	The district CTE special education TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE special education TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE special education TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE special education TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
4(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
4(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
4(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
4(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

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

This indicator is the percent of Career and Technology Education (CTE) Technology Preparation students (Grades 9-12) who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

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

$$\frac{\text{District CTE Tech Prep passing rate for a TAKS [subject (i-iv)] test}}{\text{District number of CTE Tech Prep students (Grades 9-12) who took the TAKS [subject (i-iv)] test in spring 2005}} = \frac{\text{District number of CTE Tech Prep students (Grades 9-12) who passed the TAKS [subject (i-iv)] test in spring 2005}}{\text{District number of CTE Tech Prep students (Grades 9-12) who took the TAKS [subject (i-iv)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

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

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as a **3** (Tech Prep) participant on the spring 2005 TAKS answer documents (Career and Technology Education indicator code).

NOTES

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

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

- Only Career and Technology Education students with status code 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

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

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

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

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
4(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
4(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
4(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
4(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

CTE Indicator #6: CTE Annual Dropout Rate

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) who dropped out in 2003-2004.

CALCULATION

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

$$\text{District CTE annual dropout rate} = \frac{\text{District number of CTE students (Grades 9-12) who dropped out in 2003-2004}}{\text{District number of CTE students (Grades 9-12) in attendance in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE students in Grades 9-12 in the district and at least 5 CTE dropouts.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

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

NOTES

- **New!** Only students in Grades 9-12 are included in the calculation of this indicator to align appropriate grade levels with the VOCED status codes that are included in the calculation of this indicator.
- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included in the calculation of this indicator.
- Dropout data are for the 2003-2004 school year.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District CTE Annual Dropout Rate				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 / 0SA (met standard)	Performance Level = 1 / 1SA	Performance Level = 2 / 2SA	Performance Level = 3 / 3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	The district CTE annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district CTE annual dropout rate is between 2.1% and 5.0%.	The district CTE annual dropout rate is between 5.1% and 8.0%.	The district CTE annual dropout rate is 8.1% or higher.

CTE Indicator #7: CTE RHSP/DAP Graduation Rate

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

CALCULATION

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

$$\text{District CTE RHSP/DAP graduation rate} = \frac{\text{District number of CTE students who graduated with a RHSP or DAP diploma in 2003-2004}}{\text{District number of CTE students who graduated in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- For additional information about data sources and methodology for calculating the RHSP/DAP graduation rate, see the *2005 Accountability Manual* available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2005/manual/>.

NOTES

- **New!** This is a Report Only indicator for 2005. The district CTE RHSP/DAP graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence) and 3 (Participation in Tech Prep Program) are included in the calculation of this indicator.
- Graduation data are for the 2003-2004 school year.

CTE Indicator #8: CTE Non-Traditional Courses—Male

This indicator is the percent of male students (Grades 9-12) completing Career and Technology Education (CTE) courses traditionally attended by females.

CALCULATION

For each district, calculate the district CTE male non-traditional course completion rate:

$$\text{District male non-traditional course completion rate} = \frac{\text{District number of male students (Grades 9-12) who completed non-traditional courses}}{\text{District number of students (Grades 9-12) who completed non-traditional courses}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- PEIMS fall 2003 snapshot data (110 Record).
- PEIMS summer 2004 data (415 Record).

NOTES

- This is a Report Only indicator for 2005. The district CTE male non-traditional course completion rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- Only students with PEIMS VOCED status codes 1 (enrolled in Career/Technology Elective), 2 (enrolled in Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included in the calculation of this indicator.
- A list of CTE non-traditional courses is located in the back of this manual as Appendix A.
- Course completion data are for the 2003-2004 school year.
- Each student is counted for each course completed. For example, a student completing five non-traditional courses is counted five times in this indicator.

CTE Indicator #9: CTE Non-Traditional Courses—Female

This indicator is the percent of female students (Grades 9-12) completing Career and Technology Education (CTE) courses traditionally attended by males.

CALCULATION

For each district, calculate the CTE female non-traditional course completion rate:

$$\text{District female non-traditional course completion rate} = \frac{\text{District number of female students (Grades 9-12) who completed non-traditional courses}}{\text{District number of students (Grades 9-12) who completed non-traditional courses}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- PEIMS fall 2003 snapshot data (110 Record).
- PEIMS summer 2004 data (415 Record).

NOTES

- This is a Report Only indicator for 2005. The district CTE female non-traditional course completion rate is reported for district information and planning purposes. No performance levels are assigned for this indicator for 2005.
- Only students with PEIMS VOCED status codes 1 (enrolled in Career/Technology Elective), 2 (enrolled in Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included in the calculation of this indicator.
- A list of CTE non-traditional courses is located in the back of this manual as Appendix A.
- Course completion data are for the 2003-2004 school year.
- Each student is counted for each course completed. For example, a student completing five non-traditional courses is counted five times in this indicator.

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SECTION V

No Child Left Behind (NCLB) Indicators

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

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

CALCULATION

For more information on Adequate Yearly Progress, refer to the 2005 Adequate Yearly Progress Guide available at: <http://www.tea.state.tx.us/ayp>.

NOTES

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

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: Adequate Yearly Progress (AYP)				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
The district was not evaluated for its economically disadvantaged population in 2005. (Refer to <i>AYP Guide</i> for more information.)	The district's economically disadvantaged TAKS passing rate is at or above the federal accountability standard for the subject.	The district's economically disadvantaged TAKS passing rate is 0.1 to 5.0 percentage points below the federal accountability standard for the subject.	The district's economically disadvantaged TAKS passing rate is 5.1 to 10.0 percentage points below the federal accountability standard for the subject.	The district's economically disadvantaged TAKS passing rate is at least 10.1 percentage points below the federal accountability standard for the subject.

