

Figure: 19 TAC §97.1005(b)

Excerpted Sections of the PBMAS 2013 Manual

Section I: Introduction

The Performance-Based Monitoring Analysis System (PBMAS)

The PBMAS is a district-level, data-driven monitoring system developed and implemented annually since 2004 by Performance-Based Monitoring (PBM) staff in coordination with other Texas Education Agency (TEA) divisions and departments. The PBMAS 2013 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 Standards. PBMAS promotes high standards for all students in all districts. Standards will be adjusted over time to ensure continued student achievement and progress.

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

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

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

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

¹ Unless otherwise noted, the term districts includes open-enrollment charters.
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Changes to the PBMAS in 2013

The 2013 PBMAS includes several key changes from the 2012 system. Many of these changes are marked in the manual as “*New!*” for easy reference.

The transition to the State of Texas Assessments of Academic Readiness (STAAR)² is reflected in the 2013 PBMAS with the continued implementation of certain STAAR 3-8 indicators and the introduction of new end-of-course (EOC) indicators in all four program areas. To include as many first-time testers as possible and to ensure that credit is given for a re-tester’s best result over one testing year, these new EOC indicators will include three test administrations as noted in Section III of this manual. Additionally, the 2013 PBMAS incorporates new performance level provisions related to the STAAR transition that are summarized in Section II of this manual. Other changes unique to each PBMAS program area are summarized below.

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

BE/ESL Indicator #9 (TELPAS Reading Beginning Proficiency Level Rate) has moved from a Report Only indicator to an indicator with performance level assignments.

Career and Technical Education (CTE)

The four CTE Texas Assessment of Knowledge and Skills (TAKS) passing rate indicators (CTE TAKS Passing Rate, CTE LEP TAKS Passing Rate, CTE Economically Disadvantaged TAKS Passing Rate, and CTE Special Education TAKS Passing Rate) have been deleted. Indicator #8 (CTE Nontraditional Course Completion Rate-Males) and Indicator #9 (CTE Nontraditional Course Completion Rate-Females) have moved from Report Only indicators to indicators with performance level assignments.

No Child Left Behind (NCLB)

For the 2013 PBMAS, there are no changes specific to the NCLB program area. However, indicators in this program area are being implemented based on the overall changes described in this manual that affect all PBMAS program areas in 2013.

Special Education (SPED)

Four new Report Only indicators have been added: the Special Education Regular Class \geq 80% Rate (Ages 6-11), the Special Education Regular Class \geq 80% Rate (Ages 12-21), the Special Education Regular Class $<$ 40% Rate (Ages 6-11), and the Special Education Regular Class $<$ 40% Rate (Ages 12-21). Grade 9 students will now be included in the three STAAR Participation Rate indicators (Indicators #4 - #6), and performance level cut-points adjustments have been made as needed to reflect the addition of that grade level.

Indicators #7 - #9 have been renamed to better reflect the intent of the indicators and clearly identify which specific instructional settings are evaluated. Cut-points have been adjusted for several indicators, including: the RHSP/DAP Diploma Rate indicator (SPED #15), the Discretionary Disciplinary Alternative Education Program (DAEP) Placements indicator (SPED #21), the Discretionary In-School Suspension (ISS) Placements indicator (SPED #22), and the Discretionary Out-of-School Suspension (OSS) Placements indicator (SPED #23).

Planning for the Future: 2014 and Beyond

It is anticipated that ongoing development 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:

² STAAR® is a registered trademark of the Texas Education Agency.
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- ongoing development and implementation of the new statewide assessment program, STAAR;
- reauthorizations of federal statutes, including NCLB;
- 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 2013 PBMAS

Data Sources

Data used in the PBMAS come from a variety of sources. Student assessment data are obtained from data sets produced by TEA's Student Assessment Division and the test contractor. Data obtained from other areas within TEA include dropout and longitudinal graduation data from the Research and Analysis Division and Public Education Information Management System (PEIMS) data from the Statewide Data Initiatives/PEIMS Division. Specific information about data sources is included in the description of each indicator in Section III of this manual.

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

Data Exclusions

Students described under Texas Education Code, §39.054(f) and §39.055, are excluded from PBMAS calculations. In addition, the results of students assessed with STAAR L in one or more subject areas are excluded from PBMAS STAAR performance indicators. Any other exclusions that have been applied to a specific indicator are identified in the description of the indicator in Section III of this manual.

No Data Available for an Indicator

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

Accountability Subset

Students who are enrolled in a district on October 26, 2012 (fall snapshot date) and test in the same district in the fall of 2012 or spring of 2013 are considered to be in the "accountability subset" while students who are enrolled in a district on October 26, 2012 but not enrolled in the same district for fall 2012 or spring 2013 spring testing are not in the accountability subset. The accountability subset for students who test in the summer of 2012 is based on the 2011 fall snapshot date. Whether the accountability subset is used for a particular indicator is noted in the description of the indicator.

Rounding

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

Masking

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

Performance Levels

A performance level (PL) is the result that occurs when a standard is applied to a district's performance on an indicator. The performance levels available for indicators in the 2013 PBMAS include *Not Assigned (NA)* (including *Not Assigned through SA, PJSA, or DI*), *0, 0 SA, 0 PJSA, 0 RI, 1, 1 SA, 1 PJSA, 2, 2 SA, 2 PJSA, 3, 3 SA, 3 PJSA, and Agency Review*. SA refers to special analysis, while PJSA refers to professional judgment special analysis; both are described in the *Minimum Size Requirements and Special Analysis* section below. RI refers to Required Improvement, which is also described in a separate section below. DI refers to data integrity and is used in combination with the NA performance level to address situations where compromised data render any other performance level impossible to determine.

A performance level of 0 is the highest designation for any indicator, meaning the district met the standard for the indicator. A performance level of 3 is the lowest designation, indicating the district performance was farthest from the 0 - *Met Standard* designation. The performance level thresholds are typically referred to as cut-points.

New! for 2013: As part of the transition to STAAR, a performance level of 4 will be added to all STAAR EOC performance indicators. This performance level will not be used for any other 2013 PBMAS indicators.

Changes to PBMAS Standards and Cut-Points

As part of the annual PBMAS development cycle, the standards and cut-points for each PBMAS indicator are evaluated. A decision to adjust standards or 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 standards and 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 standards and cut-points;
- the PBMAS system's guiding principles;
- other considerations that could affect performance on particular indicators;
- appropriate standards and cut-points across similar indicators; and
- internal and external input.

The table below identifies the PBMAS performance level (PL) 0 standards for 2012 and 2013, as well as anticipated standards for 2014. However, all standards are subject to change, including changes that may be necessary as a result of state or federal priorities and requirements.

