Figure: 19 TAC §97.1005(b)

2017 Performance-Based Monitoring Analysis System Manual

Texas Education Agency

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Section I: Introduction

The Performance-Based Monitoring Analysis System (PBMAS)

The PBMAS is a district-level, data-driven monitoring system developed and implemented annually by Performance-Based Monitoring (PBM) staff in coordination with other Texas Education Agency (TEA) divisions and departments. The 2017 PBMAS Manual is intended to serve as a comprehensive technical resource for the PBMAS, which is used by TEA as one part of its annual evaluation of school districts'[1] performance and program effectiveness.

Guiding Principles of the PBMAS

The PBMAS is based on the following guiding principles:

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

Statutory Requirements. PBMAS is designed to meet statutory requirements.

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

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

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

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

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

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

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

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

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

Changes to the PBMAS in 2017

The 2017 PBMAS includes several key changes from the 2016 system. Many of these changes are marked in the manual as "***New!***" for easy reference. Detailed information about specific indicators is located in Section III of this manual.

Revisions to the State of Texas Assessments of Academic Readiness (STAAR)[2] are reflected in the 2017 PBMAS with the final administrations of the STAAR A and STAAR L in December 2016. In addition, the availability of an additional year's data enables the Special Analysis (SA) component to be reinstated for many of the STAAR performance indicators and for Required Improvement (RI) to be available for the English language arts (ELA) STAAR end-of-course (EOC) indicators. Other changes unique to each PBMAS program area are summarized below.

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

RI is available for BE/ESL Indicator #7 (LEP Graduation Rate). This graduation rate indicator was revised in the 2016 PBMAS to reflect graduation rates based on students identified as English Language Learners (ELLs) at any time while attending Grades 9-12 in a Texas public school rather than determined only based on students identified as ELLs in their last year in a Texas public school. Additionally, the performance level (PL) cut points for the two Texas English Language Proficiency Assessment System (TELPAS) indicators are aligned through minor adjustments to BE/ESL Indicator #8 (TELPAS Reading Beginning Proficiency Level Rate).

Career and Technical Education (CTE)

Coding for the CTE Tech Prep program was discontinued in the 2016-2017 Public Education Information Management System (PEIMS). The CTE Tech Prep bubble, however, continued to be available on the 2016-2017 STAAR EOC answer documents. Therefore, while the 2017 PBMAS CTE STAAR EOC indicators are presented in this manual without reference to CTE Tech Prep, any STAAR EOC answer document submitted with the CTE Tech Prep bubble marked (CTE indicator code 3) will be included in the accountable district's results for the relevant PBMAS CTE STAAR EOC indicator(s). The PBMAS CTE Nontraditional Course Completion indicators will continue to be presented in this manual with reference to CTE Tech Prep because those indicators are based on data from the 2015-2016 school year.

For the 2017 PBMAS, each course listed in Appendix A of the 2016 PBMAS Manual was evaluated based on information from the Office of Career, Technical, and Adult Education and the National Alliance for Partnerships in Equity to determine if the course should still be considered nontraditional for males or females. Based on that information, approximately 30 courses were deleted from the list and 40 courses were added. Appendix A in this manual reflects the updated course lists for males and females. Because the changes are fairly significant, CTE Indicator #7 (CTE Nontraditional Course Completion Rate – Males) and CTE Indicator #8 (CTE Nontraditional Course Completion Rate – Females) are Report Only for the 2017 PBMAS.

A PL 4 designation was added to CTE Indicator #2(iv) (CTE LEP STAAR EOC Passing Rate – ELA) and CTE Indicator #4(iv) (CTE SPED STAAR EOC Passing Rate – ELA). These changes align the CTE LEP and CTE SPED STAAR EOC ELA indicators with the BE/ESL and SPED STAAR EOC ELA indicators that already include a PL 4 designation.

[2] STAAR® is a registered trademark of the Texas Education Agency. The minimum level of satisfactory performance described in this manual corresponds with the labels adopted under 19 Texas Administrative Code §101.3041: Approaches Grade Level (STAAR/STAAR Spanish) and Level II: Satisfactory Academic Performance (STAAR Alternate 2).

Every Student Succeeds Act (ESSA)

For the 2017 PBMAS, there are no changes specific to the ESSA program area. However, indicators in this program area are being implemented based on the overall changes described in this manual that affect all PBMAS program areas in 2017.

Special Education (SPED)

Since 2013, TEA has been implementing a PBMAS transition plan for the PBMAS SPED program area in anticipation of new federal regulations under 34 Code of Federal Regulations (CFR) Part 300, which were finalized and issued on December 19, 2016. These regulations require 98 separate indicators to evaluate districts' data regarding: (a) special education representation [49 indicators]; (b) disciplinary removals [35 indicators]; and (c) educational placements [14 indicators]. These indicators will be used to assign PLs of significant disproportionality based on seven racial/ethnic groups and six disability categories, as required. To facilitate presentation and readability, these 98 indicators will be integrated as much as possible in their presentation in PBMAS manuals and on districts' PBMAS reports. Specifically, they will be presented as one integrated representation indicator, five integrated discipline indicators, and two integrated educational placements indicators. The federal regulations also require thresholds be set to determine which districts will be identified for significant disproportionality. As with all PBMAS PL cut points, the 2017 PBMAS thresholds for these new indicators were set with advice from stakeholder groups.

Under the federal regulations, consequences for districts that exceed the established thresholds are considerably greater than the requirements that comprise intervention staging for PBMAS. Specifically, any district that exceeds the established thresholds is required to: (a) provide for the review and, if appropriate, revision of the district's policies, procedures, and practices; (b) allocate 15% of its Part B funds to be used for comprehensive coordinated early intervening services to serve children in the district, particularly, but not exclusively, children in those groups that were significantly over-identified; and (c) publicly report on the revision to its policies, procedures, and practices. States have the flexibility to stipulate that districts must exceed an established threshold for up to three consecutive years before these requirements must be implemented.

