

Components of the 2004-2005 System

Data Sources

Data used in *PBMAS* come from a variety of sources. Texas Assessment of Knowledge and Skills (TAKS) data are obtained from data sets produced by the agency's testing contractor. Other data are obtained from divisions within TEA, including the list of official dropouts from the Division of Accountability Research; Academic Excellence Indicator System (AEIS), Adequate Yearly Progress (AYP), and graduation data from the Performance Reporting Division; Title II data from the Division of NCLB Program Coordination; and PEIMS data from the PEIMS Division. Unless otherwise noted, PEIMS data used for *PBMAS* evaluations are those gathered in the October submission of each school year. The data source for each performance indicator is included as a part of the explanation of each indicator included in this manual.

Filters

At times, there are unique circumstances surrounding the evaluation of a district on a particular performance indicator. For example, a residential facility for students with disabilities in a particular district is likely to increase the percentage of students identified for special education programs. As such, certain filters may be appropriate to apply to data sets before performance indicators are calculated. Any filters applied to data sets used to calculate performance indicators are included in the description of the indicator in this manual.

Minimum Size Requirements

A minimum size requirement is incorporated into all performance indicators. Districts must have at least thirty (30) students in the relevant segment of the student population to be evaluated on an indicator. If the minimum size requirement is met for a particular performance indicator, then a district is evaluated for that indicator. If the minimum size requirement is not met, then the district receives "special analysis" on that indicator. (See the Special Analysis section of this manual for further information.)

There is one exception to the minimum size requirement. If a district does not meet the minimum size requirement for an indicator, but the performance of the district is high enough to earn a performance level of *0 – Met Standard*, then the district receives a performance level of *0*, regardless of the number of students in the relevant segment of the student population.

No Data Available for an Indicator

A district with no data available for evaluation receives a designation of "*ND*" meaning that the district cannot be evaluated because of an absence of data. For example, if a district has no migrant students, then for all performance indicators applied to migrant students (such as NCLB #01 Migrant TAKS Passing Rate or NCLB #02 Migrant Annual Dropout Rate) the *PBMAS* report for the district will show "*ND*" instead of a performance level on those indicators.

Setting Standards

The performance levels for each indicator in *PBMAS* for 2004-2005 are *Special Analysis, 0, 1, 2, or 3*. A performance level of *0* is the highest designation for any indicator, meaning that the district met the standard for the indicator. A performance level of *3* is the lowest designation, indicating that the district performance was farthest from the performance for the *0 - Met Standard* designation.

Types of Standards

There are two types of standards commonly used to evaluate performance indicators of the type used in *PBMAS*: relative standards and absolute standards.

Absolute standards are tied to an absolute requirement or goal. The state accountability system uses absolute standards to rate campuses and districts yearly. All districts have the possibility of achieving an absolute standard each year. During stakeholder meetings held by the PBM Division in 2004, stakeholders expressed preference for absolute standards to relative standards, when possible.

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

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

PBMAS standards are aligned with these state accountability standards so that a district achieving the performance standard for an accountability rating of *Academically Acceptable* in a TAKS subject receives a *PBMAS* designation of *0 – Met Standard*. A district with performance up to 5.0 percentage points below the state accountability standard receives a *PBMAS* designation of *1*, and a district with performance 5.1 to 10.0 percentage points below the state accountability standard receives a *PBMAS* designation of *2*. Any district with performance 10.1 or more percentage points below the state accountability standard receives a performance level of *3*, the lowest designation in the *PBMAS*. The following chart summarizes the assignment of performance levels for *PBMAS* TAKS indicators:

| District Performance Level Criterion: District Group TAKS Passing Rate Compared to PBMAS Standards | | | | |
|---|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 group test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district group TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district group TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district group TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district group TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

Relative standards are not tied to an absolute requirement or goal. Rather, they are usually based on the distribution of scores of the population being evaluated. Only a certain number of districts can achieve any performance level (0-3) using relative standards. Relative standards are used in *PBMAS* only when necessary and will be replaced as absolute standards are established over time.

Example: An example of an indicator based upon relative standards is the percent of Limited English Proficient (LEP) students participating in TAKS or SDAA. When setting relative standards, districts are first ranked by the pertinent indicator (in this case, percent of students participating). The percent at the median (half of the districts above and half below) is used to set the standard for a performance level of 0. Further standards are set based upon the percent of districts at each level, as shown in the following chart:

| Percent of Districts in the Distribution | District | Percent of Students Participating | Performance Level |
|--|------------|-----------------------------------|-------------------|
| | District A | 99.0% | |
| | District B | 90.0% | |
| | District C | 88.0% | |
| | District D | 87.0% | |
| | District E | 86.0% | |
| 50.0% | District F | 82.0% | PL=0 |
| | District G | 79.0% | |
| | District H | 78.0% | |
| 25.0% | District I | 75.0% | PL=1 |
| | District J | 68.0% | |
| 20.0% | District K | 64.0% | PL=2 |
| 5.0% | District L | 55.0% | PL=3 |

Some standards reported on *PBMAS* reports and in the *PBMAS* Manual were calculated using relative methods, but will be reported in absolute numbers. For instance, in the above example, the standard for *PL=0* will be reported as 82.0%, the standard for *PL=1* will be reported as 75.0%, etc. In future years, it may be appropriate to use these percentages as absolute standards, which can be raised over time.

In all instances of relative standards, cut-off points may be adjusted slightly to make the standard more readily understood. For example, in the LEP TAKS/SDAA indicator described above, the actual percent of students participating for districts at the median was 82.1%. In order to make the standards as clear and fair as possible, the standard set for a performance level of 0 – *Met Standard* for this indicator was 82.0%.

Another example in which relative standards are used is in the comparison of two ratios. For instance, when evaluating the potential over-representation of African-American students in special education, the following calculations are made:

$$\frac{\text{District special education African-American percentage}}{\text{District number of African-American students served in special education in 2003-2004}} = \frac{\text{District number of students served in special education enrolled in 2003-2004}}{\text{District number of students served in special education enrolled in 2003-2004}}$$

$$\frac{\text{District overall African-American percentage}}{\text{District number of African-American students enrolled in 2003-2004}} = \frac{\text{District number of students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

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

Districts are then ranked by the size of the difference score, and standards for this indicator are set in the same way as those of the LEP TAKS/SDAA indicator described above.

Report-Only Indicators

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

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

Rounding

Calculations for all indicators are rounded to one decimal place; for example, 79.877% is rounded to 79.9%.

Masking

District data are released to each school district and charter school as allowed under the Family Educational Rights and Privacy Act (FERPA). Data released to the public on district performance are masked to protect student confidentiality. TEA policy is to mask numbers of students below five.

Differences in Participation Between PBMAS and Other Data Sources

For *PBMAS* purposes, all participation and dropout data are taken from the same data sets used to create AEIS reports. These data sets are not adjusted for student mobility. All *PBMAS* test performance data sets are modified to include only the subset of students used in accountability reporting. This subset includes students who were present in a district on the October PEIMS submission date as well as the date of testing. In cases where retesting occurs, the student must be in the same district on the October PEIMS submission date and both testing dates in order to be included in the accountability subset. When comparing *PBMAS* and AEIS reports, numbers used to calculate *PBMAS* performance indicators are from those indicators of the AEIS reports labeled “Accountability Indicator.” For further information on the accountability subset, please consult the *2004 Accountability Manual* at: <http://www.tea.state.tx.us/perfreport/account/2004/manual>.

Special Analysis

As indicated earlier, one of the guiding principles of *PBMAS* is maximum inclusion. One tool that can be used to analyze the performance of districts and charter schools with small numbers of students is special analysis. Special analysis was not a component of PAS/DAS or the 2003-2004 transition year of performance-based monitoring. It is anticipated that while the scope of *PBMAS* special analysis in 2004-2005 may be somewhat limited, over time it will expand so that the system can effectively evaluate a maximum number of school districts. For 2004-2005 *PBMAS*, some districts will receive an initial designation of *SA – Special Analysis Required* on one or more indicators. In this situation, special analysis will be conducted after the initial *PBMAS* reports are sent to districts. The *SA – Special Analysis Required* designation is reserved for situations in which a performance level cannot be reliably established using standard analyses, because the number of students in the group being evaluated is fewer than 30.