PBMAS STANDARDS TABLE

<i>TBD = To be Determined; LEP = Limited English Proficient</i>	PBMAS PL 0 Standards by Year						
		2012	2013	2014			
Indicators Across All Program Areas							
STAAR 3-8 Passing Rate Indicators (BE/ESL, NCLB, and SPED)	Subject	3-8	EOC	3-8	EOC	3-8	EOC
	Mathematics	70.0%		70.0%	50.0%	70.0%	TBD
STAAR EOC Passing Rate Indicators (BE/ESL, CTE, NCLB, and SPED)	Reading	70.0%		70.0%	35.0%	70.0%	TBD
	Science	65.0%		65.0%	50.0%	65.0%	TBD
	Social Studies	70.0%		70.0%	50.0%	70.0%	TBD
	Writing	70.0%		70.0%	35.0%	70.0%	TBD
Annual Dropout Rate Indicators (Grades 7-12)		2.0%		2.0%		2.0%	
Annual Dropout Rate Indicators (Grades 9-12)		3.0%		3.0%		3.0%	
Graduation Rate Indicators		75.0%		75.0%		75.0%	
Bilingual Education (BE)/English as a Second Language (ESL) Indicators							
LEP Recommended High School Program (RHSP)/ Distinguished Achievement Program (DAP) Diploma Rate		70.0%		70.0%		70.0%	
Texas English Language Proficiency Assessment System (TELPAS) Reading Beginning Proficiency Level Rate		Report Only		4.5%		4.5%	
TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years		8.0%		8.0%		7.5%	
Career and Technical Education (CTE) Indicators							
CTE RHSP/DAP Diploma Rate		70.0%		70.0%		70.0%	
Nontraditional Course Completion Rate-Males		Report Only		37.0%		40.0%	
Nontraditional Course Completion Rate-Females		Report Only		40.0%		40.0%	
No Child Left Behind (NCLB) Act Indicators							
Title I, Part A RHSP/DAP Diploma Rate		70.0%		70.0%		70.0%	
Migrant RHSP/DAP Diploma Rate		70.0%		70.0%		70.0%	

PBMAS STANDARDS TABLE (continued)

<i>TBD = To be Determined; LEP = Limited English Proficient</i>	PBMAS PL 0 Standards by Year		
	2012	2013	2014
Special Education Indicators			
STAAR Participation Rate	50.0%	50.0%	TBD
STAAR Modified Participation Rate	20.0%	20.0%	TBD
STAAR Alternate Participation Rate	10.0%	10.0%	TBD
Placements in Instructional Settings 40/41 (Ages 3-5)	16.0%	16.0%	16.0%
Placements in Instructional Settings 40/41 (Ages 6-11)	40.0%	40.0%	40.0%
Placements in Instructional Settings 40/41 (Ages 12-21)	65.0%	65.0%	65.0%
Regular Class ≥80% Rate (Ages 6-11)		Report Only	TBD
Regular Class <40% Rate (Ages 6-11)		Report Only	TBD
Regular Class ≥80% Rate (Ages 12-21)		Report Only	TBD
Regular Class <40% Rate (Ages 12-21)		Report Only	TBD
Special Education RHSP/DAP Diploma Rate	20.0%	20.0%	20.0%
Special Education Representation	8.5%	8.5%	8.5%
African American (Not Hispanic/Latino) Representation	1.0 percentage point	1.0 percentage point	1.0 percentage point
Hispanic Representation	1.0 percentage point	1.0 percentage point	1.0 percentage point
LEP Representation	1.0 percentage point	1.0 percentage point	1.0 percentage point
Discretionary Disciplinary Alternative Education Program (DAEP) Placements	1.0 percentage point	1.0 percentage point	1.0 percentage point
Discretionary In-School Suspension (ISS) Placements.	10.0 percentage points	10.0 percentage points	10.0 percentage points
Discretionary Out-of-School Suspension (OSS) Placements	6.0 percentage points	6.0 percentage points	6.0 percentage points

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. No minimum size requirements, standards, or cut-points are applied to these indicators.

Generally after a period of one or two years, performance levels 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.

New! for 2013: As part of the transition to STAAR, a performance level of Report Only will be assigned for the social studies subject area of all STAAR 3-8 performance indicators.

Minimum Size Requirements and Special Analysis

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

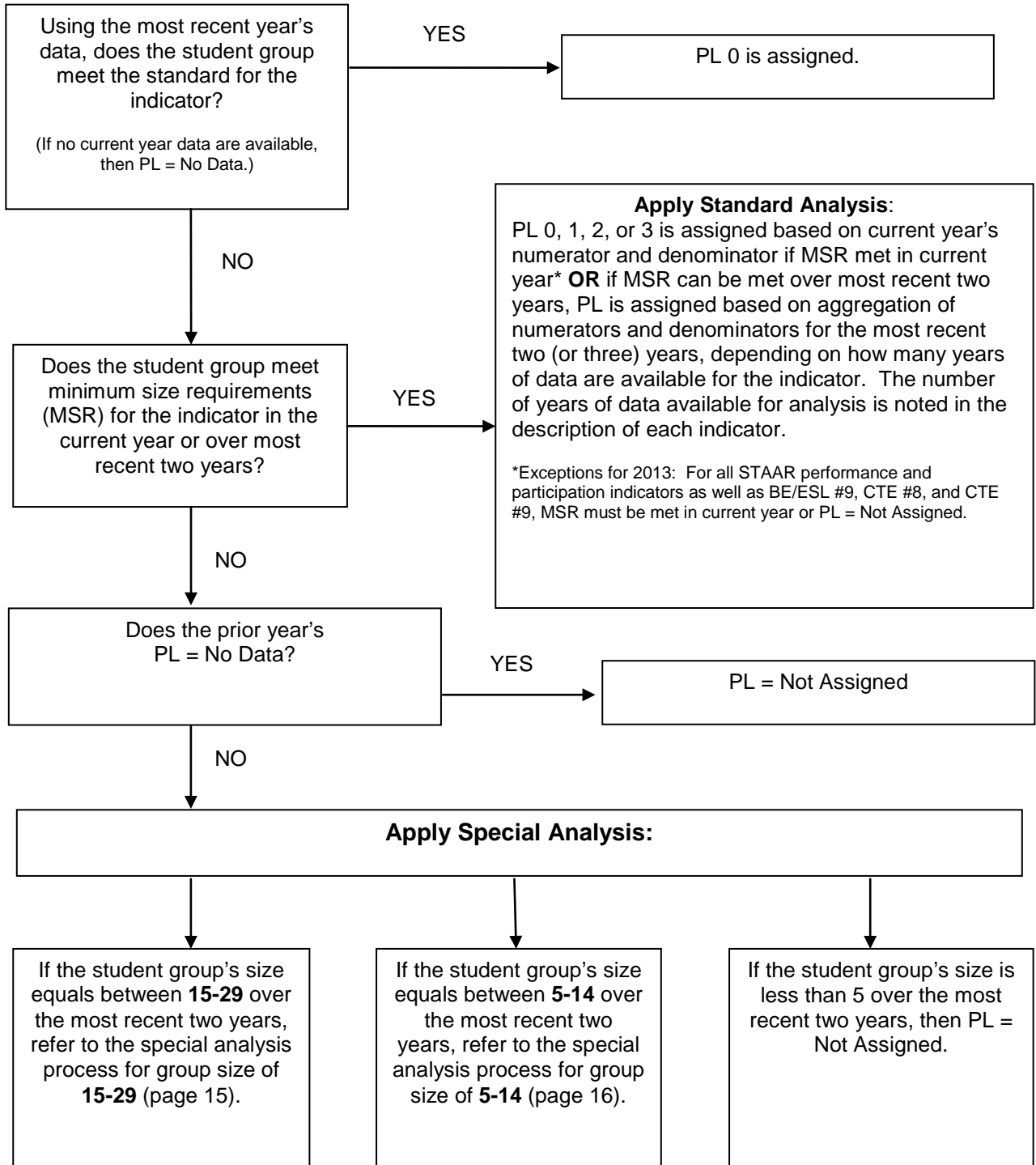
Minimum size requirements can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years when the previous year's data are available. If the minimum size requirement is met for a particular performance indicator, then a district is evaluated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

