Figure: 19 TAC §97.1005(b)

2016 Performance-Based Monitoring Analysis System Manual

Texas Education Agency

Department of Assessment and Accountability
Division of Performance Reporting

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Section I: Introduction

The Performance-Based Monitoring Analysis System (PBMAS)

The PBMAS is a district-level, data-driven monitoring system developed and implemented annually by Performance-Based Monitoring (PBM) staff in coordination with other Texas Education Agency (TEA) divisions and departments. The PBMAS 2016 Manual is intended to serve as a comprehensive technical resource for the PBMAS, which is used by TEA as one part of its annual evaluation of school districts'[1] performance and program effectiveness.

Guiding Principles of the PBMAS

The PBMAS is based on the following guiding principles:

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

Statutory Requirements. PBMAS is designed to meet statutory requirements.

Indicator Design. PBMAS indicators reflect critical areas of student performance, program effectiveness, and data integrity.

Maximum Inclusion. PBMAS evaluates a maximum number of school districts by using appropriate alternatives to analyze the performance of districts with small numbers of students.

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

High Expectations. PBMAS promotes high expectations for all students in all school districts. PBMAS cut points will be adjusted over time to ensure continued student achievement and progress.

Annual Statewide Evaluation. PBMAS ensures the annual evaluation of all school districts in the state.

Public Input and Accessibility. The design, development, and implementation of the PBMAS are informed by public input received through meetings with school districts and education service centers, the public comment period included in the annual rule adoption of PBMAS manuals, and ongoing Texas Education Telecommunications Network (TETN) sessions. The performance information PBMAS generates is available to the public.

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

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

[1] Unless otherwise noted, the term districts includes open-enrollment charter schools.

Changes to the PBMAS in 2016

The 2016 PBMAS includes several key changes from the 2015 system. Many of these changes are marked in the manual as "***New!***" for easy reference.

Revisions to the State of Texas Assessments of Academic Readiness (STAAR)[2] are reflected in the 2016 PBMAS with the incorporation of STAAR performance standards in accordance with the Texas Administrative Code (19 TAC §101.3041). Any STAAR mathematics data from the 2015 PBMAS used in the 2016 PBMAS for aggregation or required improvement purposes reflect the new grades 3-8 STAAR mathematics performance standards. Additionally, the 2016 PBMAS includes STAAR data based on the Student Success Initiative (SSI) grade-advancement requirements that were reinstituted for mathematics in the 2015-2016 school year. New cut points are being implemented for the STAAR end-of-course (EOC) indicators, and performance level (PL) assignments are added to the STAAR EOC English language arts (ELA, i.e., English I and English II) indicators. New cut points are being implemented for the annual dropout rate and graduation rate indicators in all four program areas. The Recommended High School Program (RHSP) and Distinguished Achievement Program (DAP) indicators in all four program areas were deleted. Other changes unique to each PBMAS program area are summarized below.

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

In addition to the new cut points for the graduation rate indicators referenced above, the graduation rate in the BE/ESL program area will be determined based on students identified as English Language Learners (ELLs) at any time while attending Grades 9-12 in a Texas public school rather than determined only based on students identified as ELLs in their last year in a Texas public school. This change provides a more comprehensive evaluation of ELL graduation rates and increases the number of students included in the indicator, thereby increasing the number of districts meeting minimum size requirements and evaluated under the indicator.

Career and Technical Education (CTE)

For the 2015 PBMAS, special PL provisions were added to CTE Indicator #4(i-iv) (CTE SPED STAAR EOC Passing Rate). These provisions were designed to address the inclusion of STAAR A and STAAR Alternate 2 results. For the 2016 PBMAS, the targeted hold harmless component of those provisions will be discontinued, and PL assignments will be based on the new cut points applicable to the other CTE EOC indicators.

No Child Left Behind (NCLB)

For the 2016 PBMAS, there are no changes specific to the NCLB program area. However, indicators in this program area are being implemented based on the overall changes described in this manual that affect all PBMAS program areas in 2016.

Special Education (SPED)

For the 2015 PBMAS, special PL provisions were added to SPED Indicator #1(i-v) (SPED STAAR 3-8 Passing Rate) and SPED Indicator #3(i-iv) (SPED STAAR EOC Passing Rate). These provisions were designed to address the inclusion of STAAR A and STAAR Alternate 2 results. For the 2016 PBMAS, the targeted hold harmless component of those provisions will be discontinued. However, the PL 4 assignment added in the 2015 PBMAS will continue to be assigned in the 2016 PBMAS. Additionally, PL 3 and PL 4 assignments for SPED Indicator #1(i-v) will be based on adjusted cut points.

[2] STAAR® is a registered trademark of the Texas Education Agency.

The 6-11 and 12-21 age groups that were used for the SPED Regular Class ≥80% Rate and SPED Regular Class <40% Rate indicators have been combined into one 6-21 age group, resulting in the deletion of two indicators. To meet federal requirements under 20 U.S.C. 1418(d) and 34 Code of Federal Regulations (CFR) §300.646, the two remaining 6-21 age group indicators will include Report Only designations of significant disproportionality based on race or ethnicity.

Additionally, the 2016 PBMAS marks the beginning of a transition to a new PL structure for SPED Indicator #11 (SPED African American [Not Hispanic/Latino] Representation), SPED Indicator #12 (SPED Hispanic Representation), and SPED Indicator #13 (SPED LEP Representation). This new structure will, beginning with the 2017 PBMAS, replace the current percentage point difference with a disproportionality rate. More detailed information on these changes can be found in the SPED section of this manual.

Planning for the Future: 2017 and Beyond

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

- legislatively required changes to the statewide assessment program, STAAR;
- reauthorizations of federal statutes, including the Elementary and Secondary Education Act;
- results of any state or federal reviews, guidance, and regulations;
- changes to data collection definitions and processes; and
- legislation from a regular or special legislative session.

Section II:
Components of the 2016 PBMAS

Data Sources

Data used in the PBMAS come from a variety of sources. Student assessment data are obtained from data files provided by TEA's test contractor. Data obtained from areas within TEA include dropout and longitudinal graduation data from the Research and Analysis Division and Public Education Information Management System (PEIMS) data from the Statewide Education Data Systems Division. On rare occasions, a data source used in the PBMAS may be unintentionally affected by unforeseen circumstances, including natural disasters or test contractor administration issues. Should those circumstances occur, TEA will consider how or whether that data source will be used to ensure PBMAS calculations, performance level assignments, and interventions are implemented appropriately and in alignment with the system's guiding principles. Specific information about data sources is included in the description of each indicator in Section III of this manual.

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

Data Exclusions

Students described under Texas Education Code, §39.054(f) are excluded from the computation of annual dropout rates. In addition, the results of students assessed with STAAR L in one or more subject areas are excluded from PBMAS STAAR performance indicators. Any other exclusions that have been applied to a specific indicator are identified in the description of the indicator in Section III of this manual.

No Data Available for an Indicator

A district with no data available for evaluation receives a designation of *No Data*, meaning the district cannot be evaluated because of an absence of data. For example, if a district had no migrant students to report in a particular year's data collection, then for any migrant indicator based on that data collection, the PBMAS report for the district will indicate a performance level (PL) of *No Data*. Districts with one or more PL designations of *No Data* should examine their local data collection and submission procedures as well as the Data Source section for each PBMAS indicator to confirm the accuracy of the *No Data* designation. It is the ongoing responsibility of districts to ensure students are coded correctly for both PEIMS and student assessment data. In addition, data validation analyses and reviews are conducted by the agency as part of its performance-based monitoring activities.

Accountability Subset

Students who are enrolled in a district on October 30, 2015 (fall snapshot date) and test in the same district in the fall of 2015 or spring of 2016 are considered to be in the "accountability subset" while students who are enrolled in a district on October 30, 2015 but not enrolled in the same district for fall 2015 or spring 2016 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2015 is based on the 2014 fall snapshot date. Whether the accountability subset is used for a particular indicator is noted in the description of the indicator.

Rounding

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

Masking

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

Performance Levels

A performance level (PL) is the result that occurs when a standard is applied to a district's performance on an indicator. The PLs available for indicators in the 2016 PBMAS include *Not Assigned (NA) (including Not Assigned through SA or DI), 0, 0 SA, 0 RI, 1, 1 SA, 2, 2 SA, 3, and 3 SA*. SA refers to special analysis, which is described in the *Minimum Size Requirements and Special Analysis* section. RI refers to Required Improvement, which is also described in a separate section. DI refers to data integrity and is used in combination with the NA performance level to address situations where compromised data render any other performance level impossible to determine. Beginning with the 2016 PBMAS, *Significant Disproportionality (SD)* will be noted for certain Report Only indicators in the special education program area. (See *Report Only Indicators* section.)

PBMAS indicators include a range of PLs, and each PL range has an established set of cut points. Throughout the PBMAS indicators, the higher the PL is, the lower the district's performance is.

Changes to PBMAS Cut Points

As part of the annual PBMAS development cycle, the cut points for each PBMAS indicator are evaluated. A decision to adjust cut points for one or more indicators is based on a careful consideration of the following:

- whether a state or federal goal has been identified for the indicator;
- performance of the state on each indicator at the time cut points are set;
- expected and actual improvement on the indicator over time;
- amount of improvement that is reasonable for the indicator;
- overall impact on the PBMAS of adjustments to cut points;
- the PBMAS system's guiding principles;
- other considerations that could affect performance on particular indicators;
- appropriate cut points across similar indicators; and
- internal and external input.