There is one situation in which a district that does not meet the minimum size requirement receives a performance level via the standard analysis process. If, during the analysis process, a district does not meet the minimum size requirement of 30 students on an indicator, but the district performance meets the standard for a performance level of *0 – Met Standard*, then the district receives a performance level of *0 – Met Standard* for that indicator, regardless of the number of students evaluated. A district not meeting the minimum size requirement on an indicator with performance which does not meet the standard for a performance level of *0 – Met Standard* receives a performance level of *SA – Special Analysis Required*.

A district does not receive special analysis on an indicator if:

- the group being evaluated meets minimum size requirements
- or**
- the initial performance level is *0 – Met Standard*, regardless of group size.

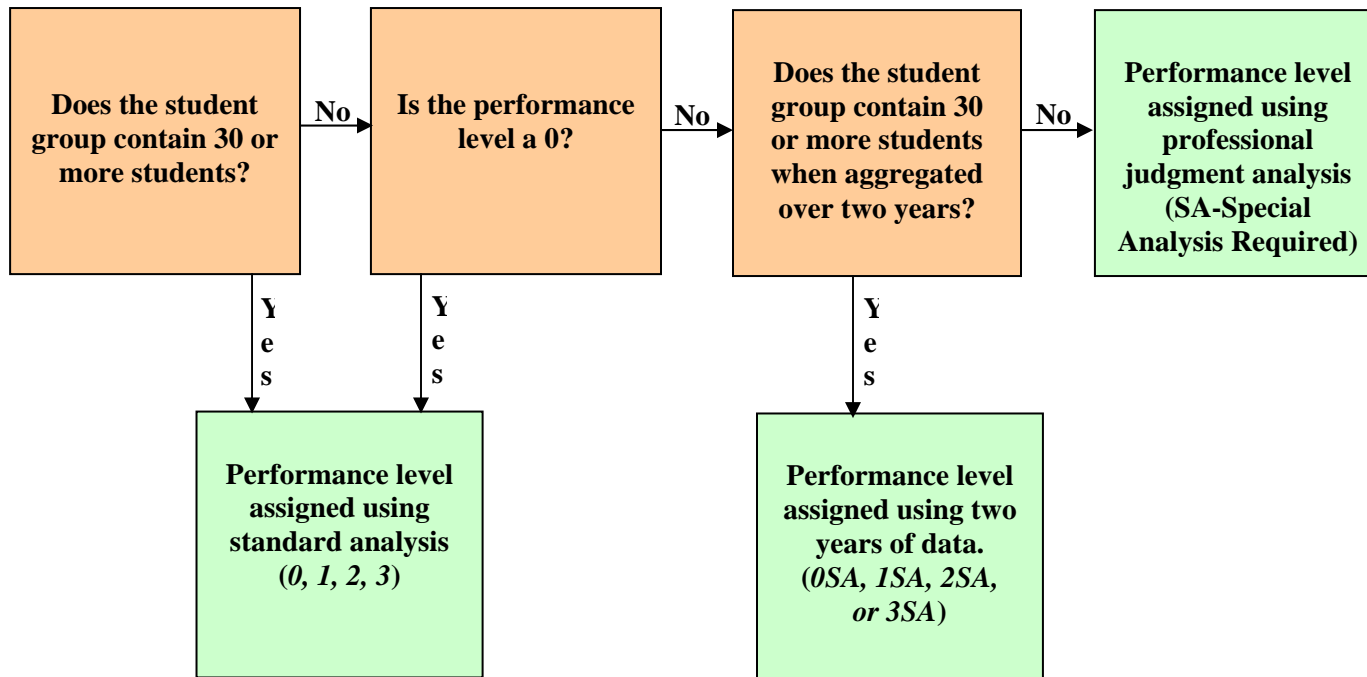
A district only receives special analysis on an indicator if:

- there are fewer than 30 students evaluated for an indicator
- and**
- the district does not meet the requirement for a performance level of *0 – Met Standard* on the indicator.

PBMAS indicators that are subject to special analysis fall into one of two categories: those that can be evaluated through the automated aggregation and comparison of two years of data and those that can only be evaluated through a non-automated professional judgment analysis. The type of special analysis used depends on the number of students in the group being evaluated. If aggregating two years of data brings the number of students in the group to 30 or more, then the group is evaluated on either the current year’s data or the previous year’s data, **whichever results in the higher performance level**. Previous year data will not be used to lower a performance level below that based on the current year data. Performance levels established using this method of special analysis will have “SA” appended (*OSA, ISA, 2SA, 3SA*) and will be included on *PBMAS* reports to districts and charter schools. *Exception*: Because it is not possible to compare two years of data for the year-after-exit indicators, all districts and charter schools not meeting the minimum size requirement of 30 in one year on year-after-exit indicators receive a designation of *SA-Special Analysis Required*, which is explained in the next paragraph.

If using two years of data does not bring the number of students in the group to 30 or more, then the district’s performance on the indicator is evaluated using professional judgment. Summary data for two years will be produced, analyzed by program-area staff at the agency, and professional judgment applied. To the extent possible, trends are observed. Application of professional judgment results in: (1) allowing the performance level based upon the small numbers to stand; (2) elevating the performance level to a higher performance level; or (3) determining that the district performance on the indicator should be *Not Evaluated*. Professional judgment analysis will be applied after the *PBMAS* reports are sent to districts.

The following flow chart depicts the process of determining when special analysis is required:



Data Integrity Indicators

Indicators of data integrity are under development, including indicators that will be used to analyze leaver records, state assessment data, and disciplinary data reported under Chapter 37 of the Texas Education Code. Development and modification of these indicators will continue in parallel with indicators of student performance and program effectiveness indicators.

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Performance Indicators

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

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

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

CALCULATION

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

$$\text{District LEP passing rate for an English TAKS subject test} = \frac{\text{District number of LEP students who passed the English TAKS subject test in 2003-2004}}{\text{District number of LEP students who took the English TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 LEP English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District LEP English TAKS Passing Rate | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 LEP English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district LEP English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district LEP English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district LEP English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district LEP English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Writing | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

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

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

CALCULATION

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

$$\text{District BE passing rate for an English TAKS subject test} = \frac{\text{District number of BE students who passed the English TAKS subject test in 2003-2004}}{\text{District number of BE students who took the English TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 BE English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District BE English TAKS Passing Rate | | | | |
|---|---|--|---|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 BE English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district BE English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district BE English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district BE English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district BE English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Writing | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

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

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

CALCULATION

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

$$\text{District ESL passing rate for an English TAKS subject test} = \frac{\text{District number of ESL students who passed the English TAKS subject test in 2003-2004}}{\text{District number of ESL students who took the English TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 ESL English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District ESL English TAKS Passing Rate | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 ESL English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district ESL English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district ESL English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district ESL English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district ESL English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Writing | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

BE/ESL Indicator #2: LEP Annual Dropout Rate

This indicator is the percent of Limited English Proficient (LEP) students (Grades 7-12) who dropped out in 2002-2003.

CALCULATION

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

$$\text{District LEP annual dropout rate} = \frac{\text{District number of LEP students (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of LEP students (Grades 7-12) in attendance in 2002-2003}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 LEP students in Grades 7-12 in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Accountability Research.

NOTES

- Dropout data are for the 2002-2003 school year.

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

| District Performance Level Criterion: District LEP Annual Dropout Rate | | | | |
|---|--|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 LEP students in Grades 7-12 in the district in 2002-2003 and PL not equal to 0. | The district LEP annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0. | The district LEP annual dropout rate is between 2.1% and 5.0%. | The district LEP annual dropout rate is between 5.1% and 8.0%. | The district LEP annual dropout rate is 8.1% or higher. |

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

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

CALCULATION

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

$$\text{District LEP passing rate for a Spanish TAKS subject test} = \frac{\text{District number of LEP students who passed the Spanish TAKS subject test in 2003-2004}}{\text{District number of LEP students who took the Spanish TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 LEP Spanish TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.