TEA has reiterated, since the inception of the PBMAS Manual rule adoption process, that districts are obligated to follow federal law irrespective of their anticipated PBMAS PL assignments. The federal regulations repeat TEA's long-standing position by adding a rule of construction asserting that nothing in the federal regulations, including the potential consequences of exceeding the thresholds for significant disproportionality, authorizes the development or implementation of policies, practices, or procedures that result in actions that violate federal law, including requirements related to child find and ensuring that a free appropriate public education is available to all eligible children with disabilities.

Because the PBMAS representation and educational placements indicators were already well aligned with federal requirements and had included preliminary calculations of disproportionality, the expanded federal requirements pertaining to those two components can be immediately incorporated into SPED Indicator #11 (SPED Representation – Ages 3-21), SPED Indicator #7 (SPED Regular Class <40% Rate – Ages 6-21), and a new SPED Indicator #8 (SPED Separate Settings Rate – Ages 6-21). However, the three discipline indicators from the 2016 PBMAS will need to be replaced with the five integrated discipline indicators required to implement the new federal regulations. There is insufficient time for those indicators to be developed and included with the 2017 PBMAS. Instead, the discipline indicators will be previewed in the 2017 Discipline Data Validation system and then fully integrated into the 2018 PBMAS. The following table summarizes the impact of the new federal regulations on the SPED PBMAS indicators.

2016 PBMAS SPED Indicators	2017 PBMAS SPED Indicators
Indicator #1(i-v): SPED STAAR 3-8 Passing Rate	Not affected by 34 CFR Part 300
Indicator #2(i-v): SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate	
Indicator #3(i-iv): SPED STAAR EOC Passing Rate	
Indicator #4: SPED STAAR Alternate 2 Participation Rate	
Indicator #5: SPED Regular Early Childhood Program Rate (Ages 3-5)	Aligned with State Performance Plan
Indicator #6: SPED Regular Class ≥80% Rate (Ages 6-21)	
Indicator #7: SPED Regular Class <40% Rate (Ages 6-21)	Revised based on 34 CFR Part 300
	Indicator #8: SPED Separate Settings Rate (Ages 6-21) added based on 34 CFR Part 300
Indicator #8: SPED Annual Dropout Rate (Grades 7-12)	Not affected by 34 CFR Part 300 but renumbered based on new Indicator #8 above
Indicator #9: SPED Graduation Rate	
Indicator #10: SPED Representation	Eliminated
Indicator #11: SPED African American (Not Hispanic/Latino) Representation	Replaced with Indicator #11 based on 34 CFR Part 300
Indicator #12: SPED Hispanic Representation	
Indicator #13: SPED LEP Representation	
Indicator #14: SPED Discretionary DAEP Placements	Will be replaced with five discipline indicators required under 34 CFR Part 300 Scheduled to be previewed with 2017 Discipline Data Validation
Indicator #15: SPED Discretionary ISS Placements	
Indicator #16: SPED Discretionary OSS Placements	

Planning for the Future: 2018 and Beyond

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

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

Section II:
Components of the 2017 PBMAS

Data Sources

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

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

Data Exclusions

Students described under Texas Education Code, §39.054(f) are excluded from the computation of annual dropout rates. Any other exclusions that have been applied to a specific indicator are identified in the description of the indicator in Section III of this manual.

No Data Available for an Indicator

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

Accountability Subset

Students who are enrolled in a district on October 28, 2016 (fall snapshot date) and test in the same district in the fall of 2016 or spring of 2017 are considered to be in the "accountability subset" while students who are enrolled in a district on October 28, 2016 but not enrolled in the same district for fall 2016 or spring 2017 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2016 is based on the 2015 fall snapshot date. Whether the accountability subset is used for a particular indicator is noted in the description of the indicator.

Rounding

All PBMAS rates are rounded to one decimal place. For example, 79.877% is rounded to 79.9%. The intermediate results for all PBMAS significant disproportionality ratios are <u>not</u> rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio value.

Masking

District data are released to each school district as allowed under the Family Educational Rights and Privacy Act (FERPA). PBMAS data released to the public are masked to protect student confidentiality. A PBMAS Masking Rules document is available on both the PBMAS district reports and data download web pages:

- https://rptsvr1.tea.texas.gov/pbm/distrpts.html
- https://rptsvr1.tea.texas.gov/pbm/download.html

Performance Levels (PLs)

A PL is the result that occurs when a standard is applied to a district's performance on an indicator. The PLs available for indicators in the 2017 PBMAS include *Not Assigned (NA) (including Not Assigned through SA or DI), 0, 0 SA, 0 RI, 1, 1 SA, 2, 2 SA, 3, 3 SA, 4, 4 SA, and SD*. SA refers to Special Analysis, which is described in the *Minimum Size Requirement (MSR) and Special Analysis* (SA) section. RI refers to Required Improvement, which is also described in a separate section. DI refers to Data Integrity and is used in combination with the NA PL to address situations where compromised data render any other PL impossible to determine. SD refers to Significant Disproportionality and is used to meet federal requirements under 34 Code of Federal Regulations (CFR) §300.647.

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

Changes to PBMAS Cut Points

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

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

Report Only Indicators

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

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

Minimum Size Requirement (MSR) and Special Analysis (SA)

The MSR is incorporated into all indicators that are assigned a PL. In general, districts must have at least thirty (30) students in the relevant segment of the student population denominator to be evaluated on an indicator using the standard PBMAS analysis. In addition, for certain PBMAS indicators, districts must have at least five (5) or ten (10) students in the relevant segment of the student population numerator to be evaluated using the standard PBMAS analysis. The MSR is noted in the description of each indicator.

