

Explanation of the 2014 PBMA Regional Longitudinal Report

Indicator: The Performance-Based Monitoring Analysis System (PBMA) reports performance and program effectiveness results on a variety of indicators. Detailed information on the indicators can be found in each year's PBMA Manual, available at <http://www.tea.state.tx.us/pbm/PBMAManuals.aspx>.

2014 Standard or State Rate: This is the established level of performance (standard) used to evaluate performance and program effectiveness or, if the indicator is a Report Only indicator, this is the average performance (state rate) of all regions in the state.

2014 Region Rate: This represents the performance of each region as a whole on a particular indicator (c/d=b).

2014 Numerator: The number of events observed in a particular indicator (e.g. the number of students scoring at the beginning proficiency level).

2014 Denominator: This represents the total population evaluated in a particular indicator (e.g. the number of students tested on the TELPAS reading test).

Region ZZ
County-District Number: XXXXX

TEXAS EDUCATION AGENCY
2014 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
REGIONAL LONGITUDINAL REPORT
Bilingual Education/English as a Second Language

INDICATOR	(a) 2014 PBMA STANDARD(%) OR STATE RATE	(b) 2014 REGION RATE	(c) 2014 NUMERATOR	(d) 2014 DENOMINATOR	(e) 2014 PERFORMANCE LEVEL	(f) 2014 REGION RATE	(g) 2013 REGION RATE	(h) 2012 REGION RATE	(i) 2012 - 2014 CHANGE
1. BE STAAR# 3-8 PASSING RATE									
(i) MATHEMATICS	70.0	47.1	16	34	3	47.1	57.1		
(ii) READING	70.0	45.7	16	35	3	45.7	53.6		
(iii) SCIENCE	65.0	*	*	*	No Data	*	*	0.0	
(iv) SOCIAL STUDIES	65.0	*	*	*	No Data	*	*		
(v) WRITING	70.0	*	*	*	Not Assigned	*	100.0		
2. ESL STAAR# 3-8 PAS									
(i) MATHEMATICS	70.0	55.9							
(ii) READING	70.0	50.9							
(iii) SCIENCE	65.0	36.2							
(iv) SOCIAL STUDIES	65.0	24.0							
(v) WRITING	70.0	45.8							
3. LEP (NOT SERVED IN BE/ESL) STAAR# 3-8 PASSING RATE									
(i) MATHEMATICS	70.0	66.2							
(ii) READING	70.0	57.6							
(iii) SCIENCE	65.0	45.8							
(iv) SOCIAL STUDIES	65.0	6.3							
(v) WRITING	70.0	36.8							
4. LEP YEAR-AFTER-EXIT (YAE) STAAR# 3-8 PASSING RATE									
(i) MATHEMATICS	70.0	77.4	106	137	0	77.4	81.4		
(ii) READING	70.0	82.5	113	137	0	82.5	78.8		
(iii) SCIENCE	65.0	80.6	25	31	0	80.6	55.8		
(iv) SOCIAL STUDIES	65.0	*	*	*	0	*	14.3		
(v) WRITING	70.0	76.8	43	56	0	76.8	72.5		
5. LEP STAAR# EDC PASSING RATE									
(i) MATHEMATICS	50.0	52.5	21	40	0	52.5			
(ii) SCIENCE	50.0	56.8	25	44	0	56.8			
(iii) SOCIAL STUDIES	71.8	76.9	20	26	Report Only	76.9			
(iv) ENGLISH LANGUAGE ARTS	25.7	18.4	21	114	Report Only	18.4			
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)									
	1.8	2.0	6	293	1	2.0	0.7	1.0	
7. LEP RHSP/DAP DIPLOMA RATE									
	70.0	77.3	17	22	0	77.3	11.1	40.9	36.4
8. LEP GRADUATION RATE									
	75.0	83.3	20	24	0	83.3	52.9	80.0	
9. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE									
	4.5 (9.6)	2.8 (10.6)	22 (83)	783	0	2.8	4.5	3.7	-0.9
10. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS									
	7.5	6.5	26	401	0	6.5	4.8	5.5	1.0

Example of masked data; see footnote.

Performance Level: The result that occurs when a standard is applied to a group's performance on an indicator. PBMA performance levels range from 0 (Met Standard) to 3.

2012-2014 Change: This represents the change in the regional rates from 2012 - 2014 (f-h = i) if the rates are comparable; see footnote.

Detailed information on each of the indicators above can be found in the 'PBMA 2014 Manual' at <http://www.tea.state.tx.us/pbm/PBMAManuals.aspx>. An asterisk (*) is used to mask data in order to protect student confidentiality. State rates are presented in column (a) for Report Only indicators #5 (iii-iv). The region rates for previous years are presented only if the rates are comparable to the current year rate for the indicator. For the TELPAS Reading Beginning Proficiency Level Rate (BE/ESL Indicator #9), the parenthetical values presented in columns (a), (b), and (c) are based on 2014 TELPAS reading proficiency level cut scores.