NOTES

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

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

- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District LEP Spanish TAKS Passing Rate | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 LEP Spanish TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district LEP Spanish TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district LEP Spanish TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district LEP Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district LEP Spanish TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|-------------|-------|
| Reading | 50.0% |
| Writing | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

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

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

CALCULATION

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

$$\text{District BE passing rate for a Spanish TAKS subject test} = \frac{\text{District number of BE students who passed the Spanish TAKS subject test in 2003-2004}}{\text{District number of BE students who took the Spanish TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 BE Spanish TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.

NOTES

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

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

- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District BE Spanish TAKS Passing Rate | | | | |
|---|---|--|---|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 BE Spanish TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district BE Spanish TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district BE Spanish TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district BE Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district BE Spanish TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|-------------|-------|
| Reading | 50.0% |
| Writing | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

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

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

CALCULATION

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

$$\text{District ESL passing rate for a Spanish TAKS subject test} = \frac{\text{District number of ESL students who passed the Spanish TAKS subject test in 2003-2004}}{\text{District number of ESL students who took the Spanish TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 ESL Spanish TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.

NOTES

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

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

- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District ESL Spanish TAKS Passing Rate | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 ESL Spanish TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district ESL Spanish TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district ESL Spanish TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district ESL Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district ESL Spanish TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|-------------|-------|
| Reading | 50.0% |
| Writing | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

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

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

CALCULATION

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

$$\text{District LEP year-after-exit passing rate for an English TAKS subject test} = \frac{\text{District number of students who were identified as LEP in 2002-2003 and not identified as LEP in 2003-2004 who passed the English TAKS subject test in 2003-2004}}{\text{District number of students who were identified as LEP in 2002-2003 and not identified as LEP in 2003-2004 who took the English TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 former LEP English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.
- 2002-2003 PEIMS fall/submission 1.
- 2003-2004 PEIMS fall/submission 1.

NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Students must be in the same district in both school years.

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

| District Performance Level Criterion: District LEP Year-After-Exit English TAKS Passing Rate | | | | |
|---|---|--|---|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 former LEP English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district former LEP English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district former LEP English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district former LEP English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district former LEP English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Writing | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

BE/ESL Indicator #4B(i-v): BE Year-After-Exit English TAKS Passing Rate

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

CALCULATION

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

$$\text{District exited BE passing rate for an English TAKS subject test} = \frac{\text{District number of students exited from BE in 2002-2003 who passed the English TAKS subject test in 2003-2004}}{\text{District number of students exited from BE in 2002-2003 who took the English TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 exited BE English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.
- 2002-2003 PEIMS fall/submission 1.
- 2003-2004 PEIMS fall/submission 1.

NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Students must be in the same district in both school years.

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

| District Performance Level Criterion: District BE Year-After-Exit English TAKS Passing Rate | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 exited BE English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district exited BE English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district exited BE English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district exited BE English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district exited BE English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Writing | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

BE/ESL Indicator #4C(i-v): ESL Year-After-Exit English TAKS Passing Rate

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

CALCULATION

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

$$\frac{\text{District exited ESL passing rate for an English TAKS subject test}}{\text{District number of students exited from ESL in 2002-2003 who passed the English TAKS subject test in 2003-2004}} = \frac{\text{District number of students exited from ESL in 2002-2003 who took the English TAKS subject test in 2003-2004}}{\text{District number of students exited from ESL in 2002-2003 who took the English TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 exited ESL English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.
- 2002-2003 PEIMS fall/submission 1.
- 2003-2004 PEIMS fall/submission 1.

NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Students must be in the same district in both school years.

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

| District Performance Level Criterion: District ESL Year-After-Exit English TAKS Passing Rate | | | | |
|---|---|--|---|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 exited ESL English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district exited ESL English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district exited ESL English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district exited ESL English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district exited ESL English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Writing | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

BE/ESL Indicator #5: LEP TAKS/SDAA Participation Rate

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

CALCULATION

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

$$\text{District LEP TAKS/SDAA participation rate} = \frac{\text{District number of LEP students tested in either TAKS or SDAA in 2003-2004}}{\text{District number of LEP students with unduplicated TAKS/SDAA answer documents in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 TAKS/SDAA answer documents for LEP students in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

- Appendix E of the 2003 AEIS Glossary contains a description of each component of TAKS participation.
- The performance levels for this indicator are based on relative standards. Relative standards will be replaced with absolute standards over time.
- The LEP TAKS/SDAA participation rate is based on results from students in the following grades:

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

The district LEP TAKS/SDAA participation rate is compared the *PBMAS* standards for TAKS/SDAA participation, and performance levels are assigned as follows:

| District Performance Level Criterion: District LEP TAKS/SDAA Participation Rate | | | | |
|---|---|---|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 LEP TAKS/SDAA answer documents for LEP students in the district in 2003-2004 and PL not equal to 0. | The district LEP TAKS/SDAA participation rate is 82.0% or higher. Minimum size requirements not applicable if PL = 0. | The district LEP TAKS/SDAA participation rate is between 75.0% and 81.9%. | The district LEP TAKS/SDAA participation rate is between 64.0% and 74.9%. | The district LEP TAKS/SDAA participation rate is 63.9% or lower. |

BE/ESL Indicator #6: LEP Progress on Reading Proficiency Test in English (RPTE)

This indicator is the percentage of Limited English Proficient (LEP) students who progressed at least one proficiency level on the RPTE from 2003 to 2004.

CALCULATION

For each district, calculate the district LEP RPTE progress rate:

$$\begin{array}{l}
 \text{District LEP} \\
 \text{RPTE} \\
 \text{progress rate}
 \end{array}
 = \frac{\text{District number of LEP students who progressed at least one proficiency level on the RPTE from 2003 to 2004}}{\text{District number of LEP students assessed on the RPTE in both 2003 and 2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- Data sets produced by the Division of Student Assessment.

NOTES

- Report only for 2004-2005. The district LEP RPTE progress rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- The LEP RPTE progress rate is based on results from students in the following grades:

| Subject Test | Grade Levels |
|--------------|--------------|
| RPTE | 3-12 |

BE/ESL Indicator #7: LEP RHSP/DAP Graduation Rate

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

CALCULATION

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

$$\text{District LEP RHSP/DAP graduation rate} = \frac{\text{District number of LEP students who graduated with a RHSP or DAP diploma in 2002-2003}}{\text{District number of LEP students who graduated in 2002-2003}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

- Report only for 2004-2005. The district LEP RHSP/DAP graduation rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Graduation data are for the 2002-2003 school year.

Career and Technology Education Indicators

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

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

CALCULATION

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

$$\text{District CTE passing rate for a TAKS subject test} = \frac{\text{District number of CTE students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.

NOTES

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

| Indicator | Subject Test | Grade Levels |
|-----------|----------------|--------------|
| 1(i) | Mathematics | 9-11 |
| 1(ii) | Reading/ELA | 9-11 |
| 1(iii) | Science | 10, 11 |
| 1(iv) | Social Studies | 10, 11 |

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District CTE TAKS Passing Rate | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 CTE TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district CTE TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district CTE TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district CTE TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district CTE TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

CTE Indicator #2: CTE Annual Dropout Rate

This indicator is the percent of Career and Technology Education (CTE) students (Grades 7-12) who dropped out in 2002-2003.

CALCULATION

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

$$\text{District CTE annual dropout rate} = \frac{\text{District number of CTE students (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of CTE students (Grades 7-12) in attendance in 2002-2003}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE students in Grades 7-12 in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Accountability Research.

NOTES

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Dropout data are for the 2002-2003 school year.

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

| District Performance Level Criterion: District CTE Annual Dropout Rate | | | | |
|---|--|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 CTE students in Grades 7-12 in the district in 2002-2003 and PL not equal to 0. | The district CTE annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0. | The district CTE annual dropout rate is between 2.1% and 5.0%. | The district CTE annual dropout rate is between 5.1% and 8.0%. | The district CTE annual dropout rate is 8.1% or higher. |

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

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

CALCULATION

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

$$\text{District CTE LEP passing rate for a TAKS subject test} = \frac{\text{District number of CTE LEP students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE LEP students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE LEP TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.

NOTES

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

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

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District CTE LEP TAKS Passing Rate | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 CTE LEP TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district CTE LEP TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district CTE LEP TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district CTE LEP TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district CTE LEP TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

CTE Indicator #4(i-iv): CTE Economically Disadvantaged TAKS Passing Rate

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

CALCULATION

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

$$\text{District CTE economically disadvantaged passing rate for a TAKS subject test} = \frac{\text{District number of CTE economically disadvantaged students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE economically disadvantaged students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE economically disadvantaged TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.