Report Only Indicators

Some PBMAS indicators are reported for district information and planning purposes. For these indicators, the district performance will be reported along with the overall state rate for the indicator. Minimum size requirements, cut points, and PLs are not typically applied to these indicators.

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

Minimum Size Requirements and Special Analysis

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

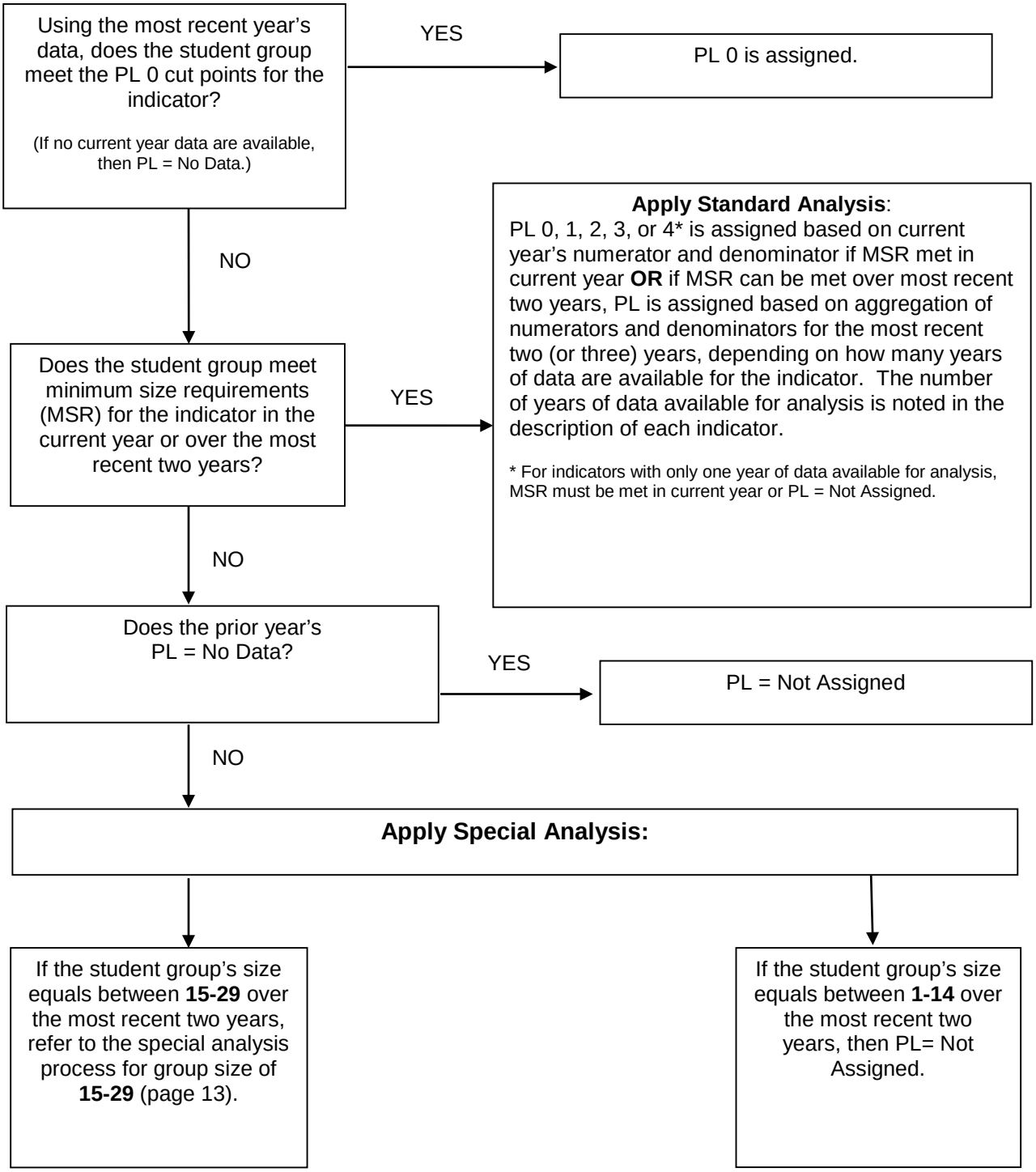
Minimum size requirements can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years when the previous year's data are available. If the minimum size requirement is met for a particular performance indicator, then a district is evaluated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

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

Special analysis is a tool used to analyze the performance of districts that do not meet the minimum size requirements. Performance levels established using the special analysis process will have "SA" appended (*NA SA, 0 SA, 1 SA, 2 SA, 3 SA*) and will be included on PBMAS reports to districts, along with the district's numerators, denominators, and rates considered in the special analysis process.

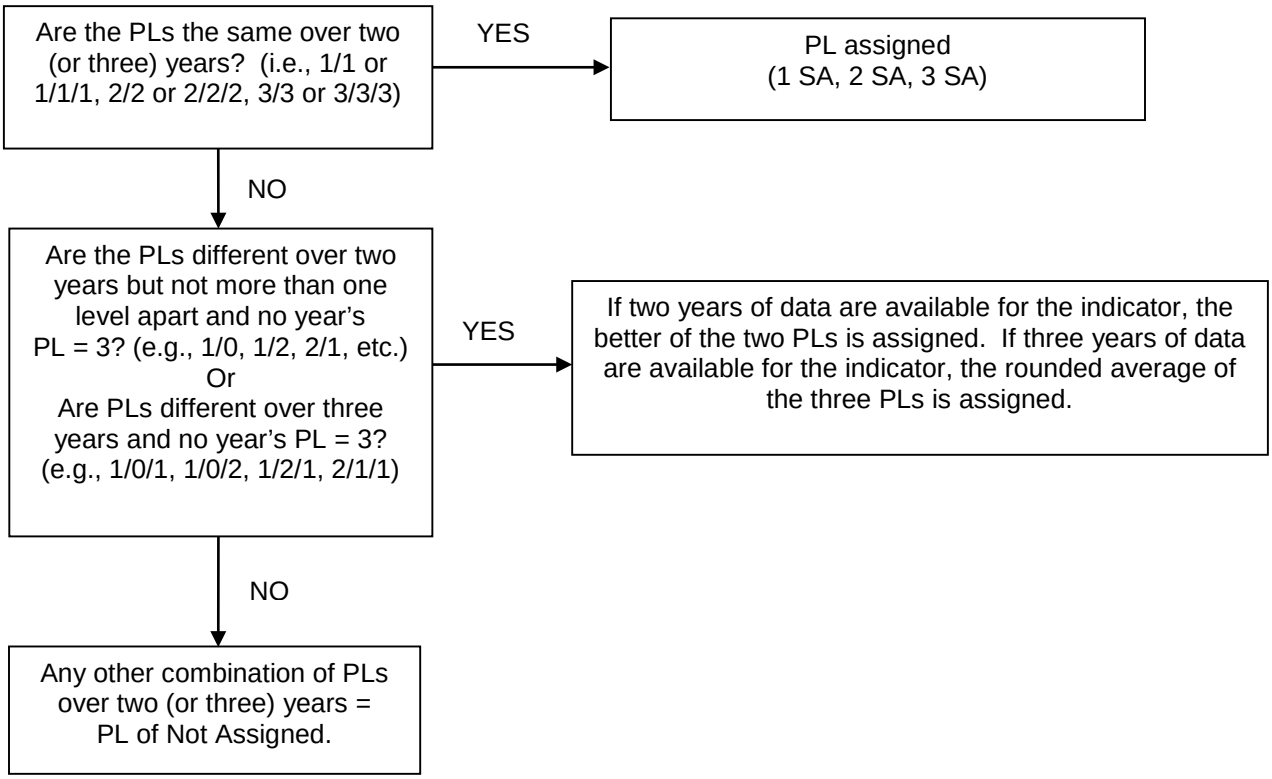
The flowcharts on the following pages depict the process for determining whether standard or special analysis is applied in the PBMAS.

PBMAS Performance Level Assignment and Special Analysis Determination Process



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

PBMAS Performance Level Assignment and Special Analysis Process for Group Size of 15-29



Note: Group size is based on the sum of the most recent two years. Previous years' PLs are determined based on the relevant years' numerators, denominators, and rates presented on the district's 2016 PBMAS report.

Required Improvement

The PBMAS, by design, has a built-in improvement component. Because the system includes a range of PLs, districts that demonstrate improvement from one year to the next can progress from one PL to another. For example, a district with 74% of its migrant students graduating with a high school diploma in four years received a PL 1 in the 2015 PBMAS. If that same district is able to improve its migrant graduation rate to 80% in 2016, it would receive a PL 0 because its performance meets the 2016 PL 0 cut point.

In addition to the system's built-in improvement component, the 2016 PBMAS will again include a "required improvement" component for certain indicators. The indicator descriptions in Section III of this manual will indicate if required improvement is available for an indicator. Examples of the PBMAS required improvement calculations are provided below.