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

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

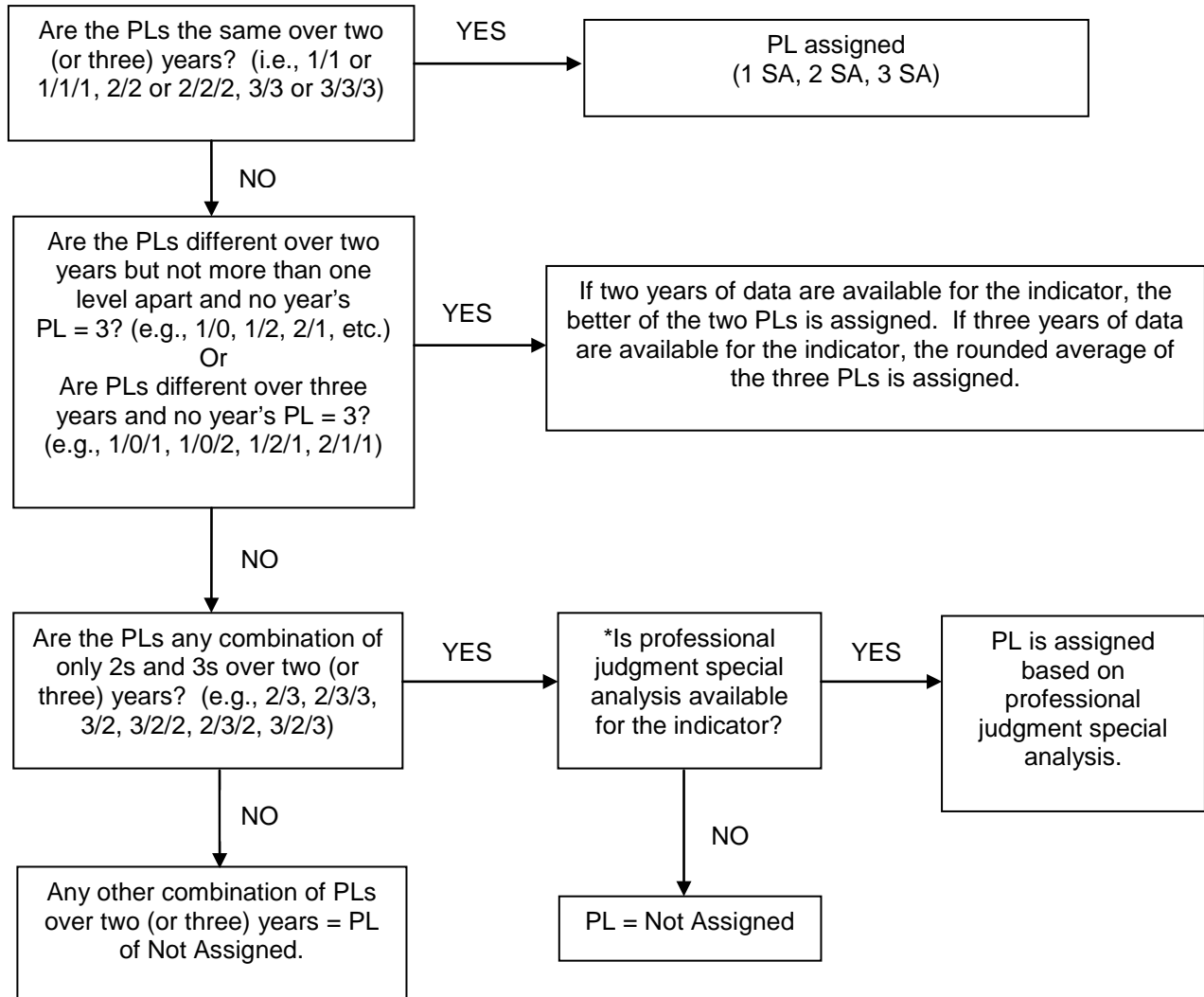
The flowcharts on the following pages depict the process for determining whether standard or special analysis (including professional judgment special analysis) is applied in the PBMAS:

2013 PBMAS Performance Level Assignment and Special Analysis Determination Process



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

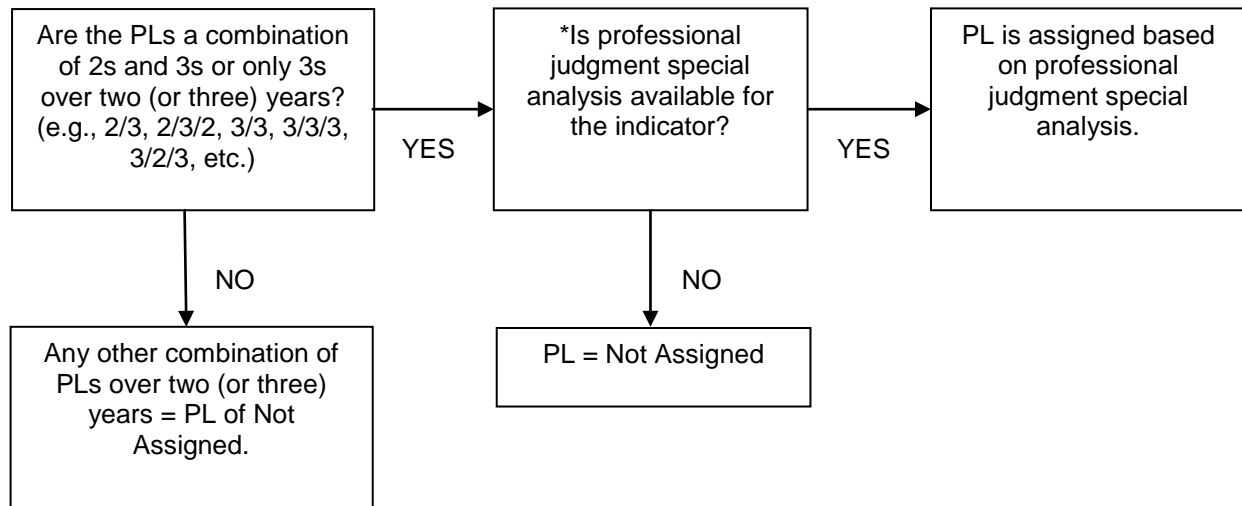
2013 PBMAS Performance Level Assignment and Special Analysis Process for Group Size of 15-29



*Certain performance indicators in PBMAS have been identified as indicators for which professional judgment special analysis (PJSA) is available. In PJSA, data for multiple years are analyzed by program-area staff at the agency, and professional judgment is applied. Depending on the indicator, there may be two or three years of data available for analysis. Because of time limitations, PJSA is not available for all indicators. The scope of PJSA is specified in the description of each indicator.

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 2013 PBMAS report.

2013 PBMAS Performance Level Assignment and Special Analysis Process for Group Size of 5-14



*Certain performance indicators in PBMAS have been identified as indicators for which professional judgment special analysis (PJSA) is available. In PJSA, data for multiple years are analyzed by program-area staff at the agency, and professional judgment is applied. Depending on the indicator, there may be two or three years of data available for analysis. Because of time limitations, PJSA is not available for all indicators. The scope of PJSA is specified in the description of each indicator.

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 2013 PBMAS report.

Required Improvement

The PBMAS, by design, has a built-in improvement component. Because the system includes a range of performance levels, districts that demonstrate improvement from one year to the next can progress from one performance level (PL) to another. For example, a district with 65% of its migrant students earning a diploma under the RHSP or DAP received a PL 1 in the 2012 PBMAS. If that same district is able to improve its migrant RHSP/DAP diploma rate to 70% in 2013, it would receive a PL 0 because its performance meets the 2013 PL 0 standard.

In addition to the system's built-in improvement component, the 2013 PBMAS will again include a "required improvement" component for certain indicators. The indicator descriptions in Section III of this manual will indicate if required improvement is available for an indicator. Examples of the PBMAS required improvement calculations are provided below.