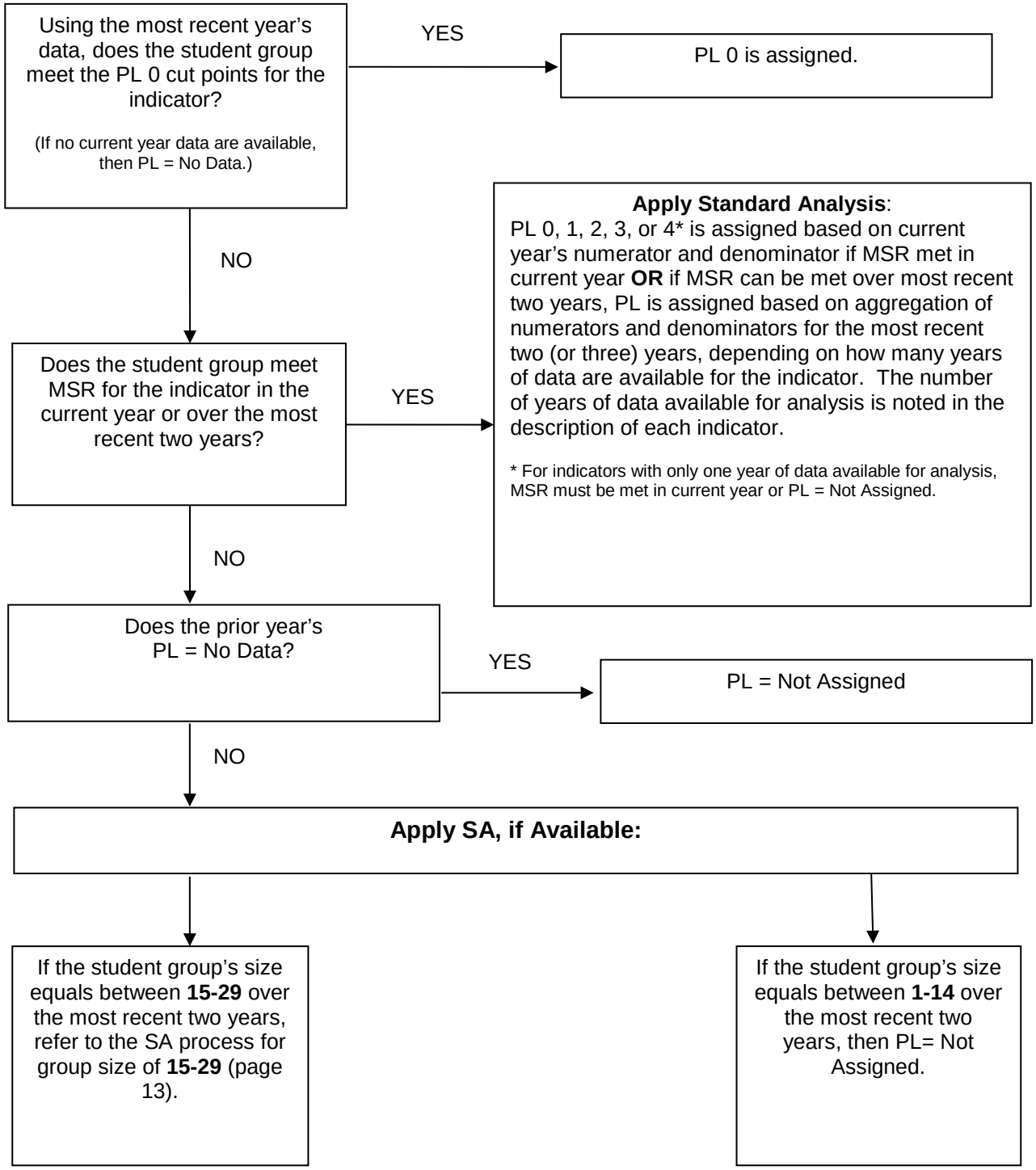
The MSR can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years, if applicable. If the MSR is met for a particular performance indicator, then a district is evaluated using the standard PBMAS analysis. Under standard analysis, when the MSR is met with the current year's data, a PL is assigned based on that data in relation to the cut points for the indicator. When the MSR is met based on the most recent two years of data, the numerator and denominator for the current and prior years are aggregated, the indicator is calculated, and a PL is assigned based on the current year's cut points for the indicator. Depending on the particular indicator, there may be one or two prior years of data that are aggregated with the current year's data to assign a PL. If the MSR is not met, then the district may be evaluated under a process called Special Analysis (SA), which is described below.

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

The SA process evaluates the performance of districts that do not meet the MSR. PLs established using the SA process will have "SA" appended (*NA SA, 0 SA, 1 SA, 2 SA, 3 SA, 4 SA*) and will be included on PBMAS reports to districts, along with the district's numerators, denominators, and rates considered in the SA process.

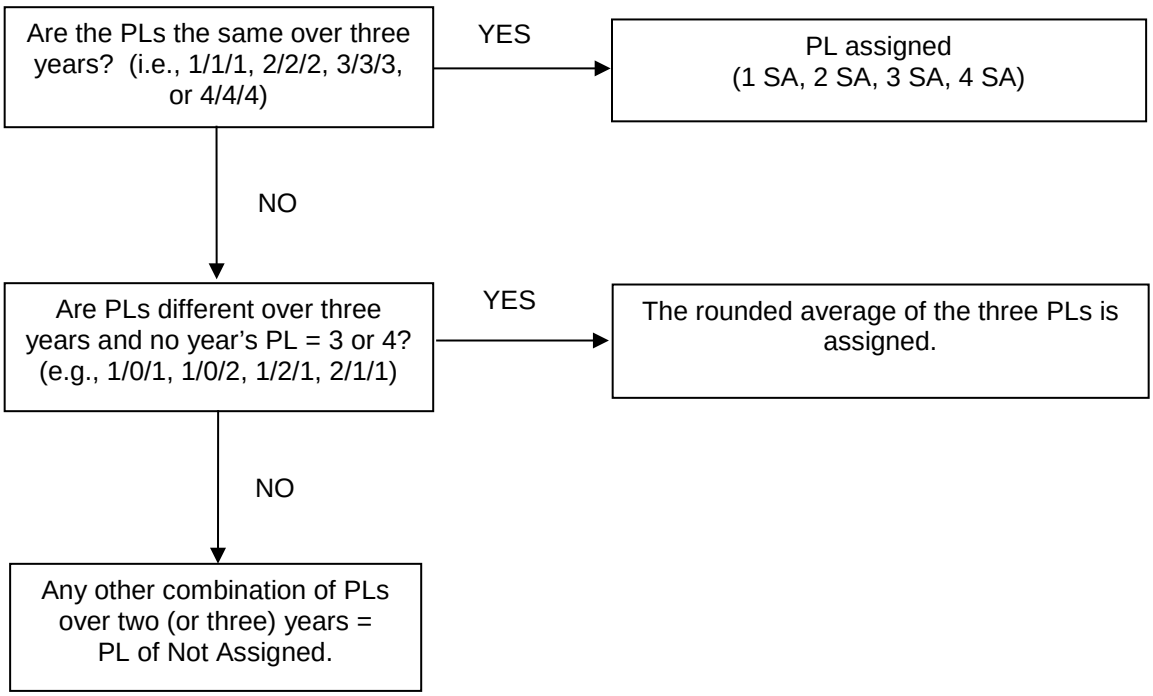
The flowcharts on the following pages depict the process for determining whether standard analysis or SA is applied in the PBMAS.