NOTES

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

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

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District CTE Economically Disadvantaged TAKS Passing Rate | | | | |
|---|---|--|---|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 CTE economically disadvantaged TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district CTE economically disadvantaged TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district CTE economically disadvantaged TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district CTE economically disadvantaged TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district CTE economically disadvantaged TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

CTE Indicator #5(i-iv): CTE Special Education TAKS Passing Rate

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

CALCULATION

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

$$\text{District CTE special education passing rate for a TAKS subject test} = \frac{\text{District number of CTE special education students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE special education students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE special education TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.

NOTES

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

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

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District CTE Special Education TAKS Passing Rate | | | | |
|--|---|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 CTE special education TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district CTE special education TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district CTE special education TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district CTE special education TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district CTE special education TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

CTE Indicator #6(i-iv): CTE Tech Prep TAKS Passing Rate

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

CALCULATION

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

$$\text{District CTE Tech Prep passing rate for a TAKS subject test} = \frac{\text{District number of CTE Tech Prep students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE Tech Prep students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE Tech Prep TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the testing contractor.

NOTES

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

| Indicator | Subject Test | Grade Levels |
|-----------|----------------|--------------|
| 6(i) | Mathematics | 9-11 |
| 6(ii) | Reading/ELA | 9-11 |
| 6(iii) | Science | 10, 11 |
| 6(iv) | Social Studies | 10, 11 |

- Only students with PEIMS VOCED status code 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

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

| District Performance Level Criterion: District CTE Tech Prep TAKS Passing Rate | | | | |
|--|---|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 CTE Tech Prep TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district CTE Tech Prep TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district CTE Tech Prep TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district CTE Tech Prep TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district CTE Tech Prep TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

CTE Indicator #7A: Non-Traditional Courses—Male

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

CALCULATION

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- 2002-2003 PEIMS fall/submission 1.
- 2002-2003 PEIMS summer/submission 3.

NOTES

- Report only for 2004-2005. The district CTE male non-traditional course completion rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Only students with PEIMS VOCED status codes 1 (enrolled in Career/Technology Elective), 2 (enrolled in Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- A list of CTE non-traditional courses is located in the back of this manual as Appendix A.
- Course completion data are for the 2002-2003 school year.
- Each student is counted for each course completed. For example, a student completing five non-traditional courses is counted five times in this indicator.

CTE Indicator #7B: Non-Traditional Courses—Female

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

CALCULATION

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- 2002-2003 PEIMS fall/submission 1.
- 2002-2003 PEIMS summer/submission 3.

NOTES

- Report only for 2004-2005. The district CTE female non-traditional course completion rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Only students with PEIMS VOCED status codes 1 (enrolled in Career/Technology Elective), 2 (enrolled in Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- A list of CTE non-traditional courses is located in the back of this manual as Appendix A.
- Course completion data are for the 2002-2003 school year.
- Each student is counted for each course completed. For example, a student completing five non-traditional courses is counted five times in this indicator.

NCLB Indicators

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Title I, Part C--Migrant Education

NCLB Indicator #1(i-v): Migrant TAKS Passing Rate

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

CALCULATION

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

$$\text{District migrant passing rate for a TAKS subject test} = \frac{\text{District number of migrant students who passed the TAKS subject test in 2003-2004}}{\text{District number of migrant students who took the TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 migrant TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Spanish TAKS is included.

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

| District Performance Level Criterion: District Migrant TAKS Passing Rate | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 migrant TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district migrant TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district migrant TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district migrant TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district migrant TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Writing | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

Title I, Part C--Migrant Education

NCLB Indicator #2: Migrant Annual Dropout Rate

This indicator is the percent of migrant students (Grades 7-12) who dropped out in 2002-2003.

CALCULATION

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

$$\text{District migrant annual dropout rate} = \frac{\text{District number of migrant students (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of migrant students (Grades 7-12) in attendance in 2002-2003}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 migrant students in Grades 7-12 in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Accountability Research.

NOTES

- Dropout data are for the 2002-2003 school year.

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

| District Performance Level Criterion: District Migrant Annual Dropout Rate | | | | |
|---|--|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 migrant students in Grades 7-12 in the district in 2002-2003 and PL not equal to 0. | The district migrant annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0. | The district migrant annual dropout rate is between 2.1% and 5.0%. | The district migrant annual dropout rate is between 5.1% and 8.0%. | The district migrant annual dropout rate is 8.1% or higher. |

Title I, Part C--Migrant Education

NCLB Indicator #3: Migrant RHSP/DAP Graduation Rate

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

CALCULATION

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

$$\begin{array}{l}
 \text{District migrant} \\
 \text{RHSP/DAP} \\
 \text{graduation rate}
 \end{array}
 = \frac{\text{District number of migrant students who graduated with a RHSP or DAP diploma in 2002-2003}}{\text{District number of migrant students who graduated in 2002-2003}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

- Report only for 2004-2005. The district migrant RHSP/DAP graduation rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Graduation data are for the 2002-2003 school year.

Title II—High Quality Educators

NCLB Indicator #4: Highly Qualified Teachers

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

CALCULATION

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

$$\text{District highly qualified teacher rate} = \frac{\text{District-reported number of teachers meeting the Title II highly qualified standards in core academic subject areas as defined by NCLB in 2003-2004}}{\text{District-reported number of teachers in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- Data sets produced by the Division of NCLB Program Coordination.

NOTES

- The data used for calculating this indicator may be incomplete if all campus reports were not submitted to the NCLB Program Coordination Division by November 2, 2004.
- Report only for 2004-2005. The district highly qualified teacher rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.

Title III—Limited English Proficient Students

Performance of Limited English Proficient (LEP) students served by Title III will be reported under BE/ESL Indicator #6.

CALCULATION

See BE/ESL Indicator #6.

MINIMUM SIZE REQUIREMENTS

- *See BE/ESL Indicator #6.*

DATA SOURCE

- *See BE/ESL Indicator #6.*

NOTES

- *See BE/ESL Indicator #6.*

Title IV, Part A—Safe and Drug-Free Schools

NCLB Indicator #5: Disciplinary Incident Rate

This indicator is the change in the percent of disciplinary incidents in the district from 2002 to 2003.

CALCULATION

1. For each district, calculate the district **2002 disciplinary incident rate** for all students:

$$\begin{array}{l} \text{2002} \\ \text{disciplinary} \\ \text{incident rate} \end{array} = \frac{\text{District number of disciplinary incidents in 2001-2002}}{\text{District number of students enrolled in 2001-2002}}$$

2. For each district, calculate the district **2003 disciplinary incident rate** for all students:

$$\begin{array}{l} \text{2003} \\ \text{disciplinary} \\ \text{incident rate} \end{array} = \frac{\text{District number of disciplinary incidents in 2002-2003}}{\text{District number of students enrolled in 2002-2003}}$$

3. For each district, a **difference score** is calculated by subtracting the district **2002 disciplinary incident rate** from the district **2003 disciplinary incident rate** for all students.

$$\begin{array}{l} \text{Difference} \\ \text{score} \end{array} = \text{2003 disciplinary incident rate} - \text{2002 disciplinary incident rate}$$

| MINIMUM SIZE REQUIREMENTS | DATA SOURCE |
|--|--|
| <ul style="list-style-type: none"> • Minimum Size Criterion: At least 30 students enrolled in the district in 2003. • Special analysis will be applied for those districts not meeting the minimum size criterion. | <ul style="list-style-type: none"> • 2001-2002 PEIMS summer/submission 3. • 2002-2003 PEIMS summer/submission 3. |

NOTES

- Disciplinary incident rate is calculated using PEIMS, 425 Record, all E1006—Disciplinary Action Reason codes except 21, Violated Local Code of Conduct.
- The performance levels for this indicator are based on relative standards. Relative standards will be replaced with absolute standards over time.
- The standards for this indicator are calculated based on District Type (1 – 8).
- Charter Schools (District Type 9) are not evaluated in this indicator for 2004-2005.
- Eight district types and examples of each:
 1. Major urban – Austin ISD
 2. Major suburban – Goose Creek ISD, Castleberry ISD
 3. Other Central City – Brownsville ISD, McAllen ISD
 4. Other Central City Suburban – Port Arthur ISD, Harlingen ISD
 5. Independent Town – Victoria ISD, Winnsboro ISD
 6. Non-Metro: Fast Growing – Somerset ISD, Harper ISD
 7. Non-Metro: Stable – Snyder ISD, Sheldon ISD
 8. Rural – Valley View ISD (049903), Veribest ISD