Required Improvement Calculations

For the indicators where *increases* in rates are measured in *positive* numbers and required improvement is available, the following calculation will be used for districts that meet minimum size requirements in both the current and previous year and have a performance level that is not equal to 0 – *Met Standard*:

$$\begin{array}{rcc}
 \text{Actual Change:} & & \text{Required Improvement:} \\
 \\
 \text{performance in 2013} - \text{performance in 2012} & \geq & \frac{\text{standard for 2013} - \text{performance in 2012}}{\text{number of years to reach standard}}
 \end{array}$$

EXAMPLE OF REQUIRED IMPROVEMENT USING NCLB INDICATOR #9: Migrant RHSP/DAP Diploma Rate	
1.	<p>Calculate the Actual Change for the district's migrant RHSP/DAP diploma rate:</p> $ \begin{array}{rcc} \text{Actual Change:} & & \\ 65.0\% - 58.0\% & = & 7.0 \\ (2013) & (2012) & \\ \end{array} $
2.	<p>Calculate the Required Improvement for the district's migrant RHSP/DAP diploma rate:</p> $ \begin{array}{rcc} \text{Required Improvement:} & & \\ \frac{70.0\% - 58.0\%}{2 (2014-2012)} & = & 6.0 \end{array} $
<p>Note: The 2014 target year allows districts one year beyond 2013 to reach the 2013 standard.</p>	
3.	<p>Compare the two numbers to see if the Actual Change is greater than or equal to the Required Improvement: $7.0 > 6.0$. (Gains in diploma rates are measured in <i>positive</i> numbers.)</p>
4.	<p>Result: the district meets Required Improvement and receives a performance level of <i>0 RI – Met Standard</i> through Required Improvement.</p>

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

$$\begin{array}{rcl} \text{Actual Change:} & & \text{Required Improvement:} \\ \text{performance in 2013} - \text{performance in 2012} & \leq & \frac{\text{standard for 2013} - \text{performance in 2012}}{\text{number of years to reach standard}} \end{array}$$

EXAMPLE OF REQUIRED IMPROVEMENT USING SPECIAL EDUCATION INDICATOR #17: SPED Representation	
1. Calculate the Actual Change for the district's SPED representation rate:	<p>Actual Change:</p> $\begin{array}{rcl} 15.0\% - 25.0\% & & \\ (2013) \quad (2012) & = & -10.0 \end{array}$
2. Calculate the Required Improvement for the district's SPED representation rate:	<p>Required Improvement:</p> $\frac{8.5\% - 25.0\%}{2 (2014-2012)} = -8.25$
<p>Note: The 2014 target year allows districts one year beyond 2013 to reach the 2013 standard.</p>	
3. Compare the two numbers to see if the Actual Change is less than or equal to the Required Improvement : $-10.0 < -8.25$. (Reductions in representation rates are measured in <i>negative</i> numbers.)	
4. Result: the district meets Required Improvement and receives a performance level of <i>0 RI – Met Standard</i> through Required Improvement.	

System Safeguards

System safeguard activities are conducted by the agency to ensure the integrity of the performance-based monitoring system. These activities include data validation analyses of leaver data, student assessment data, and discipline data as well as random or other means of selection to verify system effectiveness and districts' implementation of monitoring requirements, including, but not limited to, accuracy of data reporting, implementation of intervention activities, implementation of plans for improvement or correction, and accuracy of findings made through the performance-based monitoring process.

Monitoring Interventions

The Program Monitoring and Interventions (PMI) Division will notify each district selected for a 2013 PBMAS intervention via the Intervention Stage and Activity Manager (ISAM) on the Texas Education Agency Secure Environment (TEASE). The PMI Division will inform districts that intervention stages have been posted to ISAM by posting a "To the Administrator Addressed" letter on the TEA web page for correspondence or sending a "To the Administrator Addressed" letter via electronic mail or first-class mail. It is the district's obligation to access the correspondence from the PMI Division by (a) subscribing to the listserv for "To the Administrator Addressed" correspondence; and (b) accessing the ISAM system as directed to retrieve intervention instructions and information.

Performance-based monitoring interventions determinations are based on PBMAS performance levels and other criteria as well as results of the data validation analyses described above. Sanctions are applied as necessary and according to state and federal law and Texas Administrative Code (TAC), including, but not limited to, Texas Education Code, Chapter 39.

Additional information related to performance-based monitoring interventions is reflected in 19 TAC §97.1071, Special Program Performance; Intervention Stages, available at <http://ritter.tea.state.tx.us/rules/tac/index.html>. 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

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

Indicators (1 – 10)

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 Phase-In 1 Level II performance standard or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported by the district on the STAAR 3-8 assessments as participating in a state-approved bilingual program (bilingual program indicator codes 2, 3, 4, or 5).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 BE STAAR 3-8 [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

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

Notes

- The BE STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate 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 will count in the numerator if they achieve the Final Recommended 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 Phase-In 1 Level II performance standard or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported by the district on the STAAR 3-8 assessments as participating in a state-approved ESL program (ESL program indicator codes 2 or 3).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 ESL STAAR 3-8 [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

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

Notes

- The ESL STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate 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 will count in the numerator if they achieve the Final Recommended 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 students not served in a bilingual education (BE) or English as a Second Language (ESL) program who met the Phase-In 1 Level II performance standard or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported by the district on the STAAR 3-8 assessments as LEP (LEP = C) but not participating in a state-approved bilingual or English as a second language program (Bilingual = 0 and ESL = 0).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator \geq 30 LEP (Not Served in BE/ESL) STAAR 3-8 [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

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

Notes

- The LEP (Not Served in BE/ESL) STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate 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 will count in the numerator if they achieve the Final Recommended Level II performance or higher.

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 Phase-In 1 Level II performance standard or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported by the district on the STAAR 3-8 assessments as having met the criteria for BE/ESL program exit, no longer classified as LEP in PEIMS, and in their first year of monitoring (M1 indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator \geq 30 LEP YAE STAAR 3-8 [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

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

Notes

- The LEP YAE STAAR 3-8 passing rate is based on STAAR, STAAR Modified, and STAAR Alternate 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 will count in the numerator if they achieve the Final Recommended Level II performance or higher.

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

New! This indicator measures the percent of limited English proficient (LEP) students who met the Phase-In 1 Level II performance standard or higher on the STAAR EOC assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 LEP STAAR EOC [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Summer 2012, Fall 2012, and Spring 2013
- Applicable PEIMS Collections: Fall 2011 and Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

BE/ESL Indicator	Standard	PL 0	PL 1	PL 2	PL 3	PL 4
5(i): Mathematics	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
5(ii): Reading	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$
5(iii): Science	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
5(iv): Social Studies	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
5(v): Writing	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$

Notes

- The LEP STAAR EOC passing rate is based on STAAR, STAAR Modified, and STAAR Alternate results from the following EOC assessments as applicable: mathematics (Algebra I and Geometry), reading (English I and II), science (Biology and Chemistry), social studies (World Geography and World History), and writing (English I and II).
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the Final Recommended Level II performance or higher.
- Students assessed with STAAR Alternate English I or II will count in both the reading and writing denominators and will count in both numerators if they achieve the Final Recommended Level II performance or higher.

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://www.tea.state.tx.us/acctres/dropcomp_index.html.
- Confidential student-level listings of LEP dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
 - Denominator ≥ 30 Grades 7-12 LEP students in attendance
 - Numerator ≥ 5 LEP dropouts
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

BE/ESL Indicator	Standard	PL 0	PL 1	PL 2	PL 3
6	2.0%	$\leq 2.0\%$	2.1% - 4.0%	4.1% - 6.0%	$\geq 6.1\%$

Notes

Dropout data are for the 2011-2012 school year.

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

This indicator measures the percent of limited English proficient (LEP) students who graduated with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

Calculation

$$\frac{\text{number of LEP students who graduated with a RHSP/DAP diploma}}{\text{number of LEP students who graduated}}$$

Data Source

The data for this indicator are based on the number of LEP graduates (denominator) reported by the district on the PEIMS 203 Record who earned a RHSP (graduation codes 19, 22, 25, or 28) or DAP (graduation codes 20, 23, 26, or 29) diploma (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator \geq 30 LEP graduates
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's LEP RHSP/DAP diploma rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

BE/ESL Indicator	Standard	PL 0	PL 1	PL 2	PL 3
7	70.0%	\geq 70.0%	60.0% - 69.9%	50.0% - 59.9%	\leq 49.9%

Notes

- A graduate is counted as a LEP graduate if Element E0790 (LEP indicator code) on any 400 or 500 Record submitted for the student contains a 1.
- Graduation data are for the 2011-2012 school year.