PBMAS PL Assignment and SA Determination Process



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

PBMAS PL Assignment and SA Process for Group Size of 15-29



Note: Group size is based on the sum of the most recent two years. Previous years' PLs are determined based on the relevant years' numerators, denominators, and rates presented on the district's 2017 PBMAS report.

Required Improvement (RI)

The PBMAS, by design, has a built-in improvement component. Because the system includes a range of PLs, districts that demonstrate improvement from one year to the next can progress from one PL to another. For example, a district with 74% of its migrant students graduating with a high school diploma in four years received a PL 1 in the 2016 PBMAS. If that same district is able to improve its migrant graduation rate to 80% in 2017, it would receive a PL 0 because its performance meets the 2017 PL 0 cut point.

In addition to the system's built-in improvement component, the 2017 PBMAS will again include RI for certain indicators. The indicator descriptions in Section III of this manual will indicate if RI is available for an indicator. Examples of two PBMAS RI calculations are provided below.

RI Calculations

For the indicators where *increases* in rates are measured in *positive* numbers and RI is available, the following calculation will be used for districts that meet the MSR in both the current and previous year and have an initial PL result that is not equal to 0:

Actual Change:		RI:
performance in 2017 – performance in 2016	≥	$\frac{\text{minimum PL 0 cut point for 2017 – performance in 2016}}{\text{number of years to reach minimum PL 0 cut point}}$

EXAMPLE OF RI USING ESSA INDICATOR #8: Migrant Graduation Rate
1. Calculate the Actual Change for the district's migrant graduation rate: Actual Change: *72.0% (2017) – 60.0% (2016) = 12.0* 2. Calculate the RI for the district's migrant graduation rate: RI: $\frac{\textit{80.0\% – 60.0\%}}{\textit{2 (2018-2016)}} = \textit{10.0}$ Note: The 2018 target year allows districts one year beyond 2017 to reach the 2017 minimum PL 0 cut point of 80.0%. 3. Compare the two numbers to see if the Actual Change is greater than or equal to the RI: 12.0 > 10.0. (Gains in graduation rates are measured in *positive* numbers.) 4. Result: the district meets RI and receives a PL of 0 RI.

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

Actual Change: RI:

$$\text{performance in 2017} - \text{performance in 2016} \leq \frac{\text{maximum PL 0 cut point for 2017} - \text{performance in 2016}}{\text{number of years to reach maximum PL 0 cut point}}$$

EXAMPLE OF RI USING SPECIAL EDUCATION INDICATOR #9: SPED Annual Dropout Rate (Grades 7-12)
1. Calculate the Actual Change for the district's SPED annual dropout rate: Actual Change: *3.8% (2017) – 8.1% (2016) = -4.3* 2. Calculate the RI for the district's SPED annual dropout rate: RI: $\frac{\textit{1.8\% – 8.1\%}}{\textit{2 (2018-2016)}} = \textit{-3.2}$ Note: The 2018 target year allows districts one year beyond 2017 to reach the 2017 maximum PL 0 cut point of 1.8%. 3. Compare the two numbers to see if the Actual Change is less than or equal to the RI: -4.3 < -3.2. (Reductions in annual dropout rates are measured in *negative* numbers.) 4. Result: the district meets RI and receives a PL of 0 RI.

System Safeguards

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

Monitoring Interventions

The School Improvement (SI) Division will notify each district selected for a 2017 PBMAS intervention via the Intervention Stage and Activity Manager (ISAM) on the Texas Education Agency Secure Environment (TEASE). The SI Division will inform districts that intervention stages have been posted to ISAM by posting a "To the Administrator Addressed" letter on the TEA web page for correspondence or sending a "To the Administrator Addressed" letter via electronic mail or first-class mail. It is the district's obligation to access the correspondence from the SI Division by (a) subscribing to the listserv for "To the Administrator Addressed" correspondence; and (b) accessing the ISAM system as directed to retrieve intervention instructions and information.

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

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

Section III:
Performance Indicators

BE/ESL

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

Indicators (1 – 9)

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

This indicator measures the percent of bilingual education (BE) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a state-approved bilingual program (bilingual program indicator codes 2, 3, 4, or 5).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ***(New!)***
- Year(s) of Data Available for Analysis: 3 ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2017 and May 2017 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The BE STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

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

This indicator measures the percent of English as a Second Language (ESL) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a state-approved ESL program (ESL program indicator codes 2 or 3).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ***(New!)***
- Year(s) of Data Available for Analysis: 3 ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2017 and May 2017 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The ESL STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

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

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

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as LEP (LEP = C[3]) but not participating in a state-approved bilingual or English as a second language program (Bilingual = 0 and ESL = 0).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ***(New!)***
- Year(s) of Data Available for Analysis: 3 ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2017 and May 2017 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The LEP (Not Served in BE/ESL) STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

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

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

This indicator measures the percent of certain former limited English proficient (LEP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as having met the criteria for BE/ESL program exit, no longer classified as LEP in PEIMS, and in their first year of monitoring (M1 indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: No
- SA: Yes ***(New!)***
- Year(s) of Data Available for Analysis: 3 ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2017 and May 2017 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The LEP YAE STAAR 3-8 passing rate is based on STAAR and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

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

This indicator measures the percent of limited English proficient (LEP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as LEP (LEP = C[4]).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (mathematics, science, and social studies) ***(New!)***
- Year(s) of Data Available for Analysis: 3; 2 (English language arts) ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2016, Fall 2016, and Spring 2017
- Applicable TSDS PEIMS Collections: Fall 2015 and Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The LEP STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

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

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

Dropout data are for the 2015-2016 school year and are the most current data available for use in the 2017 PBMAS.