Indicator	Subject	Standard	0	1	2	3
1(i)	Mathematics	42.0%	≥ 42.0%	37.0% - 41.9%	32.0% - 36.9%	≤ 31.9%
1(ii)	Reading/ELA	53.0%	≥ 53.0%	48.0% - 52.9%	43.0% - 47.9%	≤ 42.9%

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

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

CALCULATION

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

$$\text{District migrant passing rate for a TAKS [subject (i-v)] test} = \frac{\text{District number of migrant students who passed the TAKS [subject (i-v)] test in spring 2005}}{\text{District number of migrant students who took the TAKS [subject (i-v)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 migrant TAKS test takers in the subject for the district in spring 2005.
- Professional judgment special analysis is available in the Mathematics and Reading/ELA subject areas evaluated under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as a **migrant** student on the spring 2005 TAKS answer document (Migrant Student indicator code).

NOTES

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

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

- **New!** Second administration of Grade 5 reading and mathematics are included.
- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used; results are summed across grades.
- Spanish TAKS is included.

PERFORMANCE LEVEL ASSIGNMENT

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

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

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

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
2(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
2(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
2(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
2(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
2(v)	Writing	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

NCLB Indicator #3: Migrant Annual Dropout Rate

This indicator is the percent of migrant students (Grades 7-12) who dropped out in 2003-2004.

CALCULATION

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

$$\text{District migrant annual dropout rate} = \frac{\text{District number of migrant students (Grades 7-12) who dropped out in 2003-2004}}{\text{District number of migrant students (Grades 7-12) in attendance in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 migrant students in Grades 7-12 in the district in and at least 5 migrant dropouts.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

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

NOTES

- Dropout data are for the 2003-2004 school year.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District Migrant Annual Dropout Rate				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 / 0SA (met standard)	Performance Level = 1 / 1SA	Performance Level = 2 / 2SA	Performance Level = 3 / 3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	The district migrant annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district migrant annual dropout rate is between 2.1% and 5.0%.	The district migrant annual dropout rate is between 5.1% and 8.0%.	The district migrant annual dropout rate is 8.1% or higher.

NCLB Indicator #4: Migrant RHSP/DAP Graduation Rate

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

CALCULATION

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

$$\text{District migrant RHSP/DAP graduation rate} = \frac{\text{District number of migrant students who graduated with a RHSP or DAP diploma in 2003-2004}}{\text{District number of migrant students who graduated in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- For additional information about data sources and methodology for calculating the RHSP/DAP graduation rate, see the *2005 Accountability Manual* available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2005/manual/>.

NOTES

- This is a Report Only indicator for 2005. The district migrant RHSP/DAP graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator for 2005.
- Graduation data are for the 2003-2004 school year.

NCLB Indicator #5: Highly Qualified Teachers as Defined by NCLB

This indicator is the percent of teachers who met highly qualified standards as defined by NCLB.

CALCULATION

For each district, calculate the district highly qualified teacher rate:

$$\text{District highly qualified teacher rate} = \frac{\text{District-reported number of teachers meeting the Title II highly qualified standards in core academic subject areas as defined by NCLB in 2004-2005}}{\text{District-reported number of teachers in 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- Teachers' highly qualified status are reported by districts on the 2004-2005 Highly Qualified Teacher Survey through the agency's eGrants system. The highly qualified teacher requirements are discussed in detail in the guidance documents available at the following web address:
<http://www.tea.state.tx.us/nclb/hqteachers.html>.

NOTES

- This is a Report Only indicator for 2005. The district highly qualified teacher rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.

NCLB Indicator #6: Annual Measurable Achievement Objective (LEP Progress Grades 3-12)

This indicator is the percent of current Limited English Proficient (LEP) students in Grades 3-12 who progressed at least one proficiency level on the Texas English Language Proficiency Assessment System (TELPAS) Composite Rating from 2003-2004 to 2004-2005.

CALCULATION

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

$$\text{District LEP 3-12 TELPAS progress rate} = \frac{\text{District number of current LEP students (Grades 3-12) who progressed at least one proficiency level on the TELPAS Composite Rating from 2003-2004 to 2004-2005}}{\text{District number of current LEP students (Grades 3-12) assessed on the TELPAS in both 2003-2004 and 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 current LEP students (Grades 3-12) assessed on the TELPAS in 2003-2004 and 2004-2005.
- The PBMAS special analysis process is not applicable to this indicator.

DATA SOURCE

- For additional information about data sources and methodology for calculating the LEP Progress (Grades 3-12) AMAO, see correspondence available at following web addresses:
 - <http://www.tea.state.tx.us/taa/stanprog012805.html>
 - http://www.tea.state.tx.us/student.assessment/resources/letters/2005/050429_TELPAS
 - <http://www.tea.state.tx.us/nclb/PDF/AMAOLetter0705.pdf>

NOTES

- Students need to have two years of results to show progress from one proficiency level to the next.
- The TELPAS Composite Score integrates the results of the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP) into a single measure. A weighting formula is used to generate composite scores and composite ratings of Beginning, Intermediate, Advanced, and Advanced High.