Required Improvement Calculations

For the indicators where *increases* in rates are measured in *positive* numbers and required improvement is available, the following calculation will be used for districts that meet minimum size requirements in both the current <u>and</u> previous year and have an initial PL result that is not equal to 0:

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

$$\text{performance in 2016} - \text{performance in 2015} \geq \frac{\text{minimum PL 0 cut point for 2016} - \text{performance in 2015}}{\text{number of years to reach minimum PL 0 cut point}}$$

EXAMPLE OF REQUIRED IMPROVEMENT USING NCLB INDICATOR #8: Migrant Graduation Rate
1. Calculate the **Actual Change** for the district's migrant graduation rate: <u>Actual Change:</u> *72.0% – 60.0% = 12.0* *(2016) (2015)* 2. Calculate the **Required Improvement** for the district's migrant graduation rate: <u>Required Improvement:</u> $\frac{80.0\% - 60.0\%}{2\ (2017\text{-}2015)} = 10.0$ Note: The 2017 target year allows districts one year beyond 2016 to reach the 2016 minimum PL 0 cut point of 80.0%. 3. Compare the two numbers to see if the **Actual Change** is greater than or equal to the **Required Improvement**: 12.0 > 10.0. (Gains in graduation rates are measured in *positive* numbers.) 4. Result: the district meets **Required Improvement** and receives a performance level of 0 RI.

For indicators where *reductions* in rates are measured in *negative* numbers and required improvement is available, the following calculation will be used for districts that meet minimum size requirements in both the current and previous year and have an initial performance level result that is not equal to 0. Note that for these types of indicators, actual change needs to be *less than or equal to Required Improvement* for the PL 0 cut point to be met.

Actual Change: Required Improvement:

$$\text{performance in 2016} - \text{performance in 2015} \leq \frac{\text{maximum PL 0 cut point for 2016} - \text{performance in 2015}}{\text{number of years to reach maximum PL 0 cut point}}$$

EXAMPLE OF REQUIRED IMPROVEMENT USING SPECIAL EDUCATION INDICATOR #10: SPED Representation
1. Calculate the **Actual Change** for the district's SPED representation rate: Actual Change: *15.0% – 25.0% = -10.0* *(2016) (2015)* 2. Calculate the **Required Improvement** for the district's SPED representation rate: Required Improvement: $\frac{8.5\% - 25.0\%}{2\ (2017\text{-}2015)} = -8.25$ Note: The 2017 target year allows districts one year beyond 2016 to reach the 2016 maximum PL 0 cut point of 8.5%. 3. Compare the two numbers to see if the **Actual Change** is less than or equal to the **Required Improvement**: -10.0 < -8.25. (Reductions in representation rates are measured in *negative* numbers.) 4. Result: the district meets **Required Improvement** and receives a performance level of 0 RI.

System Safeguards

System safeguard activities are conducted by the agency to ensure the integrity of the performance-based monitoring system. These activities include data validation analyses of leaver data, student assessment data, and discipline data. Random or other means of selection are also implemented to verify system effectiveness and districts' implementation of monitoring requirements.

Monitoring Interventions

The Program Monitoring and Interventions (PMI) Division will notify each district selected for a 2016 PBMAS intervention via the Intervention Stage and Activity Manager (ISAM) on the Texas Education Agency Secure Environment (TEASE). The PMI Division will inform districts that intervention stages have been posted to ISAM by posting a "To the Administrator Addressed" letter on the TEA web page for correspondence or sending a "To the Administrator Addressed" letter via electronic mail or first-class mail. It is the district's obligation to access the correspondence from the PMI Division by (a) subscribing to the listserv for "To the Administrator Addressed" correspondence; and (b) accessing the ISAM system as directed to retrieve intervention instructions and information.

Performance-based monitoring interventions are based on PBMAS performance levels and other criteria as well as results of the data validation analyses described above. For the special education program, State Performance Plan compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected non compliance; and audit findings are also evaluated and used to assign a district an integrated stage of intervention/determination status. Sanctions are applied as necessary and according to state and federal law and the Texas Administrative Code (TAC).

Additional information related to performance-based monitoring interventions, including additional monitoring activities required of districts that serve students with disabilities who reside in residential facilities located within the districts' geographic boundaries and/or jurisdictions, is reflected in 19 TAC §97.1071, Special Program Performance; Intervention Stages, available at http://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_(TAC)/Commissioner_of_Education_Rules_-_Texas_Administrative_Code/. Also available on this rules link is the text of 19 TAC §97.1055, Accreditation Status, which describes how deficiencies in a district's programs monitored under the PBMAS may affect a district's accreditation status.

Section III:
Performance Indicators

BE/ESL

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

Indicators (1 – 9)

BE/ESL Indicator #1(i-v): BE STAAR 3-8 Passing Rate

This indicator measures the percent of bilingual education (BE) students who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of BE STAAR 3-8 [subject (i-v)] passers}}{\text{number of BE STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as participating in a state-approved bilingual program (bilingual program indicator codes 2, 3, 4, or 5).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2016 and May 2016 SSI retest
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's BE STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
1(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The BE STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR A, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve the final Level II performance or higher.
- For mathematics, any prior year data used in aggregation and required improvement calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.

BE/ESL Indicator #2(i-v): ESL STAAR 3-8 Passing Rate

This indicator measures the percent of English as a Second Language (ESL) students who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of ESL STAAR 3-8 [subject (i-v)] passers}}{\text{number of ESL STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as participating in a state-approved ESL program (ESL program indicator codes 2 or 3).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2016 and May 2016 SSI retest
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's ESL STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
2(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The ESL STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR A, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve the final Level II performance or higher.
- For mathematics, any prior year data used in aggregation and required improvement calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.

BE/ESL Indicator #3(i-v): LEP (Not Served in BE/ESL) STAAR 3-8 Passing Rate

This indicator measures the percent of limited English proficient (LEP) students not served in a bilingual education (BE) or English as a Second Language (ESL) program who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of LEP (Not Served in BE/ESL) STAAR 3-8 [subject (i-v)] passers}}{\text{number of LEP (Not Served in BE/ESL) STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as LEP (LEP = C[3]) but not participating in a state-approved bilingual or English as a second language program (Bilingual = 0 and ESL = 0).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2016 and May 2016 SSI retest
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's LEP (Not Served in BE/ESL) STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
3(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
3(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
3(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
3(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
3(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The LEP (Not Served in BE/ESL) STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR A, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve the final Level II performance or higher.
- For mathematics, any prior year data used in aggregation and required improvement calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.

[3] In addition, if a student takes TELPAS or STAAR L for any current year administration, the student will be reported as LEP = C in the data file used for the PBMAS.

BE/ESL Indicator #4(i-v): LEP Year-After-Exit (YAE) STAAR 3-8 Passing Rate

This indicator measures the percent of certain former limited English proficient (LEP) students who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of LEP YAE STAAR 3-8 [subject (i-v)] passers}}{\text{number of LEP YAE STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as having met the criteria for BE/ESL program exit, no longer classified as LEP in PEIMS, and in their first year of monitoring (M1 indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2016 and May 2016 SSI retest
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's LEP YAE STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
4(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
4(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
4(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
4(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
4(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The LEP YAE STAAR 3-8 passing rate is based on STAAR, STAAR A, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve the final Level II performance or higher.
- For mathematics, any prior year data used in aggregation calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.

BE/ESL Indicator #5(i-iv): LEP STAAR EOC Passing Rate

This indicator measures the percent of limited English proficient (LEP) students who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of LEP STAAR EOC [subject (i-iv)] passers}}{\text{number of LEP STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as LEP (LEP = C[4]).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2015, Fall 2015, and Spring 2016
- Applicable PEIMS Collections: Fall 2014 and Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's LEP STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3	PL 4
5(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
5(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%	
5(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
5(iv): English language arts	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

Notes

- The LEP STAAR EOC passing rate is based on STAAR, STAAR A, and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve the final Level II performance or higher.
- ***New!*** Performance levels will be assigned for BE/ESL #5(iv) (English language arts). For this indicator, only one year of data is available for analysis, and required improvement is not available.

[4] In addition, if a student takes TELPAS or STAAR L for any current year administration, the student will be reported as LEP = C in the data file used for the PBMAS.

BE/ESL Indicator #6: LEP Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of limited English proficient (LEP) students in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 LEP students who dropped out}}{\text{number of Grades 7-12 LEP students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of LEP dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
  - Denominator ≥ 30
  - Numerator ≥ 5
- Year(s) of Data Available for Analysis: 3
- Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's Grades 7-12 LEP annual dropout rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
6	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.

BE/ESL Indicator #7: LEP Graduation Rate

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

Calculation

$$\frac{\text{number of LEP students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of LEP students in the class of 2015}}$$

Data Source

- For additional information about data sources and methods for calculating the LEP graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of LEP cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 1 ***(New!)***
- Special Analysis: No
- Required Improvement: No ***(New!)***
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's LEP graduation rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
7	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

- Graduation data are for the class of 2015 and are the most current data available for use in the 2016 PBMAS.
- ***New!*** This indicator is based on students reported in PEIMS as LEP at any time while attending Grades 9-12 in a Texas public school.

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

This indicator measures the percent of limited English proficient (LEP) students tested over two years who performed at the Beginning proficiency level on the TELPAS reading assessment in the current year.

Calculation

$$\frac{\text{number of LEP students in Grades 2-12 who scored at the Beginning proficiency level on the TELPAS reading assessment in the current year}}{\text{number of LEP students in Grades 2-12 tested on the TELPAS reading assessment in the current and previous year}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district for two consecutive years and also reported as tested on the TELPAS reading assessment for two consecutive years.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
  - Denominator ≥ 30
  - Numerator ≥ 5
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: Yes
- Test Administrations: Spring 2015 and Spring 2016
- Applicable PEIMS Collections: Fall 2014 and Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's TELPAS reading Beginning proficiency level rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
8	0% - 7.5%	7.6% - 10.9%	11.0% - 13.9%	14.0% - 100%

Notes

- The denominator is based on students who were in Grades 2-12 in the spring of 2015 and who, as a result of either grade retention or grade promotion, were in Grades 2-12 in the spring of 2016.