BE/ESL Indicator #8: 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

$$\frac{\text{number of LEP students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of LEP students in the class of 2012}}$$

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://www.tea.state.tx.us/acctres/dropcomp_index.html.
- Confidential student-level listings of LEP cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 LEP students in the class of 2012 cohort
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

BE/ESL Indicator	Standard	PL 0	PL 1	PL 2	PL 3
8	75.0%	$\geq 75.0\%$	65.0% - 74.9%	40.0% - 64.9%	$\leq 39.9\%$

Notes

Graduation data are for the class of 2012.

BE/ESL Indicator #9: TELPAS Reading Beginning Proficiency Level Rate

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

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
 - Denominator \geq 30 Grades 2-12 LEP TELPAS reading takers in both the current and previous years
 - Numerator \geq 5 LEP TELPAS beginners in the current year
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2012 and Spring 2013
- Applicable PEIMS Collections: Fall 2011 and Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

BE/ESL Indicator	Standard	PL 0	PL 1	PL 2	PL 3
9	4.5%	\leq 4.5%	4.6% - 6.4%	6.5% - 8.4%	\geq 8.5%

Notes

- *New!* Performance levels will be assigned in 2013.
- The denominator is based on students who were in Grades 2-12 in the spring of 2012 and who, as a result of either grade retention or grade promotion, were in Grades 2-12 in the spring of 2013.

BE/ESL Indicator #10: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years

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

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
 - Denominator ≥ 30 Grades 5-12 LEP students in U.S. schools five or more years with a TELPAS Composite Rating
 - Numerator ≥ 5 Grades 5-12 LEP students in U.S. schools five or more years who received a TELPAS Composite Rating of Beginning or Intermediate
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: Yes
- Test Administrations: Spring 2013
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

BE/ESL Indicator	Standard	PL 0	PL 1	PL 2	PL 3
10	8.0%	$\leq 8.0\%$	8.1% - 11.0%	11.1% - 14.9%	$\geq 15.0\%$

Notes

- LEP students (Grades 5-10) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also meet the Phase-In 1 Level II standard on the appropriate grade-level (or higher) (a) English STAAR reading assessment (for students enrolled in Grades 5-8); or (b) the English I, II, or III STAAR EOC reading assessment (for students enrolled in Grades 5-10) are not included in the numerator of this indicator.
- LEP students (Grades 11 and 12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who pass the TAKS ELA test 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.

*Career and Technical Education
(CTE)*

Indicators (1 – 9)

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

New! This indicator measures the percent of Career and Technical Education (CTE) students who met the Phase-In 1 Level II performance standard or higher on the STAAR EOC assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 CTE STAAR EOC [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Summer 2012, Fall 2012, and Spring 2013
- Applicable PEIMS Collections: Fall 2011 and Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

CTE Indicator	Standard	PL 0	PL 1	PL 2	PL 3	PL 4
1(i): Mathematics	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
1(ii): Reading	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$
1(iii): Science	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
1(iv): Social Studies	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
1(v): Writing	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$

Notes

- The CTE STAAR EOC passing rate is based on STAAR, STAAR Modified, and STAAR Alternate results from the following EOC assessments as applicable: mathematics (Algebra I and Geometry), reading (English I and II), science (Biology and Chemistry), social studies (World Geography and World History), and writing (English I and II).
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the Final Recommended Level II performance or higher.
- Students assessed with STAAR Alternate English I or II will count in both the reading and writing denominators and will count in both numerators if they achieve the Final Recommended Level II performance or higher.

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

New! This indicator measures the percent of Career and Technical Education (CTE) students with limited English proficiency (LEP) who met the Phase-In 1 Level II performance standard or higher on the STAAR EOC assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 CTE LEP STAAR EOC [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Summer 2012, Fall 2012, and Spring 2013
- Applicable PEIMS Collections: Fall 2011 and Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

CTE Indicator	Standard	PL 0	PL 1	PL 2	PL 3	PL 4
2(i): Mathematics	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
2(ii): Reading	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$
2(iii): Science	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
2(iv): Social Studies	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
2(v): Writing	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$

Notes

- The CTE LEP STAAR EOC passing rate is based on STAAR, STAAR Modified, and STAAR Alternate results from the following EOC assessments as applicable: mathematics (Algebra I and Geometry), reading (English I and II), science (Biology and Chemistry), social studies (World Geography and World History), and writing (English I and II).
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the Final Recommended Level II performance or higher.
- Students assessed with STAAR Alternate English I or II will count in both the reading and writing denominators and will count in both numerators if they achieve the Final Recommended Level II performance or higher.

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

New! This indicator measures the percent of Career and Technical Education (CTE) students who are economically disadvantaged and who met the Phase-In 1 Level II performance standard or higher on the STAAR EOC assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator \geq 30 CTE economically disadvantaged STAAR EOC [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Summer 2012, Fall 2012, and Spring 2013
- Applicable PEIMS Collections: Fall 2011 and Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

CTE Indicator	Standard	PL 0	PL 1	PL 2	PL 3	PL 4
3(i): Mathematics	50.0%	\geq 50.0%	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	\leq 19.9%
3(ii): Reading	35.0%	\geq 35.0%	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	\leq 4.9%
3(iii): Science	50.0%	\geq 50.0%	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	\leq 19.9%
3(iv): Social Studies	50.0%	\geq 50.0%	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	\leq 19.9%
3(v): Writing	35.0%	\geq 35.0%	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	\leq 4.9%

Notes

- The CTE economically disadvantaged STAAR EOC passing rate is based on STAAR, STAAR Modified, and STAAR Alternate results from the following EOC assessments as applicable: mathematics (Algebra I and Geometry), reading (English I and II), science (Biology and Chemistry), social studies (World Geography and World History), and writing (English I and II).
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the Final Recommended Level II performance or higher.
- Students assessed with STAAR Alternate English I or II will count in both the reading and writing denominators and will count in both numerators if they achieve the Final Recommended Level II performance or higher.

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

New! This indicator measures the percent of Career and Technical Education (CTE) students served in special education who met the Phase-In 1 Level II performance standard or higher on the STAAR EOC assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 CTE special education STAAR EOC [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Summer 2012, Fall 2012, and Spring 2013
- Applicable PEIMS Collections: Fall 2011 and Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

CTE Indicator	Standard	PL 0	PL 1	PL 2	PL 3	PL 4
4(i): Mathematics	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
4(ii): Reading	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$
4(iii): Science	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
4(iv): Social Studies	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
4(v): Writing	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$

Notes

- The CTE SPED STAAR EOC passing rate is based on STAAR, STAAR Modified, and STAAR Alternate results from the following EOC assessments as applicable: mathematics (Algebra I and Geometry), reading (English I and II), science (Biology and Chemistry), social studies (World Geography and World History), and writing (English I and II).
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the Final Recommended Level II performance or higher.
- Students assessed with STAAR Alternate English I or II will count in both the reading and writing denominators and will count in both numerators if they achieve the Final Recommended Level II performance or higher.

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://www.tea.state.tx.us/acctres/dropcomp_index.html.
- Confidential student-level listings of CTE dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
 - Denominator ≥ 30 Grades 9-12 CTE students in attendance
 - Numerator ≥ 5 CTE dropouts
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

CTE Indicator	Standard	PL 0	PL 1	PL 2	PL 3
5	3.0%	$\leq 3.0\%$	3.1% - 5.0%	5.1% - 7.0%	$\geq 7.1\%$

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 2011-2012 school year.