Language Domain	Test	Weight in Composite Score
Listening	TOP	5.0%
Speaking	TOP	5.0%
Reading	RPTE	80.0%
Writing	TOP	10.0%

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: Annual Measurable Achievement Objective (LEP Progress Grades 3-12)		
Performance Level (PL) Assignments		
Performance Level = Not Assigned (NA)	Performance Level = AMAO Met	Performance Level = AMAO Not Met
PL not equal to <i>AMAO Met</i> and fewer than 30 current LEP students (Grades 3-12) assessed on the TELPAS in 2003-2004 and 2004-2005.	The percent of current LEP students progressing by at least one proficiency level a year on the TELPAS Composite Rating is at least 40.0%.	The percent of current LEP students progressing by at least one proficiency level a year on the TELPAS Composite Rating is less than 40.0%.

NCLB Indicator #7: Annual Measurable Achievement Objective (LEP Attainment Grades K-2)

This indicator is the percent of current Limited English Proficient (LEP) students in Grades K-2 who reached the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS) Composite Rating in 2004-2005.

CALCULATION

For each district, calculate the LEP K-2 TELPAS Advanced High attainment rate:

$$\text{District LEP K-2 TELPAS attainment rate} = \frac{\text{District number of current LEP students (Grades K-2) who received a TELPAS Composite Rating of Advanced High in 2004-2005}}{\text{District number of current LEP students (Grades K-2) assessed on the TELPAS in 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 current LEP students (Grades K-2) assessed on the TELPAS in 2004-2005
- The PBMAS special analysis process is not applicable to this indicator.

DATA SOURCE

- For additional information about data sources and methodology for calculating the LEP Attainment (Grades K-2) AMAO, see correspondence available at following web addresses:
 - <http://www.tea.state.tx.us/taa/stanprog012805.html>
 - http://www.tea.state.tx.us/student.assessment/resources/letters/2005/050429_TELPAS
 - <http://www.tea.state.tx.us/nclb/PDF/AMAImpLetter0705.pdf>

NOTES

- The TELPAS Composite Score integrates the results of the Texas Observation Protocols (TOP) into a single measure. A weighting formula is used to generate composite scores and composite ratings of Beginning, Intermediate, Advanced, and Advanced High.

Language Domain	Test	Weight in Composite Score
Listening	TOP	5.0%
Speaking	TOP	5.0%
Reading	TOP (K-2)	80.0%
Writing	TOP	10.0%

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: Annual Measurable Achievement Objective (LEP Attainment Grades K-2)		
Performance Level (PL) Assignments		
Performance Level = Not Assigned (NA)	Performance Level = <i>AMAO Met</i>	Performance Level = <i>AMAO Not Met</i>
PL not equal to <i>AMAO Met</i> and fewer than 30 current LEP students (Grades K-2) assessed on the TELPAS in 2004-2005.	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is at least 1.5%.	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is less than 1.5%.

NCLB Indicator #8: Annual Measurable Achievement Objective (LEP Attainment Grades 3-12)

This indicator is the percent of Limited English Proficient (LEP) students in Grades 3-12 who met the attainment goal for English language proficiency in 2004-2005.

CALCULATION

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

Method 1:

$$\text{District LEP TELPAS attainment rate} = \frac{\text{District number of current LEP students (Grades 3-12) who received a TELPAS Composite Rating of Advanced High in 2004-2005}}{\text{District number of current LEP students (Grades 3-12) assessed on the TELPAS in 2004-2005}}$$

Method 2:

$$\text{District LEP attainment rate} = \frac{\text{District number of current LEP students (Grades 3-12 based on years in U.S. schools) who received a TELPAS Composite Rating of Advanced High in 2004-2005 and monitored LEP students (Grades 3-11) who passed English TAKS Reading/ELA in 2004-2005}}{\text{District number of current LEP students (Grades 3-12 based on years in U.S. schools) assessed on TELPAS in 2004-2005 and monitored LEP students (Grades 3-11) assessed on English TAKS Reading/ELA in 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 LEP students in the denominator for Method 1 or Method 2.
- The PBMAS special analysis process is not applicable to this indicator.

DATA SOURCE

- For additional information about data sources and methodology for calculating the LEP Attainment (Grades 3-12) AMAO, see correspondence available at following web addresses:
 - <http://www.tea.state.tx.us/taa/stanprog012805.html>
 - http://www.tea.state.tx.us/student.assessment/resources/letters/2005/050429_TELPAS
 - <http://www.tea.state.tx.us/nclb/PDF/AMAOImpLetter0705.pdf>

NOTES

- The TELPAS Composite Score integrates the results of the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP) into a single measure. A weighting formula is used to generate composite scores and composite ratings of Beginning, Intermediate, Advanced, and Advanced High. (See Notes section of NCLB Indicator #6 for table showing the weighting formula.)
- Method 2 current LEP students includes Grade 3 current LEP students who have been in U.S. schools for 3 or more years and Grades 4-12 current LEP students who have been in U.S. schools 4 or more years.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: Annual Measurable Achievement Objective (LEP Attainment Grades 3-12)		
Method 1		
Performance Level (PL) Assignments		
Performance Level = Not Assigned (NA)	Performance Level = AMAO Met	Performance Level = AMAO Not Met
PL not equal to <i>AMAO Met</i> and district did not meet minimum size requirements.	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is at least 25.0%. (Minimum size requirements not applicable if PL = <i>AMAO Met</i>)	The percent of current LEP students who received a TELPAS Composite Rating of Advanced High is less than 25.0%.