BE/ESL Indicator #9: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years

This indicator measures the percent of limited English proficient (LEP) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.

Calculation

$$\frac{\text{number of LEP students in Grades 5-12 in U.S. schools five or more years who received a TELPAS Composite Rating of Beginning or Intermediate}}{\text{number of LEP students in Grades 5-12 in U.S. schools five or more years who received a TELPAS Composite Rating}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district who also received a TELPAS Composite Rating.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
  - Denominator ≥ 30
  - Numerator ≥ 5
- Year(s) of Data Available for Analysis: 3
- Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: Yes
- Test Administrations: Spring 2016
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
9	0% - 7.5%	7.6% - 10.5%	10.6% - 14.4%	14.5% - 100%

Notes

- LEP students (Grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met their phase-in performance standard for Satisfactory Academic Performance or higher on the appropriate (a) English STAAR reading assessment (for students enrolled in Grades 5-8); or (b) the English I or II STAAR EOC assessment (for students enrolled in Grades 5-12) are not included in the numerator of this indicator.
- Years in U.S. schools: The campus testing coordinator is responsible for submitting these data in consultation with the Language Proficiency Assessment Committee (LPAC) and verifying the information for accuracy and consistency.

CTE

Career and Technical Education (CTE)

Indicators (1 – 8)

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

This indicator measures the percent of Career and Technical Education (CTE) students who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as a Coherent Sequence or Tech Prep participant (Career and Technical Education indicator codes 2 or 3).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2015, Fall 2015, and Spring 2016
- Applicable PEIMS Collections: Fall 2014 and Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's CTE STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

	CTE Indicator	PL 0	PL 1	PL 2	PL 3
1(i):	Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(ii):	Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
1(iii):	Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(iv):	English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The CTE STAAR EOC passing rate is based on STAAR, STAAR A, and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve the final Level II performance or higher.
- ***New!*** Performance levels will be assigned for CTE #1(iv) (English language arts). For this indicator, only one year of data is available for analysis, and required improvement is not available.

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

This indicator measures the percent of Career and Technical Education (CTE) students with limited English proficiency (LEP) who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE LEP STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE LEP STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as LEP (LEP = C[5]) and a Coherent Sequence or Tech Prep participant (Career and Technical Education indicator codes 2 or 3).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2015, Fall 2015, and Spring 2016
- Applicable PEIMS Collections: Fall 2014 and Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's CTE LEP STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

CTE Indicator		PL 0	PL 1	PL 2	PL 3
2(i):	Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(ii):	Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
2(iii):	Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(iv):	English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The CTE LEP STAAR EOC passing rate is based on STAAR, STAAR A, and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC will count in the numerator if they achieve the final Level II performance or higher.
- ***New!*** Performance levels will be assigned for CTE #2(iv) (English language arts). For this indicator, only one year of data is available for analysis, and required improvement is not available.

[5] In addition, if a student takes TELPAS or STAAR L for any current year administration, the student will be reported as LEP = C in the data file used for the PBMAS.

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

This indicator measures the percent of Career and Technical Education (CTE) students who are economically disadvantaged and who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE economically disadvantaged STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE economically disadvantaged STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as economically disadvantaged (economic disadvantage indicator codes 01, 02, and 99) and a Coherent Sequence or Tech Prep participant (Career and Technical Education indicator codes 2 or 3).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2015, Fall 2015, and Spring 2016
- Applicable PEIMS Collections: Fall 2014 and Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's CTE economically disadvantaged STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

	CTE Indicator	PL 0	PL 1	PL 2	PL 3
3(i):	Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
3(ii):	Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
3(iii):	Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
3(iv):	English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The CTE economically disadvantaged STAAR EOC passing rate is based on STAAR, STAAR A, and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve the final Level II performance or higher.
- ***New!*** Performance levels will be assigned for CTE #3(iv) (English language arts). For this indicator, only one year of data is available for analysis, and required improvement is not available.

CTE Indicator #4(i-iv): CTE SPED STAAR EOC Passing Rate

This indicator measures the percent of Career and Technical Education (CTE) students served in special education who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE special education STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE special education STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as a participant in a special education program (special education indicator code) and a Coherent Sequence or Tech Prep participant (Career and Technical Education indicator codes 2 or 3).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2015, Fall 2015, and Spring 2016
- Applicable PEIMS Collections: Fall 2014 and Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's CTE SPED STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

CTE Indicator		PL 0	PL 1	PL 2	PL 3
4(i):	Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
4(ii):	Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
4(iii):	Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
4(iv):	English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The CTE SPED STAAR EOC passing rate is based on STAAR, STAAR A, and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve the final Level II performance or higher.
- ***New!*** Performance levels will be assigned for CTE #4(iv) (English language arts). For this indicator, only one year of data is available for analysis, and required improvement is not available.

CTE Indicator #5: CTE Annual Dropout Rate (Grades 9-12)

This indicator measures the percent of Career and Technical Education (CTE) students in Grades 9-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 9-12 CTE students who dropped out}}{\text{number of Grades 9-12 CTE students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of CTE dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
  - Denominator ≥ 30
  - Numerator ≥ 5
- Year(s) of Data Available for Analysis: 3
- Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's Grades 9-12 CTE annual dropout rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
5	0% - 2.8%	2.9% - 4.3%	4.4% - 6.3%	6.4% - 100%

Notes

- Only students with PEIMS CTE status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Dropout data are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.

CTE Indicator #6: CTE Graduation Rate

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

Calculation

$$\frac{\text{number of CTE students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of CTE students in the class of 2015}}$$

Data Source

- For additional information about data sources and methods for calculating the CTE graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of CTE cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's CTE graduation rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
6	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

- Only students with PEIMS CTE status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Graduation data are for the class of 2015 and are the most current data available for use in the 2016 PBMAS.

CTE Indicator #7: CTE Nontraditional Course Completion Rate-Males

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

Calculation

$$\frac{\text{number of male CTE students in Grades 9-12 who completed male nontraditional courses}}{\text{number of CTE students in Grades 9-12 who completed male nontraditional courses}}$$

Data Source

The data for this indicator are based on the number of all Grades 9-12 (Element E0017) CTE (Element E0031) students (denominator) and male (Element E0004) Grades 9-12 CTE students (numerator) reported by the district on the PEIMS 101 Record who were also reported on the PEIMS 415 Record as having earned credit (Element E0949) for completing (E0948 = 0, 2, 5, or 9) one or more male nontraditional courses (Element E0724).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Summer 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's CTE male nontraditional course completion rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
7	40.0% - 100%	23.0% - 39.9%	15.0% - 22.9%	0% - 14.9%

Notes

- The list of CTE nontraditional courses for the 2014-2015 school year is located in Appendix A of this manual.
- Students with PEIMS CTE status codes 1 (Career/Technology Elective), 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.
- Course completion data are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.

CTE Indicator #8: CTE Nontraditional Course Completion Rate-Females

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

Calculation

$$\frac{\text{number of female CTE students in Grades 9-12 who completed female nontraditional courses}}{\text{number of CTE students in Grades 9-12 who completed female nontraditional courses}}$$

Data Source

The data for this indicator are based on the number of all Grades 9-12 (Element E0017) CTE (Element E0031) students (denominator) and female (Element E0004) Grades 9-12 CTE students (numerator) reported by the district on the PEIMS 101 Record who were also reported on the PEIMS 415 Record as having earned credit (Element E0949) for completing (E0948 = 0, 2, 5, or 9) one or more female nontraditional courses (Element E0724).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Summer 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's CTE female nontraditional course completion rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
8	40.0% - 100%	23.0% - 39.9%	15.0% - 22.9%	0% - 14.9%

Notes

- The list of CTE nontraditional courses for the 2014-2015 school year is located in Appendix A of this manual.
- Students with PEIMS CTE status codes 1 (Career/Technology Elective), 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.
- Course completion data are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.

NCLB

No Child Left Behind (NCLB)

Indicators (1 – 8)

NCLB Indicator #1(i-v): Title I, Part A STAAR 3-8 Passing Rate

This indicator measures the percent of Title I, Part A students who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of Title I, Part A STAAR 3-8 [subject (i-v)] passers}}{\text{number of Title I, Part A STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as Title I, Part A (Title I, Part A indicator codes 6, 7, or 9).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2016 and May 2016 SSI retest
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's Title I, Part A STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

NCLB Indicator	PL 0	PL 1	PL 2	PL 3
1(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The Title I, Part A STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR A, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve the final Level II performance or higher.
- For mathematics, any prior year data used in aggregation and required improvement calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.

NCLB Indicator #2(i-iv): Title I, Part A STAAR EOC Passing Rate

This indicator measures the percent of Title I, Part A students who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of Title I, Part A STAAR EOC [subject (i-iv)] passers}}{\text{number of Title I, Part A STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as Title I, Part A (Title I, Part A indicator codes 6, 7, or 9).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2015, Fall 2015, and Spring 2016
- Applicable PEIMS Collections: Fall 2014 and Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's Title I, Part A STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

	NCLB Indicator	PL 0	PL 1	PL 2	PL 3
2(i):	Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(ii):	Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
2(iii):	Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(iv):	English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The Title I, Part A STAAR EOC passing rate is based on STAAR, STAAR A, and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve the final Level II performance or higher.
- ***New!*** Performance levels will be assigned for NCLB #2(iv) (English language arts). For this indicator, only one year of data is available for analysis, and required improvement is not available.