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

| District Performance Level Criterion: District Disciplinary Incident Rate (District Type 1) | | | | |
|---|---|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0. | The district incident rate in 2003 is no more than 1.2 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0. | The district incident rate in 2003 is between 1.3 and 2.5 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is between 2.6 and 3.2 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is at least 3.3 percentage points higher than the incident rate in 2002. |

| District Performance Level Criterion: District Disciplinary Incident Rate (District Type 2) | | | | |
|--|---|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0. | The district incident rate in 2003 is no more than 0.8 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0. | The district incident rate in 2003 is between 0.9 and 1.9 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is between 2.0 and 4.9 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is at least 5.0 percentage points higher than the incident rate in 2002. |

| District Performance Level Criterion: District Disciplinary Incident Rate (District Type 3) | | | | |
|--|---|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0. | The district incident rate in 2003 is no more than 1.6 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0. | The district incident rate in 2003 is between 1.7 and 3.5 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is between 3.6 and 6.7 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is at least 6.8 percentage points higher than the incident rate in 2002. |

| District Performance Level Criterion: District Disciplinary Incident Rate (District Type 4) | | | | |
|--|---|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0. | The district incident rate in 2003 is no more than 0.6 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0. | The district incident rate in 2003 is between 0.7 and 2.2 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is between 2.3 and 5.4 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is at least 5.5 percentage points higher than the incident rate in 2002. |

| District Performance Level Criterion: District Disciplinary Incident Rate (District Type 5) | | | | |
|--|---|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0. | The district incident rate in 2003 is no more than 0.5 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0. | The district incident rate in 2003 is between 0.6 and 2.5 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is between 2.6 and 7.4 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is at least 7.5 percentage points higher than the incident rate in 2002. |

| District Performance Level Criterion: District Disciplinary Incident Rate (District Type 6) | | | | |
|--|---|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0. | The district incident rate in 2003 is no more than 0.3 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0. | The district incident rate in 2003 is between 0.4 and 1.4 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is between 1.5 and 8.5 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is at least 8.6 percentage points higher than the incident rate in 2002. |

| District Performance Level Criterion: District Disciplinary Incident Rate (District Type 7) | | | | |
|--|---|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0. | The district incident rate in 2003 is no more than 0.4 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0. | The district incident rate in 2003 is between 0.5 and 2.2 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is between 2.3 and 9.4 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is at least 9.5 percentage points higher than the incident rate in 2002. |

| District Performance Level Criterion: District Disciplinary Incident Rate (District Type 8) | | | | |
|--|---|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0. | The district incident rate in 2003 is no higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0. | The district incident rate in 2003 is between 0.1 and 1.2 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is between 1.3 and 7.2 percentage points higher than the incident rate in 2002. | The district incident rate in 2003 is at least 7.3 percentage points higher than the incident rate in 2002. |

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Special Education Indicators

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Special Education Indicator #1: SPED Identification

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

CALCULATION

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

$$\begin{array}{l} \text{District percentage} \\ \text{of students} \\ \text{receiving special} \\ \text{education services} \end{array} = \frac{\text{District number of special education students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 special education students in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

NOTES

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

| District Performance Level Criterion: District Percentage of Students Receiving SPED Services | | | | |
|--|---|--|---|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students in special education in the district in 2003-2004 and PL not equal to 0. | The district identification of students to receive special education services is 8.5% or lower. Minimum size requirements not applicable if PL = 0. | The district identification of students to receive special education services is between 8.6% and 11.0%. | The district identification of students to receive special education services is between 11.1% and 16.0%. | The district identification of students to receive special education services is 16.1% or higher. |

Special Education Indicator #2A: SPED African American Representation

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

CALCULATION

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

$$\text{District special education African American percentage} = \frac{\text{District number of African American students served in special education in 2003-2004}}{\text{District number of students served in special education enrolled in 2003-2004}}$$

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

$$\text{District overall African American percentage} = \frac{\text{District number of African American students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 African American students and at least 30 students served in special education in the district.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

NOTES

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

| District Performance Level Criterion: District SPED African American Representation | | | | |
|---|---|---|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 African American students or fewer than 30 students served in special education in the district in 2003-2004 and PL not equal to 0. | The district percent of special education students who are African American is no more than 1.0 percentage point higher than the percent of all district students who are African American. Minimum size requirements not applicable if PL = 0. | The district percent of special education students who are African American is between 1.1 and 2.0 percentage points higher than the percent of all district students who are African American. | The district percent of special education students who are African American is between 2.1 and 5.0 percentage points higher than the percent of all district students who are African American. | The district percent of special education students who are African American is at least 5.1 percentage points higher than the percent of all district students who are African American. |

Special Education Indicator #2B: SPED Hispanic Representation

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

CALCULATION

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

$$\text{District special education Hispanic percentage} = \frac{\text{District number of Hispanic students served in special education in 2003-2004}}{\text{District number of special education students enrolled in 2003-2004}}$$

- For each district, calculate the district **overall Hispanic percentage**:

$$\text{District overall Hispanic percentage} = \frac{\text{District number of Hispanic students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 Hispanic students and at least 30 students served in special education in the district.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

NOTES

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program \geq 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

| District Performance Level Criterion: District SPED Hispanic Representation | | | | |
|---|---|---|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 Hispanic students or fewer than 30 students served in special education in the district in 2003-2004 and PL not equal to 0. | The district percent of special education students who are Hispanic is no more than 1.0 percentage point higher than the percent of all district students who are Hispanic. Minimum size requirements not applicable if PL = 0. | The district percent of special education students who are Hispanic is between 1.1 and 2.0 percentage points higher than the percent of all district students who are Hispanic. | The district percent of special education students who are Hispanic is between 2.1 and 5.0 percentage points higher than the percent of all district students who are Hispanic. | The district percent of special education students who are Hispanic is at least 5.1 percentage points higher than the percent of all district students who are Hispanic. |

Special Education Indicator #2C: SPED LEP Representation

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

CALCULATION

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

$$\text{District special education LEP percentage} = \frac{\text{District number of LEP students served in special education in 2003-2004}}{\text{District number of students served in special education enrolled in 2003-2004}}$$

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

$$\text{District overall LEP percentage} = \frac{\text{District number of LEP students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

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

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

| MINIMUM SIZE REQUIREMENTS | DATA SOURCE |
|---|--|
| <ul style="list-style-type: none"> Minimum Size Criterion: Does not apply. | <ul style="list-style-type: none"> 2003-2004 PEIMS fall/submission 1. |
| NOTES | |
| <ul style="list-style-type: none"> Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are <u>not</u> included in the calculation of this indicator. Students whose PEIMS code on the 163 Record is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are <u>not</u> included in the calculation of this indicator. Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator. Report only for 2004-2005. The district special education LEP representation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator for 2004-2005. | |

Special Education Indicator #3: SPED TAKS Only Participation Rate

This indicator is the percent of special education (SPED) students tested only on TAKS (Reading/ELA, Writing, Social Studies, Mathematics, Science).

CALCULATION

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

$$\text{District special education TAKS Only participation rate} = \frac{\text{District number of students served in special education tested only on TAKS in 2003-2004}}{\text{District number of students served in special education with unduplicated TAKS answer documents in 2003-2004}}$$

| MINIMUM SIZE REQUIREMENTS | DATA SOURCE |
|--|--|
| <ul style="list-style-type: none"> Minimum Size Criterion: At least 30 TAKS answer documents for students served in special education in the district in 2003-2004. Special analysis will be applied for those districts not meeting the minimum size criterion. | <ul style="list-style-type: none"> Data sets produced by the Division of Performance Reporting. |

NOTES

- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.
- The special education TAKS Only participation rate is based on results from students in the following grades:

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

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

| District Performance Level Criterion: District SPED TAKS Only Participation Rate | | | | |
|--|---|---|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 TAKS answer documents for students served in special education in the district in 2003-2004 and PL not equal to 0. | The district special education TAKS Only participation rate is 25.0% or higher. Minimum size requirements not applicable if PL = 0. | The district special education TAKS Only participation rate is between 17.5% and 24.9%. | The district special education TAKS Only participation rate is between 9.0% and 17.4%. | The district special education TAKS Only participation rate is 8.9% or lower. |

Special Education Indicator #4(i-v): SPED TAKS Passing Rate

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

CALCULATION

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

*District special
education passing
rate for a TAKS
subject test*

District number of special education students who passed the TAKS subject test in 2003-2004

District number of special education students who took the TAKS subject test in 2003-2004

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 special education TAKS takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Spanish TAKS is included.