District Performance Level Criterion: Annual Measurable Achievement Objective (LEP Attainment Grades 3-12)		
Method 2		
Performance Level (PL) Assignments		
Performance Level = Not Assigned (NA)	Performance Level = AMAO Met	Performance Level = AMAO Not Met
PL not equal to <i>AMAO Met</i> and district did not meet minimum size requirements.	The percent of current LEP students demonstrating attainment based on years in U.S. schools and the percent of monitored LEP students demonstrating attainment is at least 40.0%. (Minimum size requirements not applicable if PL = <i>AMAO Met</i> .)	The percent of current LEP students demonstrating attainment based on years in U.S. schools and the percent of monitored LEP students demonstrating attainment is less than 40.0%.

Performance Level Assignment Continued on next page.

District Performance Level Criterion: Annual Measurable Achievement Objective (LEP Attainment Grades 3-12)

**Overall
Performance Level (PL) Assignments**

Performance Level = Not Assigned (NA)	Performance Level = <i>AMAO Met</i>	Performance Level = <i>AMAO Not Met</i>
District assigned PL = NA under both Method 1 and Method 2 or a combination on the two methods of PL = NA and PL = <i>AMAO Not Met</i> .	District assigned a PL = <i>AMAO Met</i> under either Method 1 or Method 2.	District assigned PL = <i>AMAO Not Met</i> under both Method 1 and Method 2.

NCLB Indicator #9: Annual Measurable Achievement Objective (LEP AYP)

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

CALCULATION

For each district, determine:

1. Did the district’s LEP student group meet AYP requirements?

NOTES

- For more information on Adequate Yearly Progress, please refer to the *2005 Adequate Yearly Progress (AYP) Guide* available at the following web address: <http://www.tea.state.tx.us/ayp>.
- The performance level assignments for this indicator are based on districts’ preliminary AYP status prior to appeals and will not be changed due to any resulting appeals being granted.

PERFORMANCE LEVEL ASSIGNMENT

Performance levels are assigned as follows:

District Performance Level Criterion: Annual Measurable Achievement Objective (LEP AYP)		
Performance Level (PL) Assignments		
Performance Level = Not Assigned (NA)	Performance Level = AMAO Met	Performance Level = AMAO Not Met
The district was not evaluated for its LEP population. (Refer to the <i>2005 AYP Guide</i> for more information.)	The district met AYP for its LEP student population.	The district missed AYP for its LEP student population.

SECTION VI

Special Education (SPED) Indicators

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

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

CALCULATION

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

$$\text{District special education passing rate for a TAKS [subject (i-v)] test} = \frac{\text{District number of special education students who passed the TAKS [subject (i-v)] test in spring 2005}}{\text{District number of special education students who took the TAKS [subject (i-v)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 special education TAKS takers in the subject area.
- Professional judgment special analysis is available for the Mathematics and Reading/ELA subject areas evaluated under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2005 TAKS answer document (special education indicator code).

NOTES

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

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

- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.
- Spanish TAKS is included.

PERFORMANCE LEVEL ASSIGNMENT

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

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

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

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
1(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
1(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
1(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
1(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
1(v)	Writing	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

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

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

CALCULATION

For each district, calculate the district TAKS passing rate for each TAKS subject for students dismissed from receiving SPED services:

$$\text{District SPED year-after-exit passing rate for a TAKS [subject (i-v)] test} = \frac{\text{District number of students who were identified to receive SPED services in fall 2003 and not identified to receive SPED services in fall 2004 who passed the TAKS [subject (i-v)] test in spring 2005}}{\text{District number of students who were identified to receive SPED services in fall 2003 and not identified to receive SPED services in fall 2004 who took the TAKS [subject (i-v)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 TAKS test takers (dismissed from receiving SPED services) in the subject area.
- Professional judgment special analysis is not available for this indicator.

DATA SOURCE

- PEIMS fall 2003 snapshot data; PEIMS fall 2004 snapshot data.
- Spring 2005 TAKS data.

NOTES

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

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

- **New!** Second administration of Grade 5 reading and mathematics are included.
- Second administration of Grade 3 reading is included.
- Reading and ELA are combined.
- Accountability subset is used; results are summed across grades.
- Spanish TAKS is included.
- Students must be in the same district in both school years to be included in the calculation of this indicator.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District Special Education Year-After-Exit TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	The district TAKS passing rate for students dismissed from receiving SPED services is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district TAKS passing rate for students dismissed from receiving SPED services is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district TAKS passing rate for students dismissed from receiving SPED services is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district TAKS passing rate for students dismissed from receiving SPED services is at least 10.1 percentage points below the state accountability standard for the subject.

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

Indicator	Subject	Standard	0 / 0SA	1 / 1SA	2 / 2SA	3 / 3SA
2(i)	Mathematics	35.0%	≥ 35.0%	30.0% - 34.9%	25.0% - 29.9%	≤ 24.9%
2(ii)	Reading/ELA	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
2(iii)	Science	25.0%	≥ 25.0%	20.0% - 24.9%	15.0% - 19.9%	≤ 14.9%
2(iv)	Social Studies	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%
2(v)	Writing	50.0%	≥ 50.0%	45.0% - 49.9%	40.0% - 44.9%	≤ 39.9%

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

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

CALCULATION

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

$$\text{District SDAA II gap closure rate for an SDAA II [subject (i-iii)] test} = \frac{\text{District number of special education students (Grades 3-8) taking the SDAA II [subject (i-iii)] test at grade level or one grade level below enrolled grade level in spring 2005}}{\text{District number of special education students (Grades 3-8) taking the SDAA II [subject (i-iii)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education taking the SDAA II in the subject area.
- Professional judgment special analysis is not available for this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district in Grades 3-8 on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as tested on the SDAA II in spring 2005.