CTE Indicator #6: CTE RHSP/DAP Diploma Rate

This indicator measures the percent of Career and Technical Education (CTE) students who graduated with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

Calculation

$$\frac{\text{number of CTE students who graduated with a RHSP/DAP diploma}}{\text{number of CTE students who graduated}}$$

Data Source

The data for this indicator are based on the number of CTE graduates (denominator) reported by the district on the PEIMS 203 Record who earned a RHSP (graduation codes 19, 22, 25, or 28) or DAP (graduation codes 20, 23, 26, or 29) diploma (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator \geq 30 CTE graduates
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's CTE RHSP/DAP diploma rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

CTE Indicator	Standard	PL 0	PL 1	PL 2	PL 3
6	70.0%	\geq 70.0%	60.0% - 69.9%	50.0% - 59.9%	\leq 49.9%

Notes

- A graduate is counted as a CTE graduate if Element E0031 (CTE indicator code) on any 101 Record submitted for the student contains a 2 (Coherent Sequence) or 3 (Tech Prep).
- Graduation data are for the 2011-2012 school year.

CTE Indicator #7: 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

$$\frac{\text{number of CTE students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of CTE students in the class of 2012}}$$

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://www.tea.state.tx.us/acctres/dropcomp_index.html.
- Confidential student-level listings of CTE cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 CTE students in the class of 2012 cohort
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

CTE Indicator	Standard	PL 0	PL 1	PL 2	PL 3
7	75.0%	$\geq 75.0\%$	65.0% - 74.9%	40.0% - 64.9%	$\leq 39.9\%$

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 2012.

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

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

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 Grades 9-12 CTE students completing male nontraditional courses
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: No
- Applicable PEIMS Collections: Summer 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

CTE Indicator	Standard	PL 0	PL 1	PL 2	PL 3
8	37.0%	$\geq 37.0\%$	20.0% - 36.9%	12.0% - 19.9%	$\leq 11.9\%$

Notes

- *New!* Performance levels will be assigned in 2013.
- The list of CTE nontraditional courses for the 2011-2012 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 2011-2012 school year.

CTE Indicator #9: CTE Nontraditional Course Completion Rate-Females

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

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 Grades 9-12 CTE students completing female nontraditional courses
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: No
- Applicable PEIMS Collections: Summer 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

CTE Indicator	Standard	PL 0	PL 1	PL 2	PL 3
9	40.0%	$\geq 40.0\%$	23.0% - 39.9%	15.0% - 22.9%	$\leq 14.9\%$

Notes

- **New!** Performance levels will be assigned in 2013.
- The list of CTE nontraditional courses for the 2011-2012 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 2011-2012 school year.

*No Child Left Behind
(NCLB)*

Indicators (1 – 10)

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

This indicator measures the percent of Title I, Part A students who met the Phase-In 1 Level II performance standard or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported by the district on the STAAR 3-8 assessments as Title I, Part A (Title I, Part A indicator codes 6, 7, or 9).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 Title I, Part A STAAR 3-8 [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

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

Notes

- The Title I, Part A STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate 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 will count in the numerator if they achieve the Final Recommended Level II performance or higher.

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

New! This indicator measures the percent of Title I, Part A students who met the Phase-In 1 Level II performance standard or higher on the STAAR EOC assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 Title I, Part A STAAR EOC [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Summer 2012, Fall 2012, and Spring 2013
- Applicable PEIMS Collections: Fall 2011 and Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

NCLB Indicator	Standard	PL 0	PL 1	PL 2	PL 3	PL 4
2(i): Mathematics	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
2(ii): Reading	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$
2(iii): Science	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
2(iv): Social Studies	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
2(v): Writing	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$

Notes

- The Title I, Part A STAAR EOC passing rate is based on STAAR, STAAR Modified, and STAAR Alternate results from the following EOC assessments as applicable: mathematics (Algebra I and Geometry), reading (English I and II), science (Biology and Chemistry), social studies (World Geography and World History), and writing (English I and II).
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the Final Recommended Level II performance or higher.
- Students assessed with STAAR Alternate English I or II will count in both the reading and writing denominators and will count in both numerators if they achieve the Final Recommended Level II performance or higher.

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

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

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
 - Denominator ≥ 30 Grades 7-12 Title I, Part A students in attendance
 - Numerator ≥ 5 Title I, Part A dropouts
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

NCLB Indicator	Standard	PL 0	PL 1	PL 2	PL 3
3	2.0%	$\leq 2.0\%$	2.1% - 4.0%	4.1% - 6.0%	$\geq 6.1\%$

Notes

Dropout data are for the 2011-2012 school year.

NCLB Indicator #4: Title I, Part A RHSP/DAP Diploma Rate

This indicator measures the percent of Title I, Part A students who graduated with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

Calculation

$$\frac{\text{number of Title I, Part A students who graduated with a RHSP/DAP diploma}}{\text{number of Title I, Part A students who graduated}}$$

Data Source

The data for this indicator are based on the number of Title I, Part A graduates (denominator) reported by the district on the PEIMS 203 Record who earned a RHSP (graduation codes 19, 22, 25, or 28) or DAP (graduation codes 20, 23, 26, or 29) diploma (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator \geq 30 Title I, Part A graduates
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's Title I, Part A RHSP/DAP diploma rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

NCLB Indicator	Standard	PL 0	PL 1	PL 2	PL 3
4	70.0%	\geq 70.0%	60.0% - 69.9%	50.0% - 59.9%	\leq 49.9%

Notes

- A graduate is counted as a Title I, Part A graduate if any 461 Record was submitted for the student.
- Graduation data are for the 2011-2012 school year.

NCLB Indicator #5: 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

$$\frac{\text{number of Title I, Part A students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of Title I, Part A students in the class of 2012}}$$

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://www.tea.state.tx.us/acctres/dropcomp_index.html.
- Confidential student-level listings of Title I, Part A cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator \geq 30 Title I, Part A students in the class of 2012 cohort
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

NCLB Indicator	Standard	PL 0	PL 1	PL 2	PL 3
5	75.0%	\geq 75.0%	65.0% - 74.9%	40.0% - 64.9%	\leq 39.9%

Notes

Graduation data are for the class of 2012.

NCLB Indicator #6(i-v): Migrant STAAR 3-8 Passing Rate

This indicator measures the percent of migrant students who met the Phase-In 1 Level II performance standard or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported by the district on the STAAR 3-8 assessments as a migrant student (migrant student indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 migrant STAAR 3-8 [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

NCLB Indicator	Standard	PL 0	PL 1	PL 2	PL 3
6(i): Mathematics	70.0%	$\geq 70.0\%$	60.0% - 69.9%	50.0% - 59.9%	$\leq 49.9\%$
6(ii): Reading	70.0%	$\geq 70.0\%$	60.0% - 69.9%	50.0% - 59.9%	$\leq 49.9\%$
6(iii): Science	65.0%	$\geq 65.0\%$	55.0% - 64.9%	45.0% - 54.9%	$\leq 44.9\%$
6(iv): Social Studies	70.0%	Report Only	Report Only	Report Only	Report Only
6(v): Writing	70.0%	$\geq 70.0\%$	60.0% - 69.9%	50.0% - 59.9%	$\leq 49.9\%$

Notes

- The migrant STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate 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 will count in the numerator if they achieve the Final Recommended Level II performance or higher.