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

| District Performance Level Criterion: District Special Education TAKS Passing Rate | | | | |
|--|---|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 special education TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0. | The district special education TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district special education TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district special education TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district special education TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Writing | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

Special Education Indicator #5: SPED SDAA Only Participation

This indicator is the percent of special education students tested only on the State Developed Alternative Assessment (SDAA) (Reading, Writing, Mathematics).

CALCULATION

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

$$\text{District special education SDAA Only participation rate} = \frac{\text{District number of students served in special education tested only on SDAA in 2003-2004}}{\text{District number of students served in special education with unduplicated SDAA answer documents in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 answer documents for students served in special education in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.
- The special education SDAA Only participation rate is based on results from students in the following grades:

| Subject Test | Grade Levels |
|--------------|--------------|
| Mathematics | 3-8 |
| Reading | 3-8 |
| Writing | 4, 7 |

The district special education SDAA Only participation rate is compared to the *PBMAS* standards for SDAA Only participation, and performance levels are assigned as follows:

| District Performance Level Criterion: District SDAA Only Participation Rate | | | | |
|--|--|---|---|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 SDAA answer documents for students served in special education in the district in 2003-2004 and PL not equal to 0. | The district special education SDAA Only participation rate is 38.0% or lower. Minimum size requirements not applicable if PL = 0. | The district special education SDAA Only participation rate is between 38.1% and 46.0%. | The district special education SDAA Only participation rate is between 46.1% and 56.0%. | The district special education SDAA Only participation rate is 56.1% or higher. |

Special Education Indicator #6: SPED Statewide Assessment Exemption Rate

This indicator is the percentage of special education students (Grades 3-8) who received Admission, Review, and Dismissal (ARD) exemption from the statewide assessments (TAKS and SDAA).

CALCULATION

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

$$\text{District statewide assessment exemption rate} = \frac{\text{District number of special education students (Grades 3-8) who received an ARD exemption in all subject areas of the statewide assessment (TAKS and SDAA) in 2003-2004}}{\text{District number of statewide assessment (TAKS and SDAA) answer documents for students (Grades 3-8) served in special education in the district in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 statewide assessment (TAKS and SDAA) answer documents for students (Grades 3-8) served in special education in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

- The standards for this indicator are based, in part, on Texas Education Code §39.027(c).
- The standards for this indicator are calculated based on Average Daily Attendance (ADA).
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

| District Performance Level Criterion: SPED Statewide Assessment Exemption Rate (ADA = 1600 or higher) | | | | |
|---|--|--|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 statewide assessment answer documents (TAKS and SDAA) for students (Grades 3-8) served in special education in the district in 2003-2004 and PL not equal to 0. | The district statewide assessment exemption rate is 3.0% or lower. Minimum size requirements not applicable if PL = 0. | The district statewide assessment exemption rate is between 3.1% and 5.0%. | The district statewide assessment exemption rate is between 5.1% and 10.0%. | The district statewide assessment exemption rate is 10.1% or higher. |

| District Performance Level Criterion: SPED Statewide Assessment Exemption Rate (ADA = Less than 1600) | | | | |
|---|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 statewide assessment answer documents (TAKS and SDAA) for students (Grades 3-8) served in special education in the district in 2003-2004 and PL not equal to 0. | The district statewide assessment exemption rate is 8.0% or lower. Minimum size requirements not applicable if PL = 0. | The district statewide assessment exemption rate is between 8.1% and 10.0%. | The district statewide assessment exemption rate is between 10.1% and 15.0%. | The district statewide assessment exemption rate is 15.1% or higher. |

Special Education Indicator #7: SPED SDAA Gap Closure

This indicator is the percentage of special education students (Grades 3-8) taking the State Developed Alternative Assessment (SDAA) on grade level or one grade level below enrolled grade level.

CALCULATION

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

$$\text{District SDAA gap closure rate} = \frac{\text{District number of special education students (Grades 3-8) taking SDAA at grade level or one grade level below enrolled grade level}}{\text{District number of special education students (Grades 3-8) taking the SDAA}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education taking the SDAA in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Student Assessment.

NOTES

- The district SDAA gap closure rate for SDAA writing is reported for district information and planning purposes.
- No performance levels are assigned for the SDAA writing portion of this indicator for 2004-2005.
- Students with SDAA performance at achievement level 1 are not included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

| District Performance Level Criterion: District SDAA Gap Closure Rate for Mathematics | | | | |
|--|---|--|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students served in special education taking the SDAA in the district in 2003-2004 and PL not equal to 0. | 48.1% or more of students taking SDAA at grade level or one grade below enrolled grade level. Minimum size requirements not applicable if PL = 0. | 31.1% to 48.0% of students taking SDAA at grade level or one grade below enrolled grade level. | 8.1% to 31.0% of students taking SDAA at grade level or one grade below enrolled grade level. | 8.0% or fewer students taking SDAA at grade level or one grade below enrolled grade level. |

| District Performance Level Criterion: District SDAA Gap Closure Rate for Reading | | | | |
|--|---|--|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students served in special education taking the SDAA in the district in 2003-2004 and PL not equal to 0. | 43.1% or more of students taking SDAA at grade level or one grade below enrolled grade level. Minimum size requirements not applicable if PL = 0. | 29.1% to 43.0% of students taking SDAA at grade level or one grade below enrolled grade level. | 5.1% to 29.0% of students taking SDAA at grade level or one grade below enrolled grade level. | 5.0% or fewer students taking SDAA at grade level or one grade below enrolled grade level. |

Special Education Indicator #8: SPED 3-11 Year Olds LRE Placement Rate

This indicator is the percentage of students ages 3-11 served in special education who are placed in less restrictive environments along the Least Restrictive Environment (LRE) continuum.

CALCULATION

For each district, calculate the district LRE placement rate for students ages 3-11 years old:

$$\text{District 3-11 year olds LRE placement rate} = \frac{\text{District number of students ages 3-11 served in special education who are placed in less restrictive environments in 2003-2004}}{\text{District number of students ages 3-11 served in special education in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students ages 3-11 served in special education enrolled in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

NOTES

- PEIMS setting codes 40 (mainstream) and 41 (receive resource room services less than 21% of day) are the less restrictive environments used in the calculation of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

The district 3-11 year olds LRE placement rate is compared to the *PBMAS* standards for LRE placements, and performance levels are assigned as follows:

| District Performance Level Criterion: District 3-11 Year Olds LRE Placement Rate | | | | |
|---|---|---|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students (ages 3-11) served in special education enrolled in the district in 2003-2004 and PL not equal to 0. | The district LRE placement rate is 25.0% or higher. | The district LRE placement rate is between 17.5% and 24.9%. | The district LRE placement rate is between 9.5% and 17.4%. | The district LRE placement rate is 9.4% or lower. |

Special Education Indicator #9: SPED 12-21 Year Olds LRE Placement Rate

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

CALCULATION

For each district, calculate the district LRE placement rate for students ages 12-21 years old:

$$\text{District 12-21 year olds LRE placement rate} = \frac{\text{District number of students ages 12-21 served in special education who are placed in less restrictive environments in 2003-2004}}{\text{District number of students ages 12-21 served in special education in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students ages 12-21 served in special education enrolled in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

NOTES

- PEIMS setting codes 40 (mainstream) and 41 (receive resource room services less than 21% of day) are the less restrictive environments used in the calculation of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

The district 12-21 year olds LRE placement rate is compared to the *PBMAS* standards for LRE placements, and performance levels are assigned as follows:

| District Performance Level Criterion: District 12-21 Year Olds LRE Placement Rate | | | | |
|--|---|---|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students (ages 12-21) served in special education enrolled in the district in 2003-2004 and PL not equal to 0. | The district LRE placement rate is 46.5% or higher. Minimum size requirements not applicable if PL = 0. | The district LRE placement rate is between 38.0% and 46.4%. | The district LRE placement rate is between 26.5% and 37.9%. | The district LRE placement rate is 26.4% or lower. |

Special Education Indicator #10: SPED Discretionary DAEP Placements

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

CALCULATION

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

$$\text{District special education DAEP placement rate} = \frac{\text{District number of discretionary DAEP placements of students served in special education in 2002-2003}}{\text{District number of students served in special education in attendance in 2002-2003}}$$

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

$$\text{District overall DAEP placement rate} = \frac{\text{District number of discretionary DAEP placements for all students in 2002-2003}}{\text{District number of all students in attendance in 2002-2003}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education in the district.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- 2002-2003 PEIMS summer/submission 3.