NOTES

- The district SDAA II gap closure rate for SDAA II Writing is reported for district information and planning purposes. No performance levels are assigned for the SDAA II Writing portion of this indicator in 2005.
- Students with SDAA II performance at achievement level 1 are not included in the calculation of this indicator.
- The SPED SDAA II gap closure rate (Grades 3-8) is based on results from students in the following grades:

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

PERFORMANCE LEVEL ASSIGNMENT

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

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

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

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

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

CALCULATION

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

$$\text{District SDAA II gap closure rate for an SDAA II [subject (i-ii)] test} = \frac{\text{District number of special education students (Grades 3-10) taking the SDAA II [subject (i-ii)] test at grade level or one grade level below enrolled grade level in spring 2005}}{\text{District number of special education students (Grades 3-10) taking the SDAA II [subject (i-ii)] test in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district in Grades 3-10 on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as tested on the SDAA II in spring 2005.

NOTES

- **New!** This is a Report Only indicator for 2005. The district SPED SDAA II gap closure rate (Grades 3-10) is reported for district information and planning purposes. No performance levels are assigned for the SDAA II gap closure (Grades 3-10) indicator in 2005.
- Students with SDAA II performance at achievement level 1 are not included in the calculation of this indicator.
- Students enrolled in Grade 10 who take the instructional level 10 ELA test are included in the numerator for Reading on this indicator.
- The SPED SDAA II gap closure rate (Grades 3-10) is based on results from students in the following grades:

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

Special Education Indicator #5: SPED TAKS Only Participation Rate

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

CALCULATION

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

$$\text{District special education TAKS Only participation rate} = \frac{\text{District number of students (Grades 3-11) served in special education tested on TAKS for all subjects in spring 2005}}{\text{District number of students (Grades 3-11) served in special education for whom a TAKS or SDAA II answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2005 TAKS and SDAA II answer document (special education indicator code).

NOTES

- **New!** This indicator is Report Only for 2005. The SPED TAKS Only participation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- The special education TAKS Only participation rate is based on results from students in the following grades:

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

Special Education Indicator #6: SPED SDAA II Only Participation Rate

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

CALCULATION

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

$$\text{District special education SDAA II Only participation rate} = \frac{\text{District number of students (Grades 3-10) served in special education tested on the SDAA II for all subjects for which SDAA II was available in spring 2005}}{\text{District number of students (Grades 3-10) served in special education for whom a TAKS or SDAA II answer document was submitted for those subjects for which SDAA II was available in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) **and** also reported by the district as participating in a **special education** program on the spring 2005 SDAA II and TAKS answer document (special education indicator code).

NOTES

- **New!** This indicator is Report Only for 2005. The SPED SDAA II Only participation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- The special education SDAA II Only participation rate is based on results from students in the following grades:

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

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Special Education Indicator #7: SPED Statewide Assessment Exemption Rate

This indicator is the percent of special education students (Grades 3-10) who received Admission, Review, and Dismissal (ARD) exemption from the TAKS and SDAA II statewide assessments.

CALCULATION

For each district, determine the district statewide assessment exemption rate:

$$\text{District statewide assessment exemption rate} = \frac{\text{District number of students (Grades 3-10) served in special education who received an ARD exemption from the TAKS and SDAA II for all subjects in spring 2005}}{\text{District number of students (Grades 3-10) served in special education for whom a TAKS or SDAA II answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students (Grades 3-10) served in special education for whom a TAKS or SDAA II answer document was submitted in spring 2005.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

- The data for this indicator are based on students reported as **enrolled** in the district on the PEIMS fall 2004 snapshot date (110 Record) and also reported by the district as **exempt** for all subjects on the spring 2005 TAKS and SDAA II answer documents (exemption indicator code).

NOTES

- The standards for this indicator are based, in part, on Texas Education Code §39.027(c) and are determined according to Average Daily Attendance (ADA).

PERFORMANCE LEVEL ASSIGNMENT

The district special education statewide assessment exemption rate is compared to the PBMAS standards for statewide assessment exemptions, and performance levels are assigned as follows:

District Performance Level Criterion: SPED Statewide Assessment Exemption Rate (ADA = 1600 or higher)				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 / 0SA (met standard)	Performance Level = 1 / 1SA	Performance Level = 2 / 2SA	Performance Level = 3 / 3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	The district statewide assessment exemption rate is 3.0% or lower. Minimum size requirements not applicable if PL = 0.	The district statewide assessment exemption rate is between 3.1% and 4.0%.	The district statewide assessment exemption rate is between 4.1% and 5.0%.	The district statewide assessment exemption rate is 5.1% or higher.

District Performance Level Criterion: SPED Statewide Assessment Exemption Rate (ADA Less than 1600)				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 / 0SA (met standard)	Performance Level = 1 / 1SA	Performance Level = 2 / 2SA	Performance Level = 3 / 3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	The district statewide assessment exemption rate is 8.0% or lower. Minimum size requirements not applicable if PL = 0.	The district statewide assessment exemption rate is between 8.1% and 9.0%.	The district statewide assessment exemption rate is between 9.1% and 10.0%.	The district statewide assessment exemption rate is 10.1% or higher.