NCLB Indicator #3: Title I, Part A Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of Title I, Part A students in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 Title I, Part A students who dropped out}}{\text{number of Grades 7-12 Title I, Part A students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of Title I, Part A dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
  - Denominator ≥ 30
  - Numerator ≥ 5
- Year(s) of Data Available for Analysis: 3
- Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's Grades 7-12 Title I, Part A annual dropout rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

NCLB Indicator	PL 0	PL 1	PL 2	PL 3
3	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.

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

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

Calculation

$$\frac{\text{number of Title I, Part A students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of Title I, Part A students in the class of 2015}}$$

Data Source

- For additional information about data sources and methods for calculating the Title I, Part A graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of Title I, Part A cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's Title I, Part A graduation rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

NCLB Indicator	PL 0	PL 1	PL 2	PL 3
4	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

Graduation data are for the class of 2015 and are the most current data available for use in the 2016 PBMAS.

NCLB Indicator #5(i-v): Migrant STAAR 3-8 Passing Rate

This indicator measures the percent of migrant students who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of migrant STAAR 3-8 [subject (i-v)] passers}}{\text{number of migrant STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as a migrant student (migrant student indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2016 and May 2016 SSI retest
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's migrant STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

NCLB Indicator	PL 0	PL 1	PL 2	PL 3
5(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
5(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
5(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
5(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
5(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The migrant STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR A, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve the final Level II performance or higher.
- For mathematics, any prior year data used in aggregation and required improvement calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.

NCLB Indicator #6(i-iv): Migrant STAAR EOC Passing Rate

This indicator measures the percent of migrant students who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of migrant STAAR EOC [subject (i-iv)] passers}}{\text{number of migrant STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as a migrant student (migrant student indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2015, Fall 2015, and Spring 2016
- Applicable PEIMS Collections: Fall 2014 and Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's migrant STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

	NCLB Indicator	PL 0	PL 1	PL 2	PL 3
6(i):	Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
6(ii):	Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
6(iii):	Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
6(iv):	English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The migrant STAAR EOC passing rate is based on STAAR, STAAR A, and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve the final Level II performance or higher.
- ***New!*** Performance levels will be assigned for NCLB #6(iv) (English language arts). For this indicator, only one year of data is available for analysis, and required improvement is not available.

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

This indicator measures the percent of migrant students in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 migrant students who dropped out}}{\text{number of Grades 7-12 migrant students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
  - Denominator ≥ 30
  - Numerator ≥ 5
- Year(s) of Data Available for Analysis: 3
- Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's Grades 7-12 migrant annual dropout rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

NCLB Indicator	PL 0	PL 1	PL 2	PL 3
7	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.

NCLB Indicator #8: Migrant Graduation Rate

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

Calculation

$$\frac{\text{number of migrant students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of migrant students in the class of 2015}}$$

Data Source

- For additional information about data sources and methods for calculating the migrant graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's migrant graduation rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

NCLB Indicator	PL 0	PL 1	PL 2	PL 3
8	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

Graduation data are for the class of 2015 and are the most current data available for use in the 2016 PBMAS.

SPED

Special Education (SPED)

Indicators (1 – 16)

SPED Indicator #1(i-v): SPED STAAR 3-8 Passing Rate

This indicator measures the percent of students served in special education (SPED) who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of SPED STAAR 3-8 [subject (i-v)] passers}}{\text{number of SPED STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2016 and May 2016 SSI retest
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's special education STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3	PL 4
1(i): Mathematics	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
1(ii): Reading	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
1(iii): Science	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%
1(iv): Social Studies	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%
1(v): Writing	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%

Notes

- The special education STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR A, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve the final Level II performance or higher.
- For mathematics, any prior year data used in aggregation and required improvement calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.

SPED Indicator #2(i-v): SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

This indicator measures the percent of students formerly served in special education (SPED) who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of SPED YAE STAAR 3-8 [subject (i-v)] passers}}{\text{number of SPED YAE STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students (a) reported by the district on the previous year's PEIMS 110 Record as enrolled in the district and receiving special education services or reported on the previous year's PEIMS 400 Record and 500 Record as in attendance and receiving special education services; and (b) reported by the district on the current year's PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as not participating in a special education program (special education indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: ***(New!)*** 3 (reading, science, social studies, and writing); 2 (mathematics)
- Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2016 and May 2016 SSI retest
- Applicable PEIMS Collections: Fall 2014, Summer 2015, and Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED YAE STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
2(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The SPED YAE STAAR 3-8 passing rate is based on STAAR, STAAR A, and STAAR Spanish results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- For mathematics, any prior year data used in aggregation calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.

SPED Indicator #3(i-iv): SPED STAAR EOC Passing Rate

This indicator measures the percent of students served in special education (SPED) who met their phase-in performance standard for Satisfactory Academic Performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of SPED STAAR EOC [subject (i-iv)] passers}}{\text{number of SPED STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2015, Fall 2015, and Spring 2016
- Applicable PEIMS Collections: Fall 2014 and Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

SPED Indicator		PL 0	PL 1	PL 2	PL 3	PL 4
3(i):	Mathematics	65.0% - 100%	55.0% - 64.9%	40.0% - 54.9%	25.0% - 39.9%	0% - 24.9%
3(ii):	Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	35.0% - 54.9%	0% - 34.9%
3(iii):	Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	35.0% - 49.9%	0% - 34.9%
3(iv):	English language arts	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

Notes

- The SPED STAAR EOC passing rate is based on STAAR, STAAR A, and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve the final Level II performance or higher.
- ***New!*** Performance levels will be assigned for SPED #3(iv) (English language arts). For this indicator, only one year of data is available for analysis, and required improvement is not available.

SPED Indicator #4: SPED STAAR Alternate 2 Participation Rate

This indicator measures the percent of students in Grades 3-9 served in special education (SPED) who were tested on STAAR Alternate 2 in all subjects applicable to the student's grade level.

Calculation

$$\frac{\text{number of students in Grades 3-9 served in special education tested on STAAR Alternate 2 for all subjects applicable to the student's grade level}}{\text{number of students in Grades 3-9 served in special education for whom any STAAR assessment was submitted}}$$

Data Source

The data for this indicator are based on the participation of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator $\geq$ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: Yes ***(New!)***
- Required Improvement: Yes
- Accountability Subset: Yes
- Test Administrations: Spring 2016 and May 2016 SSI retest
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED STAAR Alternate 2 participation rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
4	0% - 10.0%	10.1% - 12.9%	13.0% - 16.9%	17.0% - 100%

Notes

- The SPED STAAR Alternate 2 participation rate denominator includes STAAR, STAAR Spanish, STAAR L, STAAR A, and STAAR Alternate 2 assessments.
- Students qualifying for a Medical Exception or a No Authentic Academic Response designation are not included in the calculation of this indicator.
- Students will count in the numerator if they test on STAAR Alternate 2 for all applicable grade-level or EOC assessments: mathematics (3-8 and Algebra I), reading (3-8 and English I), science (5, 8, and Biology), social studies (8), and writing (4, 7, and English I).

SPED Indicator #5: SPED Regular Early Childhood Program Rate (Ages 3-5)

This indicator measures the percent of students ages 3-5 served in special education (SPED) who were placed in a regular early childhood program.

Calculation

$$\frac{\text{number of students ages 3-5 served in special education reported with PPCD service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92}}{\text{number of students ages 3-5 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the PEIMS 110 Record and 163 Record (Elements E0173, E0832, and E1077) as enrolled in the district with Child Count Funding Type 3 (denominator) and reported with PPCD service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92 (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Special Analysis: No
- Required Improvement: Yes ***(New!)***
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED regular early childhood program rate (ages 3-5) is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
5	30.0% - 100%	20.0% - 29.9%	10.1% - 19.9%	0% - 10.0%

Notes

- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of Friday, October 30, 2015, for this indicator and is derived from the 101 Record (Element E0006).
- A complete list and descriptions of all instructional settings can be found in the PEIMS Data Standards available at: http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/.

SPED Indicator #6: SPED Regular Class ≥80% Rate (Ages 6-21)

This indicator measures the percent of students ages 6-21 ***(New!)*** served in special education (SPED) in the regular class 80% or more of the day.

Calculation

$$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92}}{\text{number of students ages 6-21 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the PEIMS 110 Record and 163 Record (Element E0173) as enrolled in the district (denominator) and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92 (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator: ≥ 30
- Year(s) of Data Available for Analysis: 1 ***(New!)***
- Special Analysis: No
- Required Improvement: No ***(New!)***
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED regular class ≥80% rate (ages 6-21) is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
6	70.0% - 100%	57.0% - 69.9%	45.1% - 56.9%	0% - 45.0%

New! In addition, each district's SPED regular class ≥80% rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. Significant disproportionality rates will be reported for any racial or ethnic group if the all students' rate is 100% or higher than the racial/ethnic group's rate.

Report Only	PL Significant Disproportionality (SD) Report Only
Disproportionality Rate	100.0% - MAX

Disproportionality Rate Calculation:

$$\frac{\textbf{all students' ≥80\% rate - racial/ethnic group's ≥80\% rate}}{\textbf{racial/ethnic group's ≥80\% rate}}$$

Notes

- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2015, for this indicator and is derived from the 101 Record (Element E0006).
- A complete list and descriptions of all instructional settings can be found in the PEIMS Data Standards available at: http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/.
- The significant disproportionality rate is based on one year of data and racial/ethnic group minimum size requirements of ≥ 30 (denominator) and ≥ 5 (numerator).