NOTES

- Students whose PEIMS ADA Code=0 are included in the calculation of this indicator.
- Discretionary DAEP placements are for the 2002-2003 school year.
- Note that discretionary DAEP placements are defined using PEIMS, 425 Record, E1005 – Disciplinary Action Code and E1006 – Disciplinary Action Reason as follows:
 Action Code (E1005) = 07 and Reason Code (E1006) = 01, 10, 21, 23, 33, 34, and/or 41
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

| District Performance Level Criterion: District Discretionary DAEP Placements | | | | |
|--|--|---|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students served in special education in the district in 2002-2003 and PL not equal to 0. | The district percent of SPED discretionary DAEP placements is no more than 1.0 percentage point higher than the percent of overall discretionary DAEP placements. Minimum size requirements not applicable if PL = 0. | The district percent of SPED discretionary DAEP placements is between 1.1 and 3.0 percentage points higher than the percent of overall discretionary DAEP placements. | The district percent of SPED discretionary DAEP placements is between 3.1 and 6.0 percentage points higher than the percent of overall discretionary DAEP placements. | The district percent of SPED discretionary DAEP placements is at least 6.1 percentage points higher than the percent of overall discretionary DAEP placements. |

Special Education Indicator #11: SPED Discretionary Expulsions

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

CALCULATION

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

$$\text{District special education discretionary expulsion rate} = \frac{\text{District number of discretionary expulsions of students served in special education in 2002-2003}}{\text{District number of students served in special education in attendance in 2002-2003}}$$

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

$$\text{District overall discretionary expulsion rate} = \frac{\text{District number of discretionary expulsions of all students in 2002-2003}}{\text{District number of all students in attendance in 2002-2003}}$$

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

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

| MINIMUM SIZE REQUIREMENTS | DATA SOURCE |
|--|--|
| <ul style="list-style-type: none"> Minimum Size Criterion: At least 30 students served in special education in the district in 2002-2003. Special analysis will be applied for those districts not meeting the minimum size criterion. | <ul style="list-style-type: none"> 2002-2003 PEIMS summer/submission 3. |

NOTES

- Students whose PEIMS ADA Code=0 are included in the calculation of this indicator.
- Discretionary expulsions are for the 2002-2003 school year.
- Note that discretionary expulsions are defined using PEIMS, 425 Record, E1005 – Disciplinary Action Code and E1006 – Disciplinary Action Reason as follows:
 Action Code (E1005) = 01, 02, 03, 04 and Reason Code (E1006) = 04, 05, 06, 08, 20, 26, 35, and/or 49
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

| District Performance Level Criterion: District Discretionary Expulsions | | | | |
|--|---|---|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students served in special education in the district in 2002-2003 and PL not equal to 0. | The district percent of SPED discretionary expulsions is no more than 1.0 percentage point higher than the percent of overall discretionary expulsions. Minimum size requirements not applicable if PL = 0. | The district percent of SPED discretionary expulsions is between 1.1 and 3.0 percentage points higher than the percent of overall discretionary expulsions. | The district percent of SPED discretionary expulsions is between 3.1 and 5.0 percentage points higher than the percent of overall discretionary expulsions. | The district percent of SPED discretionary expulsions is at least 5.1 percentage points higher than the percent of overall discretionary expulsions. |

Special Education Indicator #12: SPED Discretionary Removals to ISS

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

CALCULATION

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

$$\text{District special education discretionary ISS removal rate} = \frac{\text{District number of discretionary removals of students served in special education to ISS in 2002-2003}}{\text{District number of students served in special education in attendance in 2002-2003}}$$

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

$$\text{District overall discretionary ISS removal rate} = \frac{\text{District number of discretionary removals of all students to ISS in 2002-2003}}{\text{District number of all students in attendance in 2002-2003}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- 2002-2003 PEIMS summer/submission 3.

NOTES

- Students whose PEIMS ADA Code=0 are included in the calculation of this indicator.
- Discretionary removals to ISS are for the 2002-2003 school year.
- Note that discretionary removals to ISS are defined using PEIMS, 425 Record, E1005 – Disciplinary Action Code and E1006 – Disciplinary Action Reason as follows:
 Action Code (E1005) = 06 and Reason Code (E1006) = All Codes
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

| District Performance Level Criterion: District Discretionary Removals to ISS | | | | |
|--|--|---|---|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students served in special education in the district in 2002-2003 and PL not equal to 0. | The district percent of SPED discretionary ISS removals is no more than 16.0 percentage points higher than the percent of overall discretionary ISS removals. Minimum size requirements not applicable if PL = 0. | The district percent of SPED discretionary ISS removals is between 16.1 and 34.0 percentage points higher than the percent of overall discretionary ISS removals. | The district percent of SPED discretionary ISS removals is between 34.1 and 65.0 percentage points higher than the percent of overall discretionary ISS removals. | The district percent of SPED discretionary ISS removals is at least 65.1 percentage points higher than the percent of overall discretionary ISS removals. |

Special Education Indicator #13: SPED Annual Dropout Rate

This indicator is the percent of students (Grades 7-12) served in special education who dropped out in 2002-2003.

CALCULATION

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

$$\text{District special education annual dropout rate} = \frac{\text{District number of students served in special education (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of students served in special education (Grades 7-12) in attendance in 2002-2003}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students (Grades 7-12) served in special education in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Accountability Research.

NOTES

- Dropout data are for the 2002-2003 school year.

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

| District Performance Level Criterion: District Special Education Annual Dropout Rate | | | | |
|--|--|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 students (Grades 7-12) served in special education in the district in 2002-2003 and PL not equal to 0. | The district special education annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0. | The district special education annual dropout rate is between 2.1% and 5.0%. | The district special education annual dropout rate is between 5.1% and 8.0%. | The district special education annual dropout rate is 8.1% or higher. |

Special Education Indicator #14(i-v): SPED Year-After-Exit TAKS Passing Rate

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

CALCULATION

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

$$\text{District SPED year-after-exit passing rate for a TAKS subject test} = \frac{\text{District number of students who received SPED services in 2002-2003 and not in 2003-2004 who passed the TAKS subject test in 2003-2004}}{\text{District number of students who received SPED services in 2002-2003 and not in 2003-2004 who took the TAKS test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 TAKS test takers (dismissed from receiving SPED services) in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

DATA SOURCE

- Data sets produced by the Division of Student Assessment.
- 2002-2003 PEIMS fall/submission 1.
- 2003-2004 PEIMS fall/submission 1.

NOTES

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

| Indicator | Subject Test | Grade Levels |
|-----------|----------------|--------------|
| 14(i) | Mathematics | 3-11 |
| 14(ii) | Reading/ELA | 3-11 |
| 14(iii) | Science | 5, 10, 11 |
| 14(iv) | Social Studies | 8, 10, 11 |
| 14(v) | Writing | 4, 7 |

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Students must be in the same district in both school years.