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

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

CALCULATION

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

$$\text{District 3-5 year olds less restrictive environment placement rate} = \frac{\text{District number of students ages 3-5 served in special education who are placed in less restrictive environments in 2004-2005}}{\text{District number of students ages 3-5 served in special education in 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- The data for this indicator are based on the placement of special education students reported by the district as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2004 snapshot data; 110 Record and 163 Record, Element ID E0173).

NOTES

- **New!** This is a Report Only indicator for 2005. The SPED 3-5 year olds less restrictive environment placement rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- PEIMS setting codes **40 (mainstream)** and **41 (receive resource room services less than 21% of the day)** are the less restrictive environments used in the calculation of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The student's age is determined as of September 1, 2004 for this indicator.

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Special Education Indicator #9: SPED 3-11 Year Olds Less Restrictive Environment Placement Rate

This indicator is the percent of students ages 3-11 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 3-11 years old in less restrictive environments:

$$\text{District 3-11 year olds less restrictive environment placement rate} = \frac{\text{District number of students ages 3-11 served in special education who are placed in less restrictive environments in 2004-2005}}{\text{District number of students ages 3-11 served in special education in 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students ages 3-11 served in special education.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

- The data for this indicator are based on the placement of special education students reported by districts as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2004 snapshot data; 110 Record and 163 Record, Element ID E0173).

NOTES

- PEIMS setting codes **40 (mainstream)** and **41 (receive resource room services less than 21% of the day)** are the less restrictive environments used in the calculation of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The student's age is determined as of September 1, 2004 for this indicator.

PERFORMANCE LEVEL ASSIGNMENT

The district 3-11 year olds less restrictive environment placement rate is compared to the PBMAS standards for placements in less restrictive environments, and performance levels are assigned as follows:

District Performance Level Criterion: District 3-11 Year Olds Less Restrictive Environment Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 / 0SA (met standard)	Performance Level = 1 / 1SA	Performance Level = 2 / 2SA	Performance Level = 3 / 3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	The district placement rate in less restrictive environments is 25.0% or higher.	The district placement rate in less restrictive environments is between 17.5% and 24.9%.	The district placement rate in less restrictive environments is between 9.5% and 17.4%.	The district placement rate in less restrictive environments is 9.4% or lower.

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

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

CALCULATION

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

$$\text{District 12-21 year olds less restrictive environment placement rate} = \frac{\text{District number of students ages 12-21 served in special education who are placed in less restrictive environments in 2004-2005}}{\text{District number of students ages 12-21 served in special education in 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students ages 12-21 served in special education.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

- The data for this indicator are based on the placement of special education students reported by districts as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2004 snapshot data; 110 Record and 163 Record, Element ID E0173).

NOTES

- PEIMS setting codes **40 (mainstream)** and **41 (receive resource room services less than 21% of the day)** are the less restrictive environments used in the calculation of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The student's age is determined as of September 1, 2004 for this indicator.

PERFORMANCE LEVEL ASSIGNMENT

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

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

Special Education Indicator #11: SPED Annual Dropout Rate

This indicator is the percent of students (Grades 7-12) served in special education who dropped out in 2003-2004.

CALCULATION

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

$$\text{District special education annual dropout rate} = \frac{\text{District number of students served in special education (Grades 7-12) who dropped out in 2003-2004}}{\text{District number of students served in special education (Grades 7-12) in attendance in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students (Grades 7-12) served in special education and at least 5 dropouts served in special education.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

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

NOTES

- Dropout data are for the 2003-2004 school year.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District Special Education Annual Dropout Rate				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 / 0SA (met standard)	Performance Level = 1 / 1SA	Performance Level = 2 / 2SA	Performance Level = 3 / 3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	The district special education annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district special education annual dropout rate is between 2.1% and 5.0%.	The district special education annual dropout rate is between 5.1% and 8.0%.	The district special education annual dropout rate is 8.1% or higher.

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

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

CALCULATION

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

$$\begin{array}{l} \text{District special} \\ \text{education} \\ \text{RHSP/DAP} \\ \text{graduation rate} \end{array} = \frac{\text{District number of students served in special education who graduated with a RHSP or DAP diploma in 2003-2004}}{\text{District number of students served in special education who graduated in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- For additional information about data sources and methodology for calculating the RHSP/DAP graduation rate, see the *2005 Accountability Manual* available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2005/manual/>.

NOTES

- This is a Report Only indicator for 2005. The district special education RHSP/DAP graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- Graduation data are for the 2003-2004 school year.

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Special Education Indicator #13: SPED Identification

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

CALCULATION

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

$$\text{District special education identification rate} = \frac{\text{District number of special education students enrolled in 2004-2005}}{\text{District number of students enrolled in 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students enrolled in the district.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

- The data for this indicator are based on the number of students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2004 snapshot data; 110 Record and 163 Record).

NOTES

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

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District Special Education Identification Rate				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 / 0SA (met standard)	Performance Level = 1 / 1SA	Performance Level = 2 / 2SA	Performance Level = 3 / 3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	The district identification of students to receive special education services is 8.5% or lower. Minimum size requirements not applicable if PL = 0.	The district identification of students to receive special education services is between 8.6% and 12.0%.	The district identification of students to receive special education services is between 12.1% and 16.0%.	The district identification of students to receive special education services is 16.1% or higher.