SPED Indicator #7: SPED Regular Class <40% Rate (Ages 6-21)

This indicator measures the percent of students ages 6-21 ***(New!)*** served in special education (SPED) in the regular class less than 40% of the day.

Calculation

$$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 08, 44, 85, 88, and 95}}{\text{number of students ages 6-21 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the PEIMS 110 Record and 163 Record (Element E0173) as enrolled in the district (denominator) and placed in instructional settings 08, 44, 85, 88, and 95 (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 1 ***(New!)***
- Special Analysis: No
- Required Improvement: No ***(New!)***
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED regular class <40% rate (ages 6-21) is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
7	0% - 10.0%	10.1% - 18.9%	19.0% - 23.9%	24.0% - 100%

New! In addition, each district's SPED regular class <40% rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. Significant disproportionality rates will be reported for any racial or ethnic group if the racial/ethnic group's rate is 100% or higher than the all students' rate.

Report Only	PL Significant Disproportionality (SD) Report Only
Disproportionality Rate	100.0% - MAX

Disproportionality Rate Calculation:

$$\frac{\text{racial/ethnic group's <40\% rate - all students' <40\% rate}}{\text{all students' <40\% rate}}$$

Notes

- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2015, for this indicator and is derived from the 101 Record (Element E0006).
- A complete list and descriptions of all instructional settings can be found in the PEIMS Data Standards available at: http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/.
- The significant disproportionality rate is based on one year of data and racial/ethnic group minimum size requirements of ≥ 30 (denominator) and ≥ 5 (numerator).

SPED Indicator #8: SPED Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of students in Grades 7-12 served in special education (SPED) who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 students served in special education who dropped out}}{\text{number of Grades 7-12 students served in special education in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of dropouts served in special education are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
  - Denominator ≥ 30
  - Numerator ≥ 5
- Year(s) of Data Available for Analysis: 3
- Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's Grades 7-12 SPED annual dropout rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
8	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.

SPED Indicator #9: SPED Graduation Rate

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

Calculation

$$\frac{\text{number of students in the Grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 2015 served in special education}}$$

Data Source

- For additional information about data sources and methods for calculating the special education graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at http://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of special education cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED graduation rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
9	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

Graduation data are for the class of 2015 and are the most current data available for use in the 2016 PBMAS.

SPED Indicator #10: SPED Representation

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

Calculation

$$\frac{\text{number of enrolled students served in special education}}{\text{number of students enrolled}}$$

Data Source

The data for this indicator are based on the number of students reported by the district on the PEIMS 110 Record and 163 Record as enrolled in the district and receiving special education services.

- Minimum Size Requirements: Numerator ≥ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED representation rate is compared to the PBMAS cut points for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
10	0% - 8.5%	8.6% - 11.0%	11.1% - 15.0%	15.1% - 100%

Notes

- A district is obligated to identify and provide a free appropriate public education to all students with disabilities who require special education services.
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class); 30 (State Supported Living Centers); 31, 32, or 34 (ECI 0-2); or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.

SPED Indicator #11: SPED African American (Not Hispanic/Latino) Representation

This indicator compares the district's representation of African American students served in special education to the district's representation of African American students in the total population.

Calculation

1. African American representation in the district's special education program:

$$\frac{\text{number of enrolled African American students served in special education}}{\text{number of enrolled students served in special education}}$$

2. African American representation in the district's total population:

$$\frac{\text{number of enrolled African American students}}{\text{number of enrolled students}}$$

3. Difference:

African American representation in special education – African American representation in the total population

Data Source

The data for this indicator are based on the number of Black or African American (Element E1061) but not Hispanic/Latino (Element E1064) students and all students reported by the district on the PEIMS 101 Record, 110 Record, and 163 Record as enrolled in the district and receiving special education services.

- Minimum Size Requirements: Numerator ≥ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No ***(New!)***
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Notes

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.
- ***New!*** An African American student for purposes of this indicator is a student who is not reported as Hispanic/Latino and is reported (with only one race) as Black or African American (Element E1061).
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class); 30 (State Supported Living Centers); 31, 32, or 34 (ECI 0-2); or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerators or denominators.
- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerators or denominators.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerators and denominators.

Performance Level Assignment

Each district's difference value is compared to the PBMAS cut points[6] for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
11	MIN - 1.0 percentage point difference	1.1 - 5.9	6.0 - 10.0	10.1 - 100

New! In addition, each district's disproportionality rate will be reported based on the percentage ranges below:

Report Only	PL 0 (RO)	PL 1 (RO)	PL 2 (RO)	PL 3 (RO)
Disproportionality Rate	MIN - 10.0%	10.1% - 29.9%	30.0% - 49.9%	50.0% - MAX

Disproportionality Rate Calculation:

$$\frac{\text{percentage point difference}}{\text{African American students' representation rate}}$$

New! Districts should anticipate that performance levels for this indicator will be assigned solely based on disproportionality rates beginning with the 2017 PBMAS.

[6] MIN = minimum and denotes values less than 0. MAX = maximum and denotes values greater than 100.

SPED Indicator #12: SPED Hispanic Representation

This indicator compares the district's representation of Hispanic students served in special education to the district's representation of Hispanic students in the total population.

Calculation

1. Hispanic representation in the district's special education program:

$$\frac{\text{number of enrolled Hispanic students served in special education}}{\text{number of enrolled students served in special education}}$$

2. Hispanic representation in the district's total population:

$$\frac{\text{number of enrolled Hispanic students}}{\text{number of enrolled students}}$$

3. Difference:

$$\text{Hispanic representation in special education} - \text{Hispanic representation in the total population}$$

Data Source

The data for this indicator are based on the number of Hispanic/Latino (Element E1064) students and all students reported by the district on the PEIMS 101 Record, 110 Record, and 163 Record as enrolled in the district and receiving special education services.

- Minimum Size Requirements: Numerator ≥ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No ***(New!)***
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Notes

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.
- A Hispanic student for purposes of this indicator is a student who is reported as Hispanic/Latino (Element E1064) regardless of the student's reported race(s).
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class); 30 (State Supported Living Centers); 31, 32, or 34 (ECI 0-2); or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerators or denominators.
- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerators or denominators.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerators and denominators.

Performance Level Assignment

Each district's difference value is compared to the PBMAS cut points[7] for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
12	MIN - 1.0 percentage point difference	1.1 - 5.9	6.0 - 10.0	10.1 - 100

New! In addition, each district's disproportionality rate will be reported based on the percentage ranges below:

Report Only	PL 0 (RO)	PL 1 (RO)	PL 2 (RO)	PL 3 (RO)
Disproportionality Rate	MIN - 10.0%	10.1% - 29.9%	30.0% - 49.9%	50.0% - MAX

Disproportionality Rate Calculation:

$$\frac{\text{percentage point difference}}{\text{Hispanic students' representation rate}}$$

New! Districts should anticipate that performance levels for this indicator will be assigned solely based on disproportionality rates beginning with the 2017 PBMAS.

[7] MIN = minimum and denotes values less than 0. MAX = maximum and denotes values greater than 100.

SPED Indicator #13: SPED LEP Representation

This indicator compares the district's representation of students identified as limited English proficient (LEP) served in special education to the district's representation of LEP students in the total population.

Calculation

1. LEP representation in the district's special education program:

$$\frac{\text{number of enrolled LEP students served in special education}}{\text{number of enrolled students served in special education}}$$

2. LEP representation in the district's total population:

$$\frac{\text{number of enrolled LEP students}}{\text{number of enrolled students}}$$

3. Difference:

LEP representation in special education – LEP representation in the total population

Data Source

The data for this indicator are based on the number of LEP students (Element E0790) and all students reported by the district on the PEIMS 110 Record and 163 Record as enrolled in the district and receiving special education services.

- Minimum Size Requirements: Numerator ≥ 30
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No ***(New!)***
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Notes

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class); 30 (State Supported Living Centers); 31, 32, or 34 (ECI 0-2); or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerators or denominators.
- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerators or denominators.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerators and denominators.

Performance Level Assignment

Each district's difference value is compared to the PBMAS cut points[8] for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
13	MIN - 1.0 percentage point difference	1.1 - 5.9	6.0 - 10.0	10.1 - 100

New! In addition, each district's disproportionality rate will be reported based on the percentage ranges below:

Report Only	PL 0 (RO)	PL 1 (RO)	PL 2 (RO)	PL 3 (RO)
Disproportionality Rate	MIN - 10.0%	10.1% - 29.9%	30.0% - 49.9%	50.0% - MAX

Disproportionality Rate Calculation:

$$\frac{\text{percentage point difference}}{\text{LEP students' representation rate}}$$

New! Districts should anticipate that performance levels for this indicator will be assigned solely based on disproportionality rates beginning with the 2017 PBMAS.

[8] MIN = minimum and denotes values less than 0. MAX = maximum and denotes values greater than 100.

SPED Indicator #14: SPED Discretionary DAEP Placements

This indicator compares the discretionary Disciplinary Alternative Education Program (DAEP) placements of students served in special education to the discretionary placements of all students in DAEPs.