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

| District Performance Level Criterion: District Special Education Year-After-Exit TAKS Passing Rate | | | | |
|---|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Special Analysis | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| Fewer than 30 TAKS test takers (dismissed from receiving SPED services) in the subject for the district in 2003-2004 and PL not equal to 0. | The district TAKS passing rate for students dismissed from receiving SPED services is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district TAKS passing rate for students dismissed from receiving SPED services is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district TAKS passing rate for students dismissed from receiving SPED services is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district TAKS passing rate for students dismissed from receiving SPED services is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| | |
|----------------|-------|
| Reading/ELA | 50.0% |
| Writing | 50.0% |
| Social Studies | 50.0% |
| Mathematics | 35.0% |
| Science | 25.0% |

Special Education Indicator #15: SPED RHSP/DAP Graduation Rate

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

CALCULATION

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

$$\text{District special education RHSP/DAP graduation rate} = \frac{\text{District number of students served in special education who graduated with a RHSP or DAP diploma in 2002-2003}}{\text{District number of students served in special education who graduated in 2002-2003}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

NOTES

- Report only for 2004-2005. The district special education RHSP/DAP graduation rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Graduation data are for the 2002-2003 school year.

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QUESTIONS:

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

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

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

Other Helpful Contact Information:

Division: School Financial Audits Division
Phone: (512) 463-9095
Fax: (512) 463-0443
Email: Ramon.Medina@tea.state.tx.us

Division: Program Monitoring and Interventions
Phone: (512) 463-9414
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Division: NCLB Program Coordination
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Phone: (512) 463-9229
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Email: Marsha.Headley@tea.state.tx.us

Comments on the 2004-2005 PBMAS

Comments on the 2004-2005 *PBMAS*, including indicators, performance levels, standards, and other components of the system are welcome and will assist the agency in its *PBMAS* evaluation and future system development. Comments may be submitted to **Rachel Harrington, Division Director, Division of Performance-Based Monitoring, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494** or sent via e-mail to pbm@tea.state.tx.us. In addition, recommendations for individuals to participate in the planning and development for the 2005-2006 *PBMAS* may also be submitted. Comments and/or nominations should be provided no later than February 10, 2005 in order to allow sufficient time for incorporation into the 2005-2006 *PBMAS* development cycle.

Career & Technology Education

Nontraditional Courses

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

2003-2004 Enrollments in Nontraditional Courses

| PEIMS Number | Course | Male Enrollment | Female Enrollment | State Total |
|-----------------------------------|----------------------------------|-----------------|-------------------|-------------|
| Nontraditional for Females | | | | |
| 11934422 | Agricultural Mechanics I | 5,208 | 611 | 5819 |
| 11934423 | Agricultural Mechanics II | 775 | 69 | 844 |
| N1253461 | Computer Network Technician | 17 | 0 | 17 |
| 12511101 | Architectural Drafting I | 288 | 59 | 347 |
| 12511102 | Architectural Drafting II | 142 | 25 | 167 |
| 12511103 | Engineering & Architect Drafting | 35 | 17 | 52 |
| 12511104 | Architectural Drafting III | 27 | 4 | 31 |
| 12511701 | Engineering CAD I | 494 | 83 | 577 |
| 12511702 | Engineering CAD II | 120 | 18 | 138 |
| 12511703 | Advanced CAD III | 67 | 20 | 87 |
| 12511704 | Comp. Graphics/Machine Drafting | 2 | 1 | 3 |

| | | | | |
|----------|--------------------------------|------|-----|-------|
| 12512101 | Drafting I | 530 | 83 | 613 |
| 12512102 | Drafting II | 149 | 27 | 176 |
| 12520177 | WBL/Construction-Maint Systems | 921 | 161 | 1,082 |
| 12522501 | Building Maintenance I | 532 | 48 | 580 |
| 12522502 | Building Maintenance II | 91 | 6 | 97 |
| 12522701 | Architectural Blueprints/Specs | 74 | 8 | 82 |
| 12522702 | Architectural Materials | 69 | 12 | 81 |
| 12522703 | Building Trades I | 3597 | 323 | 3920 |
| 12522704 | Building Trades II | 950 | 39 | 989 |
| 12522705 | Building Trades III | 66 | 5 | 71 |
| 12522901 | Electrical Trades I | 614 | 31 | 645 |
| 12522902 | Electrical Trades II | 153 | 8 | 161 |
| 12523101 | Heating/Vent/AC/Refrig I | 288 | 10 | 298 |
| 12523102 | Heating/Vent/AC/Refrig II | 109 | 0 | 109 |
| 12523301 | Bricklaying/Stone Masonry I | 57 | 6 | 63 |
| 12523501 | Mill and Cabinetmaking I | 442 | 47 | 489 |
| 12523502 | Mill and Cabinetmaking II | 82 | 9 | 91 |
| 12523701 | Piping Trades/Plumbing I | 67 | 7 | 74 |
| 12523702 | Piping Trades/Plumbing II | 14 | 4 | 20 |
| 12530178 | WBL/Electrical-Electronic Sys | 103 | 7 | 110 |
| 12534501 | Computer Cabling and Design | 29 | 27 | 56 |
| 12534502 | Computer Maintenance Tech I | 1200 | 192 | 1392 |
| 12534503 | Computer Maintenance Tech II | 361 | 55 | 416 |
| 12534701 | Electronics I | 411 | 29 | 440 |
| 12534702 | Electronics II | 125 | 8 | 133 |
| 12534801 | Animation I | 600 | 238 | 838 |
| 12540179 | WBL/Industrial/Manufact System | 343 | 117 | 460 |

| | | | | |
|----------|-----------------------------------|-------|-----|-------|
| 12546102 | Petrochemical Process Tech | 6 | 1 | 6 |
| 12546301 | Plant Maintenance | 4 | 0 | 4 |
| 12546504 | Power Technology | 74 | 10 | 84 |
| 12547101 | AC/DC Elect/Computer Systems | 41 | 7 | 48 |
| 12547102 | AC/DC Elec/Digital Logic Func | 61 | 48 | 109 |
| 12547103 | Alternating Current Electronics | 0 | 0 | 0 |
| 12547104 | Digital Logic Circuits | 9 | 0 | 9 |
| 12547105 | Digital Logic Elec Circuit Tec | 14 | 3 | 17 |
| 12547106 | Direct Current Electronics | 249 | 19 | 268 |
| 12550180 | WBL/Metal Technology Systems | 109 | 22 | 131 |
| 12557301 | Machine Shop I | 35 | 1 | 36 |
| 12557302 | Machine Shop II | 13 | 2 | 15 |
| 12557501 | Metal Trades I | 702 | 29 | 731 |
| 12557502 | Metal Trades II | 207 | 5 | 212 |
| 12557901 | Welding I | 1,745 | 75 | 1,820 |
| 12557902 | Welding II | 554 | 17 | 571 |
| 12568502 | Upholstery/Furniture Repair I | 0 | 0 | 0 |
| 12570182 | WBL/Transportation Systems | 453 | 33 | 486 |
| 12578903 | Aircraft Mechanics I | 149 | 18 | 176 |
| 12579101 | Automotive Specialization | 741 | 54 | 795 |
| 12579102 | Automotive Technician I | 6,783 | 458 | 7,241 |
| 12579103 | Automotive Technician II | 2,125 | 79 | 2,204 |
| 12579105 | Transportation Service Technician | 58 | 2 | 60 |
| 12579106 | Automotive Technician III | 158 | 3 | 161 |
| 12579301 | Auto Collision Repair Tech I | 1,812 | 93 | 1,905 |
| 12579302 | Auto Collision Repair Tech II | 531 | 29 | 560 |
| 12579501 | Diesel Mechanics I | 107 | 11 | 118 |

| | | | | |
|---------------------------------|---------------------------------|-------|-------|-------|
| 12579502 | Diesel Mechanics II | 29 | 1 | 30 |
| 12579901 | Small Engine Repair I | 1,014 | 69 | 1,083 |
| 12579902 | Small Engine Repair II | 166 | 3 | 169 |
| | | | | |
| Nontraditional for Males | | | | |
| 12101400 | Health Science Technology II | 872 | 3,277 | 4,149 |
| 12101500 | Health Science Technology III | 1,231 | 322 | 1,553 |
| N1220304 | Elementary School Teacher Asst. | 541 | 95 | 636 |
| N1256824 | Floriculture I | 0 | 17 | 17 |
| N1295003 | Careers in Education I | 52 | 165 | 217 |
| N1295004 | Careers in Education II | 17 | 53 | 70 |