BE/ESL Indicator #7: LEP Graduation Rate

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

Calculation

$$\frac{\text{number of LEP students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of LEP students in the class of 2016}}$$

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes ***(New!)***
- SA: No
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- Graduation data are for the class of 2016 and are the most current data available for use in the 2017 PBMAS.
- This indicator is based on students reported in PEIMS as LEP at any time while attending Grades 9-12 in a Texas public school.

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

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

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district for two consecutive years and also reported as tested on the TELPAS reading assessment for two consecutive years.

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 5
- RI: Yes
- SA: Yes ***(New!)***
- Year(s) of Data Available for Analysis: 3 ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2016 and Spring 2017
- Applicable TSDS PEIMS Collections: Fall 2015 and Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
8	0% - 7.5%	7.6% - 10.5%	10.6% - 14.4%	14.5% - 100%

Notes

- The denominator is based on students who were in Grades 2-12 in the spring of 2016 and who, as a result of either grade retention or grade promotion, were in Grades 2-12 in the spring of 2017.

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

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

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district who also received a TELPAS Composite Rating.

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2017
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

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

CTE

Career and Technical Education (CTE)

Indicators (1 – 8)

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

This indicator measures the percent of Career and Technical Education (CTE) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (mathematics, science, and social studies) ***(New!)***
- Year(s) of Data Available for Analysis: 3; 2 (English language arts) ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2016, Fall 2016, and Spring 2017
- Applicable TSDS PEIMS Collections: Fall 2015 and Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The CTE STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

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

This indicator measures the percent of Career and Technical Education (CTE) students with limited English proficiency (LEP) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as LEP (LEP = C[5]) and a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (mathematics, science, and social studies) ***(New!)***
- Year(s) of Data Available for Analysis: 3; 2 (English language arts) ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2016, Fall 2016, and Spring 2017
- Applicable TSDS PEIMS Collections: Fall 2015 and Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The CTE LEP STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

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

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

This indicator measures the percent of Career and Technical Education (CTE) students who are economically disadvantaged and who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as economically disadvantaged (economic disadvantage indicator codes 01, 02, and 99) and a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (mathematics, science, and social studies) ***(New!)***
- Year(s) of Data Available for Analysis: 3; 2 (English language arts) ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2016, Fall 2016, and Spring 2017
- Applicable TSDS PEIMS Collections: Fall 2015 and Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The CTE economically disadvantaged STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

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

This indicator measures the percent of Career and Technical Education (CTE) students served in special education who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as a participant in a special education program (special education indicator code) and a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (mathematics, science, and social studies) ***(New!)***
- Year(s) of Data Available for Analysis: 3; 2 (English language arts) ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2016, Fall 2016, and Spring 2017
- Applicable TSDS PEIMS Collections: Fall 2015 and Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The CTE SPED STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- Only students with PEIMS CTE status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Dropout data are for the 2015-2016 school year and are the most current data available for use in the 2017 PBMAS.

CTE Indicator #6: CTE Graduation Rate

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

Calculation

$$\frac{\text{number of CTE students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of CTE students in the class of 2016}}$$

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- Only students with PEIMS CTE status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Graduation data are for the class of 2016 and are the most current data available for use in the 2017 PBMAS.

CTE Indicator #7: CTE Nontraditional Course Completion Rate-Males (Report Only)

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

Calculation

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

Data Source

The data for this indicator are based on the number of all Grades 9-12 (Element E0017) CTE (Element E0031) students (denominator) and male (Element E0004) Grades 9-12 CTE students (numerator) reported by the district on the TSDS PEIMS 40100 Sub-Category who were also reported on the TSDS PEIMS 43415 Sub-Category as having earned credit (Element E0949) for completing (E0948 = 0, 2, 5, or 9) one or more male nontraditional courses (Element E0724).

Overall Processing Criteria

- MSR: Not Applicable ***(New!)***
- RI: No ***(New!)***
- SA: No ***(New!)***
- Year(s) of Data Available for Analysis: 1 ***(New!)***
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

This is a Report Only indicator for 2017. No PLs are assigned in 2017. This indicator is reported for district information and planning purposes.

Notes

- The new list of CTE nontraditional courses for the 2015-2016 school year is located in Appendix A of this manual.
- Students with PEIMS CTE status codes 1 (Career/Technology Elective), 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.
- Course completion data are for the 2015-2016 school year and are the most current data available for use in the 2017 PBMAS.

CTE Indicator #8: CTE Nontraditional Course Completion Rate-Females (Report Only)

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

Calculation

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

Data Source

The data for this indicator are based on the number of all Grades 9-12 (Element E0017) CTE (Element E0031) students (denominator) and female (Element E0004) Grades 9-12 CTE students (numerator) reported by the district on the TSDS PEIMS 40100 Sub-Category who were also reported on the TSDS PEIMS 43415 Sub-Category as having earned credit (Element E0949) for completing (E0948 = 0, 2, 5, or 9) one or more female nontraditional courses (Element E0724).

Overall Processing Criteria

- MSR: Not Applicable ***(New!)***
- RI: No ***(New!)***
- SA: No ***(New!)***
- Year(s) of Data Available for Analysis: 1 ***(New!)***
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

This is a Report Only indicator for 2017. No PLs are assigned in 2017. This indicator is reported for district information and planning purposes.