Calculation

1. Special education discretionary DAEP placement rate:

$$\frac{\text{number of discretionary DAEP placements of students served in special education}}{\text{number of students served in special education in attendance}}$$

2. All students' discretionary DAEP placement rate:

$$\frac{\text{number of discretionary DAEP placements for all students}}{\text{number of all students in attendance}}$$

3. Difference:

special education discretionary DAEP placement rate – all students' discretionary DAEP placement rate

Data Source

The data for this indicator's denominators are based on the number of students (all students versus special education students) reported by the district on the PEIMS 400 Record, 405 Record, 500 Record, and 505 Record as in attendance. The data for this indicator's numerators are based on the number of discretionary DAEP placements (all students versus special education students) reported by the district on the PEIMS 425 Record.

- Minimum Size Requirements:
  - Numerator ≥ 30 ***(New!)***
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No ***(New!)***
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Summer 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Notes

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.
- Discretionary DAEP placements are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.
- A student is counted as a special education student in the first denominator if (a) any 405 Record was submitted for the student; (b) Element E0940 on any 400 Record submitted for the student contains anything but 0000; (c) any 505 Record was submitted for the student; or (d) Element E1049 on any 500 Record submitted for the student contains anything but 000.
- A DAEP placement is counted as a special education DAEP placement in the first numerator if the student has a matching record for the same reporting period on (a) the 400 Record with Element E0041 containing anything but 00 and Element E0937 not equaling zero; or (b) on the 500 Record with Element E0041 containing anything but 00 and Element E1046 not equaling zero.
- Discretionary DAEP placements are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Codes (Element E1005) = 07, 08, and 10 and Reason Codes (Element E1006) = 01, 02 (if reported with Behavior Location Code 04 or 05), 10, 21, 23, 33, 34, 41, 49, 50, and/or 56. Only one action per incident number is counted under this indicator.

Performance Level Assignment

Each district's difference value is compared to the PBMAS cut points[9] for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
14	MIN - 1.0 percentage point difference	1.1 - 2.0	2.1 - 2.9	3.0 - MAX

In addition, each district's disproportionality rate will be reported based on the percentage ranges below:

Report Only	PL 0 (RO)	PL 1 (RO)	PL 2 (RO)	PL 3 (RO)
Disproportionality Rate	MIN - 10.0%	10.1% - 29.9%	30.0% - 49.9%	50.0% - MAX

Disproportionality Rate Calculation:

$$\frac{\text{percentage point difference}}{\text{all students' discretionary DAEP placement rate}}$$

New! Districts should anticipate that performance levels for this indicator will be assigned solely based on disproportionality rates beginning with the 2017 PBMAS.

[9] MIN = minimum and denotes values less than 0. MAX = maximum and denotes values greater than 100.

SPED Indicator #15: SPED Discretionary ISS Placements

This indicator compares the discretionary in-school suspension (ISS) placements of students served in special education to the discretionary placements of all students in ISS.

Calculation

1. Special education discretionary ISS placement rate:

$$\frac{\text{number of discretionary ISS placements of students served in special education}}{\text{number of students served in special education in attendance}}$$

2. All students' discretionary ISS placement rate:

$$\frac{\text{number of discretionary ISS placements for all students}}{\text{number of all students in attendance}}$$

3. Difference:

special education discretionary ISS placement rate – all students' discretionary ISS placement rate

Data Source

The data for this indicator's denominators are based on the number of students (all students versus special education students) reported by the district on the PEIMS 400 Record, 405 Record, 500 Record, and 505 Record as in attendance. The data for this indicator's numerators are based on the number of incidents of discretionary ISS placements (all students versus special education students) reported by the district on the PEIMS 425 Record.

- Minimum Size Requirements:
  - Numerator ≥ 30 ***(New!)***
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No ***(New!)***
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Summer 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Notes

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.
- Discretionary ISS placements are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.
- A student is counted as a special education student in the first denominator if (a) any 405 Record was submitted for the student; (b) Element E0940 on any 400 Record submitted for the student contains anything but 0000; (c) any 505 Record was submitted for the student; or (d) Element E1049 on any 500 Record submitted for the student contains anything but 000.
- An ISS placement is counted as a special education ISS placement in the first numerator if the student has a matching record for the same reporting period (a) on the 400 Record with Element E0041 containing anything but 00 and Element E0937 not equaling zero; or (b) on the 500 Record with Element E0041 containing anything but 00 and Element E1046 not equaling zero.
- Discretionary placements to ISS are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Code (Element E1005) = 06 and 26 and Reason Code (Element E1006) = All Codes. Only one action per incident number is counted under this indicator.

Performance Level Assignment

Each district's difference value is compared to the PBMAS cut points[10] for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
15	MIN - 10.0 percentage point difference	10.1 - 19.9	20.0 - 29.9	30.0 - MAX

In addition, each district's disproportionality rate will be reported based on the percentage ranges below:

Report Only	PL 0 (RO)	PL 1 (RO)	PL 2 (RO)	PL 3 (RO)
Disproportionality Rate	MIN - 10.0%	10.1% - 29.9%	30.0% - 49.9%	50.0% - MAX

Disproportionality Rate Calculation:

$$\frac{\text{percentage point difference}}{\text{all students' discretionary ISS placement rate}}$$

New! Districts should anticipate that performance levels for this indicator will be assigned solely based on disproportionality rates beginning with the 2017 PBMAS.

[10] MIN = minimum and denotes values less than 0. MAX = maximum and denotes values greater than 100.

SPED Indicator #16: SPED Discretionary OSS Placements

This indicator compares the discretionary out-of-school suspension (OSS) placements of students served in special education to the discretionary placements of all students in OSS.

Calculation

1. Special education discretionary OSS placement rate:

$$\frac{\text{number of discretionary OSS placements of students served in special education}}{\text{number of students served in special education in attendance}}$$

2. All students' discretionary OSS placement rate:

$$\frac{\text{number of discretionary OSS placements for all students}}{\text{number of all students in attendance}}$$

3. Difference:

special education discretionary OSS placement rate – all students' discretionary OSS placement rate

Data Source

The data for this indicator's denominators are based on the number of students (all students versus special education students) reported by the district on the PEIMS 400 Record, 405 Record, 500 Record, and 505 Record as in attendance. The data for this indicator's numerators are based on the number of incidents of discretionary placements to OSS (all students versus special education students) reported by the district on the PEIMS 425 Record.

- Minimum Size Requirements:
  - Numerator ≥ 30 ***(New!)***
- Year(s) of Data Available for Analysis: 3
- Special Analysis: No ***(New!)***
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Summer 2015
- Section II of this manual includes detailed information on these and other PBMAS components.

Notes

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.
- Discretionary OSS placements are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.
- A student is counted as a special education student in the first denominator if (a) any 405 Record was submitted for the student; if (b) Element E0940 on any 400 Record submitted for the student contains anything but 0000; if (c) any 505 Record was submitted for the student; or (d) Element E1049 on any 500 Record submitted for the student contains anything but 000.
- An OSS placement is counted as a special education OSS placement in the first numerator if the student has a matching record for the same reporting period (a) on the 400 Record with Element E0041 containing anything but 00 and Element E0937 not equaling zero; or (b) on the 500 Record with Element E0041 containing anything but 00 and Element E1046 not equaling zero.
- Discretionary placements to OSS are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Code (Element E1005) = 05 and 25 and Reason Code (Element E1006) = All Codes. Only one action per incident number is counted under this indicator.

Performance Level Assignment

Each district's difference value is compared to the PBMAS cut points[11] for the indicator, and performance levels are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
16	MIN - 6.0 percentage point difference	6.1 - 10.5	10.6 - 14.9	15.0 - MAX

In addition, each district's disproportionality rate will be reported based on the percentage ranges below:

Report Only	PL 0 (RO)	PL 1 (RO)	PL 2 (RO)	PL 3 (RO)
Disproportionality Rate	MIN - 10.0%	10.1% - 29.9%	30.0% - 49.9%	50.0% - MAX

Disproportionality Rate Calculation:

$$\frac{\text{percentage point difference}}{\text{all students' discretionary OSS placement rate}}$$

New! Districts should anticipate that performance levels for this indicator will be assigned solely based on disproportionality rates beginning with the 2017 PBMAS.

[11] MIN = minimum and denotes values less than 0. MAX = maximum and denotes values greater than 100.

Section IV: Appendices

Appendix: A – Career and Technical Education Nontraditional Courses (2014-2015 School Year)