Special Education Indicator #14: SPED African American Representation

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

CALCULATION

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

$$\text{District special education African American percentage} = \frac{\text{District number of African American students served in special education in 2004-2005}}{\text{District number of special education students enrolled in 2004-2005}}$$

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

$$\text{District overall African American percentage} = \frac{\text{District number of African American students enrolled in 2004-2005}}{\text{District number of students enrolled in 2004-2005}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 African American students and at least 30 students served in special education.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

- The data for this indicator are based on the number of **African American** students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2004 snapshot data; 101 Record, 110 Record, and 163 Record).

NOTES

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

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District SPED African American Representation				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 / 0SA (met standard)	Performance Level = 1 / 1SA	Performance Level = 2 / 2SA	Performance Level = 3 / 3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	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 2.0 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 between 2.1 and 5.0 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 5.1 percentage points higher than the percent of all district students who are African American.

Special Education Indicator #15: SPED Hispanic Representation

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

CALCULATION

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

$$\text{District special education Hispanic percentage} = \frac{\text{District number of Hispanic students served in special education in 2004-2005}}{\text{District number of special education students enrolled in 2004-2005}}$$

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

$$\text{District overall Hispanic percentage} = \frac{\text{District number of Hispanic students enrolled in 2004-2005}}{\text{District number of students enrolled in 2004-2005}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 Hispanic students and at least 30 students served in special education.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

- The data for this indicator are based on the number of **Hispanic** students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2004 snapshot data; 101 Record, 110 Record, and 163 Record).

NOTES

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

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District SPED Hispanic Representation				
Performance Level (PL) Assignments				
Performance Level = Not Evaluated (NE)	Performance Level = 0 / 0SA (met standard)	Performance Level = 1 / 1SA	Performance Level = 2 / 2SA	Performance Level = 3 / 3SA
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Evaluated</i> .	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 2.0 percentage points higher than the percent of all district students who are Hispanic.	The district percent of special education students who are Hispanic is between 2.1 and 5.0 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 5.1 percentage points higher than the percent of all district students who are Hispanic.

Special Education Indicator #16: SPED LEP Representation

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

CALCULATION

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

$$\text{District special education LEP percentage} = \frac{\text{District number of LEP students served in special education in 2004-2005}}{\text{District number of special education students enrolled in 2004-2005}}$$

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

$$\text{District overall LEP percentage} = \frac{\text{District number of LEP students enrolled in 2004-2005}}{\text{District number of students enrolled in 2004-2005}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- The data for this indicator are based on the number of **LEP** students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2004 snapshot data; 110 Record and 163 Record).

NOTES

- This is a Report Only indicator for 2005. The district special education LEP representation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2005.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.

Special Education Indicator #17: SPED Discretionary DAEP Placements

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

CALCULATION

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

$$\text{District special education DAEP placement rate} = \frac{\text{District number of discretionary DAEP placements of students served in special education in 2003-2004}}{\text{District number of students served in special education in attendance in 2003-2004}}$$

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

$$\text{District overall DAEP placement rate} = \frac{\text{District number of discretionary DAEP placements for all students in 2003-2004}}{\text{District number of all students in attendance in 2003-2004}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

- The data for this indicator are based on the number of students (all students and special education students) reported by the district as **in attendance** and the number of incidents of **discretionary placements in a DAEP** (all students and special education students) (PEIMS summer 2004 data; 400 Record, 405 Record, and 425 Record).

NOTES

- Discretionary DAEP placements are for the 2003-2004 school year.
- Note that discretionary DAEP placements are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows:
 Action Codes (Element ID E1005) = 07 and Reason Codes (Element ID E1006) = 01, 10, 21, 22, 23, 33, 34, 41, and/or 49.

PERFORMANCE LEVEL ASSIGNMENT

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

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

Special Education Indicator #18: SPED Discretionary Expulsions

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

CALCULATION

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

$$\text{District special education discretionary expulsion rate} = \frac{\text{District number of discretionary expulsions of students served in special education in 2003-2004}}{\text{District number of students served in special education in attendance in 2003-2004}}$$

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

$$\text{District overall discretionary expulsion rate} = \frac{\text{District number of discretionary expulsions of all students in 2003-2004}}{\text{District number of all students in attendance in 2003-2004}}$$

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

$$\text{Difference score} = \text{District special education discretionary expulsion rate} - \text{District overall discretionary expulsion rate}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

- The data for this indicator are based on the number of students (all students and special education students) reported by the district as **in attendance** and the number of incidents of **discretionary expulsion** (all students and special education students) (PEIMS summer 2004 data; 400 Record, 405 Record, and 425 Record).

NOTES

- Discretionary expulsions are for the 2003-2004 school year.
- Note that discretionary expulsions are defined using the PEIMS 425 Record – Disciplinary Action Codes Disciplinary Action Reason Codes as follows:
 Action Code (Element ID E1005) = 01, 02, 03, 04 and Reason Code (Element ID E1006) = 04, 05, 06, 08, 20, 22, 23, 26, 27, 35, and/or 49.

PERFORMANCE LEVEL ASSIGNMENT

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

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

Special Education Indicator #19: SPED Discretionary Placements to ISS

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

CALCULATION

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

$$\frac{\text{District special education discretionary ISS placement rate}}{\text{District special education discretionary ISS placement rate}} = \frac{\text{District number of discretionary placements of students served in special education to ISS in 2003-2004}}{\text{District number of students served in special education in attendance in 2003-2004}}$$

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

$$\frac{\text{District overall discretionary ISS placement rate}}{\text{District overall discretionary ISS placement rate}} = \frac{\text{District number of discretionary placements of all students to ISS in 2003-2004}}{\text{District number of all students in attendance in 2003-2004}}$$

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

$$\text{Difference score} = \text{District special education discretionary ISS placement rate} - \text{District overall discretionary ISS placement rate}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education.
- Professional judgment special analysis is available for this indicator.