Notes

- The new list of CTE nontraditional courses for the 2015-2016 school year is located in Appendix A of this manual.
- Students with PEIMS CTE status codes 1 (Career/Technology Elective), 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.
- Course completion data are for the 2015-2016 school year and are the most current data available for use in the 2017 PBMAS.

ESSA

Every Student Succeeds Act (ESSA)

Indicators (1 – 8)

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

This indicator measures the percent of Title I, Part A students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as Title I, Part A (Title I, Part A indicator codes 6, 7, or 9).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ***(New!)***
- Year(s) of Data Available for Analysis: 3 ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2017 and May 2017 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The Title I, Part A STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

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

This indicator measures the percent of Title I, Part A students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as Title I, Part A (Title I, Part A indicator codes 6, 7, or 9).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (mathematics, science, and social studies) ***(New!)***
- Year(s) of Data Available for Analysis: 3; 2 (English language arts) ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2016, Fall 2016, and Spring 2017
- Applicable TSDS PEIMS Collections: Fall 2015 and Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The Title I, Part A STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

Dropout data are for the 2015-2016 school year and are the most current data available for use in the 2017 PBMAS.

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

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

Calculation

$$\frac{\text{number of Title I, Part A students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of Title I, Part A students in the class of 2016}}$$

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

Graduation data are for the class of 2016 and are the most current data available for use in the 2017 PBMAS.

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

This indicator measures the percent of migrant students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as a migrant student (migrant student indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ***(New!)***
- Year(s) of Data Available for Analysis: 3 ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2017 and May 2017 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The migrant STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

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

This indicator measures the percent of migrant students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as a migrant student (migrant student indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (mathematics, science, and social studies) ***(New!)***
- Year(s) of Data Available for Analysis: 3; 2 (English language arts) ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2016, Fall 2016, and Spring 2017
- Applicable TSDS PEIMS Collections: Fall 2015 and Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The migrant STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

Dropout data are for the 2015-2016 school year and are the most current data available for use in the 2017 PBMAS.

ESSA Indicator #8: Migrant Graduation Rate

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

Calculation

$$\frac{\text{number of migrant students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of migrant students in the class of 2016}}$$

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

Graduation data are for the class of 2016 and are the most current data available for use in the 2017 PBMAS.

SPED

Special Education (SPED)

Indicators (1 – 11)

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

This indicator measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ***(New!)***
- Year(s) of Data Available for Analysis: 3 ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Spring 2017 and May 2017 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The special education STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

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

This indicator measures the percent of students formerly served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students (a) reported by the district on the previous year's TSDS PEIMS 40110 Sub-Category as enrolled in the district and receiving special education services or reported on the previous year's TSDS PEIMS 42400 and 42500 Sub-Categories as in attendance and receiving special education services; and (b) reported by the district on the current year's TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as not participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: No
- SA: Yes ***(New!)***
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2017 and May 2017 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2015, Summer 2016, and Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The SPED YAE STAAR 3-8 passing rate is based on STAAR and STAAR Spanish results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).

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

This indicator measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (mathematics, science, and social studies) ***(New!)***
- Year(s) of Data Available for Analysis: 3; 2 (English language arts) ***(New!)***
- Accountability Subset: Yes
- Test Administrations: Summer 2016, Fall 2016, and Spring 2017
- Applicable TSDS PEIMS Collections: Fall 2015 and Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The SPED STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

SPED Indicator #4: SPED STAAR Alternate 2 Participation Rate

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

Calculation

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

Data Source

The data for this indicator are based on the participation of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2017 and May 2017 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

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

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

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

Calculation

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

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832, E1077, and E0173) as enrolled in the district with Child Count Funding Type 3 (denominator) and reported with Preschool Program for Children with Disabilities (PPCD) service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92 (numerator).

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 10 ***(New!)***
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3 ***(New!)***
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 and less than 6 as of October 28, 2016.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- A complete list and descriptions of all instructional settings can be found in the Texas Education Data Standards (TEDS) available at: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

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

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

Calculation

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

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832 and E0173) as enrolled in the district with Child Count Funding Type 3 (denominator) and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92 (numerator).

Overall Processing Criteria

- MSR:
  - Denominator: ≥ 30
  - Numerator ≥ 10 ***(New!)***
- RI: Yes ***(New!)***
- SA: No
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

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

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 6 as of October 28, 2016 and less than 22 as of September 1, 2016.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

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

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

Calculation

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

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832 and E0173) as enrolled in the district with Child Count Funding Type 3 (denominator) and placed in instructional settings 08, 44, 85, 88, and 95 (numerator).

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 10 ***(New!)***
- RI: Yes ***(New!)***
- SA: No
- Year(s) of Data Available for Analysis: 2 ***(New!)***
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
7	0% - 10.0%	10.1% - 18.9%	19.0% - 20.9%	21.0% - 100%

As required by federal regulations under 34 CFR Part 300, each district's SPED regular class <40% rate is also disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

	PL SD Year 1
Significant Disproportionality (SD) Risk Ratio	> 2.5 - MAX

Risk Ratios:

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

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 6 as of October 28, 2016 and less than 22 as of September 1, 2016.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose instructional setting code on the TSDS PEIMS 41163 Sub-Category (Element E0173) is 01 (Homebound); 02 (Hospital Class); or 30 (State Supported Living Centers) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose code on the TSDS PEIMS 41163 Sub-Category (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/
- Significant disproportionality risk ratios are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's PBMAS report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #8: SPED Separate Settings Rate (Ages 6-21)

(New!) This indicator measures the percent of students ages 6-21 served in special education (SPED) in separate settings.

Calculation

$$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 30, 50, 60, 70, 71, 86, 87, 96, and 97}}{\text{number of students ages 6-21 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832 and E0173) as enrolled in the district with Child Count Funding Type 3 (denominator) and placed in instructional settings 30, 50, 60, 70, 71, 86, 87, 96, and 97 (numerator).