NCLB Indicator #7(i-v): Migrant STAAR EOC Passing Rate

New! This indicator measures the percent of migrant students who met the Phase-In 1 Level II performance standard or higher on the STAAR EOC assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 migrant STAAR EOC [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Summer 2012, Fall 2012, and Spring 2013
- Applicable PEIMS Collections: Fall 2011 and Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

NCLB Indicator	Standard	PL 0	PL 1	PL 2	PL 3	PL 4
7(i): Mathematics	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
7(ii): Reading	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$
7(iii): Science	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
7(iv): Social Studies	50.0%	$\geq 50.0\%$	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	$\leq 19.9\%$
7(v): Writing	35.0%	$\geq 35.0\%$	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	$\leq 4.9\%$

Notes

- The migrant STAAR EOC passing rate is based on STAAR, STAAR Modified, and STAAR Alternate results from the following EOC assessments as applicable: mathematics (Algebra I and Geometry), reading (English I and II), science (Biology and Chemistry), social studies (World Geography and World History), and writing (English I and II).
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the Final Recommended Level II performance or higher.
- Students assessed with STAAR Alternate English I or II will count in both the reading and writing denominators and will count in both numerators if they achieve the Final Recommended Level II performance or higher.

NCLB Indicator #8: 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://www.tea.state.tx.us/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant dropouts are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
 - Denominator ≥ 30 Grades 7-12 migrant students in attendance
 - Numerator ≥ 5 migrant dropouts
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

NCLB Indicator	Standard	PL 0	PL 1	PL 2	PL 3
8	2.0%	$\leq 2.0\%$	2.1% - 4.0%	4.1% - 6.0%	$\geq 6.1\%$

Notes

Dropout data are for the 2011-2012 school year.

NCLB Indicator #9: Migrant RHSP/DAP Diploma Rate

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

Calculation

$$\frac{\text{number of migrant students who graduated with a RHSP/DAP diploma}}{\text{number of migrant students who graduated}}$$

Data Source

The data for this indicator are based on the number of migrant graduates (denominator) reported by the district on the PEIMS 203 Record who earned a RHSP (graduation codes 19, 22, 25, or 28) or DAP (graduation codes 20, 23, 26, or 29) diploma (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator \geq 30 migrant graduates
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's migrant RHSP/DAP diploma rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

NCLB Indicator	Standard	PL 0	PL 1	PL 2	PL 3
9	70.0%	\geq 70.0%	60.0% - 69.9%	50.0% - 59.9%	\leq 49.9%

Notes

- A graduate is counted as a migrant graduate if Element E0984 (migrant indicator code) on any 101 Record submitted for the student contains a 1.
- Graduation data are for the 2011-2012 school year.

NCLB Indicator #10: Migrant Graduation Rate

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

Calculation

$$\frac{\text{number of migrant students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of migrant students in the class of 2012}}$$

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://www.tea.state.tx.us/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 migrant students in the class of 2012 cohort
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

NCLB Indicator	Standard	PL 0	PL 1	PL 2	PL 3
10	75.0%	$\geq 75.0\%$	65.0% - 74.9%	40.0% - 64.9%	$\leq 39.9\%$

Notes

Graduation data are for the class of 2012.

*Special Education
(SPED)*

Indicators (1 – 23)

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 Phase-In 1 Level II performance standard or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students reported by the district on the PEIMS 110 Record as enrolled in the district and also reported by the district on the STAAR 3-8 assessments as participating in a special education program (special education indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 SPED STAAR 3-8 [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

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

Notes

- The special education STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, STAAR Modified, and STAAR Alternate 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 will count in the numerator if they achieve the Final Recommended 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 Phase-In 1 Level II performance standard or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

The data for this indicator are based on the performance of students (a) reported by the district on the previous year's PEIMS 110 Record as enrolled in the district and receiving special education services or reported on the previous year's PEIMS 400 Record and 500 Record as in attendance and receiving special education services; and (b) reported by the district on the current year's PEIMS 110 Record as enrolled in the district and also reported by the district on the STAAR 3-8 assessments as not participating in a special education program (special education indicator code).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator \geq 30 SPED YAE STAAR 3-8 [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2011, Summer 2012, and Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
2(i): Mathematics	70.0%	\geq 70.0%	60.0% - 69.9%	50.0% - 59.9%	\leq 49.9%
2(ii): Reading	70.0%	\geq 70.0%	60.0% - 69.9%	50.0% - 59.9%	\leq 49.9%
2(iii): Science	65.0%	\geq 65.0%	55.0% - 64.9%	45.0% - 54.9%	\leq 44.9%
2(iv): Social Studies	70.0%	Report Only	Report Only	Report Only	Report Only
2(v): Writing	70.0%	\geq 70.0%	60.0% - 69.9%	50.0% - 59.9%	\leq 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-v): SPED STAAR EOC Passing Rate

New! This indicator measures the percent of students served in special education (SPED) who met the Phase-In 1 Level II performance standard or higher on the STAAR EOC assessments (mathematics, reading, science, social studies, and writing).

Calculation

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

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator \geq 30 SPED STAAR EOC [subject (i-v)] takers
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Summer 2012, Fall 2012, and Spring 2013
- Applicable PEIMS Collections: Fall 2011 and Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3	PL 4
3(i): Mathematics	50.0%	\geq 50.0%	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	\leq 19.9%
3(ii): Reading	35.0%	\geq 35.0%	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	\leq 4.9%
3(iii): Science	50.0%	\geq 50.0%	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	\leq 19.9%
3(iv): Social Studies	50.0%	\geq 50.0%	40.0% - 49.9%	30.0% - 39.9%	20.0% - 29.9%	\leq 19.9%
3(v): Writing	35.0%	\geq 35.0%	25.0% - 34.9%	15.0% - 24.9%	5.0% - 14.9%	\leq 4.9%

Notes

- The SPED STAAR EOC passing rate is based on STAAR, STAAR Modified, and STAAR Alternate results from the following EOC assessments as applicable: mathematics (Algebra I and Geometry), reading (English I and II), science (Biology and Chemistry), social studies (World Geography and World History), and writing (English I and II).
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the Final Recommended Level II performance or higher.
- Students assessed with STAAR Alternate English I or II will count in both the reading and writing denominators and will count in both numerators if they achieve the Final Recommended Level II performance or higher.

SPED Indicator #4: SPED STAAR Participation Rate

This indicator measures the percent of students in Grades 3-9 served in special education (SPED) who were tested on STAAR in all subjects (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of students in Grades 3-9 served in special education tested on STAAR for all subjects}}{\text{number of students in Grades 3-9 served in special education for whom any STAAR assessment was submitted}}$$

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 Grades 3-9 SPED students for whom any STAAR assessment was submitted
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
4	50.0%	$\geq 50.0\%$	40.0% - 49.9%	27.6% - 39.9%	$\leq 27.5\%$

Notes

- The SPED STAAR participation rate denominator includes STAAR, STAAR Spanish, STAAR L, STAAR Modified, and STAAR Alternate assessments.
- Students will count in the numerator if they test at or above their enrolled grade level on STAAR or STAAR Spanish for all applicable subject-area assessments: mathematics (3-8, Algebra I, Geometry, or Algebra II), reading (3-8, English I, II, or III), science (5, 8, Biology, Chemistry, or Physics), social studies (8, World Geography, World History, or U.S. History), and writing (4, 7, English I, II, or III).

SPED Indicator #5: SPED STAAR Modified Participation Rate

This indicator measures the percent of students in Grades 3-9 served in special education (SPED) who were tested on STAAR Modified in all subjects (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of students in Grades 3-9 served in special education tested on STAAR Modified for all subjects}}{\text{number of students in Grades 3-9 served in special education for whom any STAAR assessment was submitted}}$$

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 Grades 3-9 SPED students for whom any STAAR assessment was submitted
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
5	20.0%	$\leq 20.0\%$	20.1% - 32.0%	32.1% - 44.9%	$\geq 45.0\%$

Notes

- The SPED STAAR Modified participation rate denominator includes STAAR, STAAR Spanish, STAAR L, STAAR Modified, and STAAR Alternate assessments.
- Students will count in the numerator if they test on STAAR Modified 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 World Geography), and writing (4, 7, and English I).