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

Nontraditional for Females	
PEIMS Number	Course
12700400	CAREER PORTALS (FIRST TIME TAKEN)
12701500	PROBLEMS AND SOLUTIONS
13000300	LIVESTOCK PRODUCTION
13000400	SMALL ANIMAL MANAGEMENT
13000500	EQUINE SCIENCE
13000700	ADVANCED ANIMAL SCIENCE
13000800	PROFESSIONAL STANDARDS IN AGRIBUSINESS
13000900	AGRIBUSINESS MANAGEMENT AND MARKETING
13001400	FOOD PROCESSING
13001600	RANGE ECOLOGY AND MANAGEMENT
13001800	PRINCIPLES AND ELEMENTS OF FLORAL DESIGN
13001900	LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT
13002000	HORTICULTURE SCIENCE
13002100	ADVANCED PLANT AND SOIL SCIENCE
13002500	PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES
13004200	PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION
13004600	ARCHITECTURAL DESIGN
13004700	ADVANCED ARCHITECTURAL DESIGN
13004900	CONSTRUCTION MANAGEMENT
13005100	CONSTRUCTION TECHNOLOGY
13005400	BUILDING MAINTENANCE TECHNOLOGY
13005500	ADVANCED BUILDING MAINTENANCE TECHNOLOGY
13005800	HEATING, VENTILATION, AND AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Nontraditional for Females (continued)	
PEIMS Number	Course
13006000	PIPING AND PLUMBING TECHNOLOGY
13008200	PRINCIPLES OF ARTS, AUDIO VISUAL TECHNOLOGY, AND COMMUNICATIONS
13009600	PRINTING AND IMAGING TECHNOLOGY
13009700	ADVANCED PRINTING AND IMAGING TECHNOLOGY
13009900	PROFESSIONAL COMMUNICATIONS
13011300	TOUCH SYSTEM DATA ENTRY
13011800	GLOBAL BUSINESS
13012200	PRACTICUM IN BUSINESS MANAGEMENT
13022600	CULINARY ARTS
13022700	PRACTICUM IN CULINARY ARTS
13027200	PRINCIPLES OF INFORMATION TECHNOLOGY
13027300	COMPUTER MAINTENANCE
13027400	TELECOMMUNICATIONS AND NETWORKING
13027500	COMPUTER TECHNICIAN
13029300	LAW ENFORCEMENT I
13029400	LAW ENFORCEMENT II
13029500	FORENSIC SCIENCE
13029700	CORRECTIONAL SERVICES
13029800	SECURITY SERVICES
13029900	FIREFIGHTER I
13030000	FIREFIGHTER II
13032200	PRINCIPLES OF MANUFACTURING
13032300	WELDING
13032400	ADVANCED WELDING
13032500	PRECISION METAL MANUFACTURING
13032600	ADVANCED PRECISION METAL MANUFACTURING
13032700	FLEXIBLE MANUFACTURING
13032800	ADVANCED FLEXIBLE MANUFACTURING
13032900	MANUFACTURING ENGINEERING

Nontraditional for Females (continued)	
PEIMS Number	Course
13033000	PRACTICUM IN MANUFACTURING
13034400	ENTREPRENEURSHIP
13036300	BIOTECHNOLOGY
13036500	ENGINEERING DESIGN AND PRESENTATION
13036600	ADVANCED ENGINEERING DESIGN AND PRESENTATION
13036800	ELECTRONICS
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH AND DESIGN
13037210	SCIENTIFIC RESEARCH AND DESIGN II
13039300	ENERGY, POWER, AND TRANSPORTATION SYSTEMS
13039400	AIRCRAFT TECHNOLOGY
13039500	ADVANCED AIRCRAFT TECHNOLOGY
13039600	AUTOMOTIVE TECHNOLOGY
13039700	ADVANCED AUTOMOTIVE TECHNOLOGY
13039800	COLLISION REPAIR AND REFINISHING
13039900	ADVANCED COLLISION REPAIR AND REFINISHING
13040000	SMALL ENGINE TECHNOLOGY
13040100	ADVANCED SMALL ENGINE TECHNOLOGY
13040200	TRANSPORTATION SYSTEMS MANAGEMENT

Nontraditional for Males	
PEIMS Number	Course
13000600	VETERINARY MEDICAL APPLICATIONS
13012000	VIRTUAL BUSINESS
13012200	PRACTICUM IN BUSINESS MANAGEMENT
13014400	INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING
13014500	PRACTICUM IN EDUCATION AND TRAINING
13016200	MONEY MATTERS
13016300	BANKING AND FINANCIAL SERVICES
13016600	ACCOUNTING I
13016700	ACCOUNTING II
13020400	HEALTH SCIENCE
13020500	PRACTICUM IN HEALTH SCIENCE
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13024500	LIFETIME NUTRITION AND WELLNESS
13024600	COUNSELING AND MENTAL HEALTH
13024800	CHILD GUIDANCE
13025000	PRACTICUM IN HUMAN SERVICES
13025100	INTRODUCTION TO COSMETOLOGY
13025200	COSMETOLOGY I
13025300	COSMETOLOGY II
N1302531	COSMETOLOGY MANICURIST SPECIALITY
N1302532	COSMETOLOGY SHAMPOO AND CONDITIONING SPECIALIST

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

The Texas Education Agency welcomes comments and questions concerning PBMAS district performance levels. In addition, if a district determines that one or more 2016 PBMAS performance level assignments were based on a data or calculation error attributable to the agency or one of the agency's data contractors, the district should submit specific information about the error, no later than September 16, 2016, to the address below. Requests based on disagreement with the 2016 PBMAS indicators, cut points, and methodologies adopted in rule or requests based on districts' data errors will not be considered.

Contact Information:	
Address:	Texas Education Agency Performance-Based Monitoring 1701 North Congress Avenue Austin, Texas 78701-1494
Phone:	(512) 936-6426
E-mail:	pbm@tea.texas.gov

Other Helpful Contact Information:			
Name: Phone: Email:	Program Monitoring and Interventions (512) 463-5226 PMIdivision@tea.texas.gov	Name: Phone: Email:	Bilingual Education/English as a Second Language (512) 463-9581 curriculum@tea.texas.gov
Name: Phone: Email:	Career and Technical Education (512) 463-9581 curriculum@tea.texas.gov	Name: Phone:	Federal & State Education Policy (512) 463-9414
Name: Phone: Email:	Performance Reporting (512) 463-9704 performance.reporting@tea.texas.gov	Name: Phone: Email:	Student Assessment (512) 463-9536 studentassessment@tea.texas.gov

Appendix: C – ESC Performance-Based Monitoring Contacts

Performance-based monitoring contact information is updated by each education service center (ESC) and can be found at http://mansfield.tea.state.tx.us/tea.askted.web/Forms/Home.aspx, using the Search RESCs function.

Full Name	Region	City	Phone	Email Address
DR TINA MCINTYRE	1	EDINBURG	(956) 984-6027	tmcintyre@esc1.net
DAN BAEN	2	CORPUS CHRISTI	(361) 561-8415	dan.baen@esc2.us
GEOFFREY RICKERHAUSER	2	CORPUS CHRISTI	(361) 561-8422	geoffrey.rickerhauser@esc2.us
NORMA TORRES-MARTINEZ	2	CORPUS CHRISTI	(361) 561-8407	norma.torres-martinez@esc2.us
LISA HERNANDEZ	3	VICTORIA	(361) 573-0731 ext:270	lhernandez@esc3.net
BRENDA O'BANNION	3	VICTORIA	(361) 573-0731 ext:212	bobannion@esc3.net
BEVERLY WYATT	3	VICTORIA	(361) 573-0731 ext:245	bwyatt@esc3.net
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DR EDNA FORTE	4	HOUSTON	(713) 744-6358	edna.forte@esc4.net
DR LINDA HALL	4	HOUSTON	(713) 744-6399	lhall@esc4.net
JERRY KLEKOTTA	4	HOUSTON	(713) 744-6393	gklekotta@esc4.net
DANETTE THORNTON	4	HOUSTON	(713) 744-6578	danette.thornton@esc4.net
MONICA MAHFOUZ	5	BEAUMONT	(409) 951-1702	mmahfouz@esc5.net
TERESA ANDERSON	6	HUNTSVILLE	(936) 435-8250	tanderson@esc6.net
SANDY CAMMARATA-GARCIA	6	HUNTSVILLE	(936) 435-8235	sgarcia@esc6.net
JESSICA HASSELL	6	HUNTSVILLE	(936) 435-8355	JHASSELL@ESC6.NET
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MS PAM ALBRITTON	8	MT PLEASANT	(903) 572-8551 ext:2762	palbritton@reg8.net
MR LEONARD BELES	8	MT PLEASANT	(903) 572-8551 ext:2740	lbeles@reg8.net
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ROSEMARY MANGES	10	RICHARDSON	(972) 348-1586	rosemary.manges@region10.org
MRS MYRA SCRABECK	10	RICHARDSON	(972) 348-1340	Myra.scrabeck@region10.org
NAME NAME	11	WHITE SETTLEMENT	(817) 740-7579	bneeley@esc11.net
CARIE DOWNES	12	WACO	(254) 297-1252	cdownes@esc12.net
CHRIS GRIFFIN	12	WACO	(254) 297-1163	cgriffin@esc12.net
ELLEN HOGAN	12	WACO	(254) 297-1195	ehogan@esc12.net
CHRISTINE HOLECEK	12	WACO	(254) 297-1284	cholecek@esc12.net
STEPHANIE KUCERA	12	WACO	(254) 297-1154	skucera@esc12.net
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TAMARA MCGAUGHEY	14	ABILENE	(325) 675-8616	tmcgaughey@esc14.net
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SHIRLEY CLARK	16	AMARILLO	(806) 677-5130	shirley.clark@esc16.net
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CYNTHIA BAYUK-BISHOP	18	MIDLAND	(432) 561-4305	cbayuk@esc18.net
LEE LENTZ-EDWARDS	18	MIDLAND	(432) 563-2380	llentz@esc18.net
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PATRICK SHAFFER	18	MIDLAND	(432) 561-4323	pcshaffer@ESC18.NET

Full Name	Region	City	Phone	Email Address
JAMYE SWINFORD	18	MIDLAND	(432) 561-4350	jswinfor@esc18.net
DR MARIA LUISA NIESTAS	19	EL PASO	(915) 780-6551	mlniestas@esc19.net
REBECCA ONTIVEROS	19	EL PASO	(915) 780-5093	rontiveros@esc19.net
SAMANTHA GALLEGOS	20	SAN ANTONIO	(210) 370-5481	samantha.gallegos@esc20.net

The performance-based monitoring contact information for Appendix A is provided by each ESC. If contact information is missing, call the ESC main number listed at http://tea.texas.gov/regional_services/esc/ for assistance.

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