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

The <u>overall component</u> of this indicator is Report Only for 2017.

However, as required by federal regulations under 34 CFR Part 300, each district's SPED separate settings rate is also disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

	PL SD Year 1
Significant Disproportionality (SD) Risk Ratio	> 2.5 - MAX

Risk Ratios:

$$\frac{\text{racial/ethnic group's separate settings rate}}{\text{other students' separate settings rate}}$$

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 6 as of October 28, 2016 and less than 22 as of September 1, 2016.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose instructional setting code on the TSDS PEIMS 41163 Sub-Category (Element E0173) is 01 (Homebound); 02 (Hospital Class); or 30 (State Supported Living Centers) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose code on the TSDS PEIMS 41163 Sub-Category (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/
- Significant disproportionality risk ratios are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's PBMAS report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #9: SPED Annual Dropout Rate (Grades 7-12)

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
9	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2015-2016 school year and are the most current data available for use in the 2017 PBMAS.

SPED Indicator #10: SPED Graduation Rate

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

Calculation

$$\frac{\text{number of students in the Grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 2016 served in special education}}$$

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
10	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

Graduation data are for the class of 2016 and are the most current data available for use in the 2017 PBMAS.

SPED Indicator #11: SPED Representation (Ages 3-21)

This indicator measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.

Calculation

$$\frac{\text{number of [racial/ethnic group] enrolled students ages 3-21 served in special education}}{\text{number of [racial/ethnic group] students ages 3-21 enrolled}}$$

Data Source

The data for this indicator are based on the number of students reported by the district on the TSDS PEIMS 40110 and 41163 Sub-Categories (Element E0832) as enrolled in the district (denominator) with Child Count Funding Type 3 and receiving special education services (numerator).

Overall Processing Criteria

- MSR:
  - Denominator ≥ 30
  - Numerator ≥ 10 ***(New!)***
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2016
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

As required by federal regulations under 34 CFR Part 300, each district's SPED representation rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. Furthermore, the data for each racial/ethnic group is also disaggregated by the following disability categories: (1) Intellectual Disabilities; (2) Specific Learning Disabilities; (3) Emotional Disturbance; (4) Speech/Language Impairments; (5) Other Health Impairments; and (6) Autism. PLs of significant disproportionality will be assigned for any racial/ethnic group or disability category if the racial/ethnic group's or disability category's risk ratio exceeds 2.5.

	PL SD Year 1
Significant Disproportionality (SD) Risk Ratio	> 2.5 - MAX

Risk Ratios:

$$\frac{\text{racial/ethnic group's representation rate}}{\text{other students' representation rate}}$$

$$\frac{\text{racial/ethnic group's disability category}}{\text{other students' disability category}}$$

Notes

- A district is obligated to identify and provide a free appropriate public education to all students with disabilities who require special education services.
- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 as of October 28, 2016 and less than 22 as of September 1, 2016.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element 1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Significant disproportionality risk ratios are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group or disability category. However, if a district meets the MSR for a particular racial/ethnic group or disability category but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the risk for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's PBMAS report.
- The intermediate results for significant disproportionality risk ratios are <u>not</u> rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.
- If a district's LEP representation risk ratio exceeds 2.5, it will be included on the district's report and assigned a PL 3.

Section IV: Appendices

Appendix: A – Career and Technical Education Nontraditional Courses (2015-2016 School Year)

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

Nontraditional for Females	
Number	Course
13000300	LIVESTOCK PRODUCTION
13000400	SMALL ANIMAL MANAGEMENT
13000500	EQUINE SCIENCE
13000700	ADVANCED ANIMAL SCIENCE
13000900	AGRIBUSINESS MANAGEMENT AND MARKETING
13001200	ADVANCED ENVIRONMENTAL TECHNOLOGY
13001300	FOOD TECHNOLOGY AND SAFETY
13001400	FOOD PROCESSING
13001500	WILDLIFE, FISHERIES AND ECOLOGY MANAGEMENT
13001600	RANGE ECOLOGY AND MANAGEMENT
13001700	FORESTRY AND WOODLAND ECOSYSTEMS
13001900	LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT
13002000	HORTICULTURE SCIENCE
13002100	ADVANCED PLANT AND SOIL SCIENCE
13002200	AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES
13002300	AGRICULTURAL FACILITIES DESIGN AND FABRICATION
13002400	AGRICULTURAL POWER SYSTEMS
13004600	ARCHITECTURAL DESIGN
13004700	ADVANCED ARCHITECTURAL DESIGN
13004800	PRACTICUM IN ARCHITECTURAL DESIGN
13004810	PRACTICUM IN ARCHITECTURAL DESIGN II
13004900	CONSTRUCTION MANAGEMENT
13005000	ADVANCED CONSTRUCTION MANAGEMENT

Nontraditional for Females (continued)	
Number	Course
13005100	CONSTRUCTION TECHNOLOGY
13005200	ADVANCED CONSTRUCTION TECHNOLOGY
13005300	MILL AND CABINETMAKING TECHNOLOGY
13005400	BUILDING MAINTENANCE TECHNOLOGY
13005500	ADVANCED BUILDING MAINTENANCE TECHNOLOGY
13005600	ELECTRICAL TECHNOLOGY
13005700	ADVANCED ELECTRICAL TECHNOLOGY
13005800	HVAC AND REFRIGERATION TECHNOLOGY
13005900	ADVANCED HVAC AND REFRIGERATION TECHNOLOGY
13006000	PIPING AND PLUMBING TECHNOLOGY
13006100	ADVANCED PIPING AND PLUMBING TECHNOLOGY
13006200	PRACTICUM IN CONSTRUCTION MANAGEMENT
13006210	PRACTICUM IN CONSTRUCTION MANAGEMENT II
13008500	AUDIO VIDEO PRODUCTION
13008600	ADVANCED AUDIO VIDEO PRODUCTION
13008700	PRACTICUM IN AUDIO VIDEO PRODUCTION
13008710	PRACTICUM IN AUDIO VIDEO PRODUCTION II
13011800	GLOBAL BUSINESS
13022600	CULINARY ARTS
13022700	PRACTICUM IN CULINARY ARTS
13022710	PRACTICUM IN CULINARY ARTS II
13023000	FOOD SCIENCE
13027300	COMPUTER MAINTENANCE
13027400	TELECOMMUNICATIONS AND NETWORKING
13027500	COMPUTER TECHNICIAN
13027600	COMPUTER PROGRAMMING
13027700	ADVANCED COMPUTER PROGRAMMING