DATA SOURCE

- The data for this indicator are based on the number of students (all students and special education students) reported by the district as **in attendance** and the number of incidents of **discretionary placements in ISS** (all students and special education students) (PEIMS summer 2004 data; 400 Record, 405 Record, and 425 Record).

NOTES

- Discretionary placements to ISS are for the 2003-2004 school year.
- Note that discretionary placements to ISS are defined using the PEIMS 425 Record – Disciplinary Action Codes Disciplinary Action Reason Codes as follows:
 Action Code (Element ID E1005) = 06 and 26 and Reason Code (Element ID E1006) = All Codes

PERFORMANCE LEVEL ASSIGNMENT

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

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

SECTION VII: COMMENTS and QUESTIONS:

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

Address: Division of Performance-Based Monitoring
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Phone: (512) 936-6426
Fax: (512) 475-3880
Email: pbm@tea.state.tx.us

Other Helpful Contact Information:

Division: Program Monitoring and Interventions
Phone: (512) 463-9414
Fax: (512) 463-9560
Email: pmdivision@tea.state.tx.us

Division: Bilingual Education
Phone: (512) 475-3555
Fax: (512) 463-8057
Email: Georgina.Gonzalez@tea.state.tx.us

Division: Career and Technology Education
Phone: (512) 463-9581
Fax: (512) 463-8057
Email: Karen.Batchelor@tea.state.tx.us

Division: NCLB Program Coordination
Phone: (512) 463-9374
Fax: (512) 305-9447
Email: Cory.Green@tea.state.tx.us

Comments on the 2005 PBMAS

Comments on the 2005 PBMAS, including indicators, performance levels, standards, and other components of the system are welcome and will assist the agency in its PBMAS evaluation and future system development. Comments may be submitted to **Rachel Harrington, Division Director, Division of Performance-Based Monitoring, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494** or sent via e-mail to pbm@tea.state.tx.us. In addition, recommendations for individuals to participate in the planning and development for the 2006 PBMAS may also be submitted. Comments and/or nominations should be provided no later than December 1, 2005, in order to allow sufficient time for incorporation into the 2006 PBMAS development cycle.

SECTION VIII: APPENDIX A

Career & Technology Education

Nontraditional Courses

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

Nontraditional for Females				
PEIMS Number	Course		PEIMS Number	Course
11934422	Agricultural Mechanics I		12534701	Electronics I
11934423	Agricultural Mechanics II		12534702	Electronics II
N1253461	Computer Network Technician		12534801	Animation I
12511101	Architectural Drafting I		12540179	WBL/Industrial/Manufact System
12511102	Architectural Drafting II		12546102	Petrochemical Process Tech
12511103	Engineering & Architect Drafting		12546301	Plant Maintenance
12511104	Architectural Drafting III		12546504	Power Technology
12511701	Engineering CAD I		12547101	AC/DC Elect/Computer Systems
12511702	Engineering CAD II		12547102	AC/DC Elec/Digital Logic Func
12511703	Advanced CAD III		12547103	Alternating Current Electronics
12511704	Comp. Graphics/Machine Drafting		12547104	Digital Logic Circuits
12512101	Drafting I		12547105	Digital Logic Elec Circuit Tec
12512102	Drafting II		12547106	Direct Current Electronics
12520177	WBL/Construction-Maint Systems		12550180	WBL/Metal Technology Systems

12522501	Building Maintenance I		12557301	Machine Shop I
12522502	Building Maintenance II		12557302	Machine Shop II
12522701	Architectural Blueprints/Specs		12557501	Metal Trades I
12522702	Architectural Materials		12557502	Metal Trades II
12522703	Building Trades I		12557901	Welding I
12522704	Building Trades II		12557902	Welding II
12522705	Building Trades III		12568502	Upholstery/Furniture Repair I
12522901	Electrical Trades I		12570182	WBL/Transportation Systems
12522902	Electrical Trades II		12578903	Aircraft Mechanics I
12523101	Heating/Vent/AC/Refrig I		12579101	Automotive Specialization
12523102	Heating/Vent/AC/Refrig II		12579102	Automotive Technician I
12523301	Bricklaying/Stone Masonry I		12579103	Automotive Technician II
12523501	Mill and Cabinetmaking I		12579105	Transportation Service Technician
12523502	Mill and Cabinetmaking II		12579106	Automotive Technician III
12523701	Piping Trades/Plumbing I		12579301	Auto Collision Repair Tech I
12523702	Piping Trades/Plumbing II		12579302	Auto Collision Repair Tech II
12530178	WBL/Electrical-Electronic Sys		12579501	Diesel Mechanics I
12534501	Computer Cabling and Design		12579502	Diesel Mechanics II
12534502	Computer Maintenance Tech I		12579901	Small Engine Repair I
12534503	Computer Maintenance Tech II		12579902	Small Engine Repair II

Nontraditional for Males

PEIMS Number	Course
12101400	Health Science Technology II
12101500	Health Science Technology III
N1220304	Elementary School Teacher Asst.
N1256824	Floriculture I
N1295003	Careers in Education I
N1295004	Careers in Education II



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