Nontraditional for Females (continued)	
Number	Course
13029300	LAW ENFORCEMENT I
13029400	LAW ENFORCEMENT II
13029600	COURT SYSTEMS AND PRACTICES
13029800	SECURITY SERVICES
13029900	FIREFIGHTER I
13030000	FIREFIGHTER II
13032200	PRINCIPLES OF MANUFACTURING
13032300	WELDING
13032400	ADVANCED WELDING
13032500	PRECISION METAL MANUFACTURING
13032600	ADVANCED PRECISION METAL MANUFACTURING
13032700	FLEXIBLE MANUFACTURING
13032800	ADVANCED FLEXIBLE MANUFACTURING
13032900	MANUFACTURING ENGINEERING
13033000	PRACTICUM IN MANUFACTURING
13033010	PRACTICUM IN MANUFACTURING II
13034400	ENTREPRENEURSHIP
13036500	ENGINEERING DESIGN AND PRESENTATION
13036600	ADVANCED ENGINEERING DESIGN AND PRESENTATION
13036800	ELECTRONICS
13036900	ADVANCED ELECTRONICS
13037000	ROBOTICS AND AUTOMATION
13037300	ENGINEERING DESIGN AND PROBLEM SOLVING
13037500	PRINCIPLES OF ENGINEERING
13037600	DIGITAL ELECTRONICS
13039300	ENERGY, POWER, AND TRANSPORTATION SYSTEMS
13039400	AIRCRAFT TECHNOLOGY
13039500	ADVANCED AIRCRAFT TECHNOLOGY

Nontraditional for Females (continued)	
Number	Course
13039600	AUTOMOTIVE TECHNOLOGY
13039700	ADVANCED AUTOMOTIVE TECHNOLOGY
13039800	COLLISION REPAIR AND REFINISHING
13039900	ADVANCED COLLISION REPAIR AND REFINISHING
13040000	SMALL ENGINE TECHNOLOGY
13040100	ADVANCED SMALL ENGINE TECHNOLOGY
13040200	TRANSPORTATION SYSTEMS MANAGEMENT
13040300	LOGISTICS, PLANNING AND MANAGEMENT SYSTEMS
13040400	PRACTICUM IN TRANSPORTATION, DISTRIBUTION, AND LOGISTICS
13040410	PRACTICUM IN TRANSPORTATION, DISTRIBUTION, AND LOGISTICS II

Nontraditional for Males	
Number	Course
13000600	VETERINARY MEDICAL APPLICATIONS
13009600	PRINTING AND IMAGING TECHNOLOGY
13009700	ADVANCED PRINTING AND IMAGING TECHNOLOGY
13009800	PRACTICUM IN PRINTING AND IMAGING TECHNOLOGY
13009810	PRACTICUM IN PRINTING AND IMAGING TECHNOLOGY II
13011300	TOUCH SYSTEM DATA ENTRY
13011400	BUSINESS INFORMATION MANAGEMENT I
13011500	BUSINESS INFORMATION MANAGEMENT II
13014400	INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING
13014500	PRACTICUM IN EDUCATION AND TRAINING
13014510	PRACTICUM IN EDUCATION AND TRAINING II
13016300	BANKING AND FINANCIAL SERVICES
13020300	MEDICAL TERMINOLOGY
13020400	HEALTH SCIENCE
13020700	MEDICAL MICROBIOLOGY
13024500	LIFETIME NUTRITION AND WELLNESS
13024800	CHILD GUIDANCE
13025100	INTRODUCTION TO COSMETOLOGY
13025200	COSMETOLOGY I
13025300	COSMETOLOGY II

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

The Texas Education Agency welcomes comments and questions concerning PBMAS district PLs. In addition, if a district determines that one or more 2017 PBMAS PL assignments were based on a data or calculation error attributable to the agency or one of the agency's data contractors, the district should submit specific information about the error, no later than September 15, 2017, to the address below. Requests based on disagreement with the 2017 PBMAS indicators, cut points, and methodologies adopted in rule or requests based on districts' data errors will not be considered.

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

Other Helpful Contact Information:			
Name: Phone: Email:	School Improvement (512) 463-5226 SIdivision@tea.texas.gov	Name: Phone: Email:	Bilingual Education/English as a Second Language (512) 463-9581 curriculum@tea.texas.gov
Name: Phone: Email:	Career and Technical Education (512) 463-9581 curriculum@tea.texas.gov	Name: Phone:	Special Education (512) 463-9414
Name: Phone: Email:	Performance Reporting (512) 463-9704 performance.reporting@tea.texas.gov	Name: Phone: Email:	Student Assessment (512) 463-9536 studentassessment@tea.texas.gov

Appendix: C – ESC Performance-Based Monitoring Contacts

Performance-based monitoring contact information is updated by each education service center (ESC) and can be found at http://tea4avholly.tea.state.tx.us/tea.askted.web/Forms/Home.aspx, using the Search RESCs function.

Full Name	Region	City	Phone	Email Address
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STEPHANIE KUCERA	12	WACO	(254) 297-1154	skucera@esc12.net
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Full Name	Region	City	Phone	Email Address
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DR MARIA LUISA NIESTAS	19	EL PASO	(915) 780-6551	mlniestas@esc19.net
REBECCA ONTIVEROS	19	EL PASO	(915) 780-5093	rontiveros@esc19.net
CHERI HENDRICK	20	SAN ANTONIO	(210) 370-5451	cheri.hendrick@esc20.net

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

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