SPED Indicator #6: SPED STAAR Alternate Participation Rate

This indicator measures the percent of students in Grades 3-9 served in special education (SPED) who were tested on STAAR Alternate in all subjects (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of students in Grades 3-9 served in special education tested on STAAR Alternate for all subjects}}{\text{number of students in Grades 3-9 served in special education for whom any STAAR assessment was submitted}}$$

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 Grades 3-9 SPED students for whom any STAAR assessment was submitted
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: Yes
- Test Administrations: Spring 2013 and May 2013 SSI retest
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

SPED Indicator	PL 0	PL AR (Agency Review)
6	$\leq 10.0\%$	$\geq 10.1\%$

Notes

- The SPED STAAR Alternate participation rate denominator includes STAAR, STAAR Spanish, STAAR L, STAAR Modified, and STAAR Alternate assessments.
- Students will count in the numerator if they test on STAAR Alternate 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 World Geography), and writing (4, 7, and English I).

SPED Indicator #7: SPED Placements in Instructional Settings 40/41 (Ages 3-5)

This indicator measures the percent of students ages 3-5 served in special education (SPED) who were placed in instructional settings 40 and 41.

Calculation

$$\frac{\text{number of students ages 3-5 served in special education who were placed in instructional settings 40 and 41}}{\text{number of students ages 3-5 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the PEIMS 110 Record and 163 Record (Element E0173) as enrolled in the district (denominator) and placed in instructional settings 40 (Mainstream) or 41 (Resource Room/Services less than 21%) (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 students ages 3-5 served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED 3-5 year-olds placement rate in instructional settings 40/41 is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
7	16.0%	$\geq 16.0\%$	10.5% - 15.9%	5.1% - 10.4%	$\leq 5.0\%$

Notes

- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class), 30 (State Supported Living Centers), or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2012, for this indicator and is derived from the 101 Record (Element E0006).

SPED Indicator #8: SPED Placements in Instructional Settings 40/41 (Ages 6-11)

This indicator measures the percent of students ages 6-11 served in special education (SPED) who were placed in instructional settings 40 and 41.

Calculation

$$\frac{\text{number of students ages 6-11 served in special education who were placed in instructional settings 40 and 41}}{\text{number of students ages 6-11 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the PEIMS 110 Record and 163 Record (Element E0173) as enrolled in the district (denominator) and placed in instructional settings 40 (Mainstream) or 41 (Resource Room/Services less than 21%) (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 students ages 6-11 served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED 6-11 year-olds placement rate in instructional settings 40/41 is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
8	40.0%	$\geq 40.0\%$	30.0% - 39.9%	20.1% - 29.9%	$\leq 20.0\%$

Notes

- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class), 30 (State Supported Living Centers), or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2012, for this indicator and is derived from the 101 Record (Element E0006).

SPED Indicator #9: SPED Placements in Instructional Settings 40/41 (Ages 12-21)

This indicator measures the percent of students ages 12-21 served in special education (SPED) who were placed in instructional settings 40 and 41.

Calculation

$$\frac{\text{number of students ages 12-21 served in special education who were placed in instructional settings 40 and 41}}{\text{number of students ages 12-21 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the PEIMS 110 Record and 163 Record (Element E0173) as enrolled in the district (denominator) and placed in instructional settings 40 (Mainstream) or 41 (Resource Room/Services less than 21%) (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 students ages 12-21 served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED 12-21 year-olds placement rate in instructional settings 40/41 is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
9	65.0%	$\geq 65.0\%$	55.0% - 64.9%	45.1% - 54.9%	$\leq 45.0\%$

Notes

- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class), 30 (State Supported Living Centers), or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2012, for this indicator and is derived from the 101 Record (Element E0006).

SPED Indicator #10: SPED Regular Class ≥80% Rate (Ages 6-11) (Report Only)

New! This indicator measures the percent of students ages 6-11 served in special education (SPED) inside the regular class 80% or more of the day.

Calculation

$$\frac{\text{number of students ages 6-11 served in special education and placed in instructional settings} \\ \text{00, 40, 41, 81, 82, 91, and 92}}{\text{number of students ages 6-11 served in special education}}$$

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Not Applicable
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

This is a Report Only indicator for 2013. No performance levels are assigned in 2013. The indicator is reported for district information and planning purposes.

Notes

- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2012, for this indicator and is derived from the 101 Record (Element E0006).
- A complete list and descriptions of all instructional settings can be found in the PEIMS Data Standards available at: <http://www.tea.state.tx.us/peims/>.

SPED Indicator #11: SPED Regular Class <40% Rate (Ages 6-11) (Report Only)

New! This indicator measures the percent of students ages 6-11 served in special education (SPED) inside the regular class less than 40% of the day.

Calculation

$$\frac{\text{number of students ages 6-11 served in special education and placed in instructional settings 08, 44, 85, 88, and 95}}{\text{number of students ages 6-11 served in special education}}$$

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Not Applicable
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

This is a Report Only indicator for 2013. No performance levels are assigned in 2013. The indicator is reported for district information and planning purposes.

Notes

- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2012, for this indicator and is derived from the 101 Record (Element E0006).
- A complete list and descriptions of all instructional settings can be found in the PEIMS Data Standards available at: <http://www.tea.state.tx.us/peims/>.

SPED Indicator #12: SPED Regular Class ≥80% Rate (Ages 12-21) (Report Only)

New! This indicator measures the percent of students ages 12-21 served in special education (SPED) inside the regular class 80% or more of the day.

Calculation

$$\frac{\text{number of students ages 12-21 served in special education and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92}}{\text{number of students ages 12-21 served in special education}}$$

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Not Applicable
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

This is a Report Only indicator for 2013. No performance levels are assigned in 2013. The indicator is reported for district information and planning purposes.

Notes

- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2012, for this indicator and is derived from the 101 Record (Element E0006).
- A complete list and descriptions of all instructional settings can be found in the PEIMS Data Standards available at: <http://www.tea.state.tx.us/peims/>.

SPED Indicator #13: SPED Regular Class <40% Rate (Ages 12-21) (Report Only)

New! This indicator measures the percent of students ages 12-21 served in special education (SPED) inside the regular class less than 40% of the day.

Calculation

$$\frac{\text{number of students ages 12-21 served in special education and placed in instructional settings 08, 44, 85, 88, and 95}}{\text{number of students ages 12-21 served in special education}}$$

Data Source

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

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Not Applicable
- Year(s) of Data Available for Analysis: 1
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: No
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

This is a Report Only indicator for 2013. No performance levels are assigned in 2013. The indicator is reported for district information and planning purposes.

Notes

- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2012, for this indicator and is derived from the 101 Record (Element E0006).
- A complete list and descriptions of all instructional settings can be found in the PEIMS Data Standards available at: <http://www.tea.state.tx.us/peims/>.

SPED Indicator #14: 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://www.tea.state.tx.us/acctres/dropcomp_index.html.
- Confidential student-level listings of dropouts served in special education are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements:
 - Denominator ≥ 30 Grades 7-12 students served in special education in attendance
 - Numerator ≥ 5 dropouts served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
14	2.0%	$\leq 2.0\%$	2.1% - 4.0%	4.1% - 6.0%	$\geq 6.1\%$

Notes

Dropout data are for the 2011-2012 school year.

SPED Indicator #15: SPED RHSP/DAP Diploma Rate

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

Calculation

$$\frac{\text{number of students served in special education who graduated with a RHSP/DAP diploma}}{\text{number of students served in special education who graduated}}$$

Data Source

The data for this indicator are based on the number of special education graduates (denominator) reported by the district on the PEIMS 203 Record who earned a RHSP (graduation codes 19, 22, 25, or 28) or DAP (graduation codes 20, 23, 26, or 29) diploma (numerator).

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 special education graduates
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's SPED RHSP/DAP diploma rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
15	20.0%	$\geq 20.0\%$	11.0% - 19.9%	3.6% - 10.9%	$\leq 3.5\%$

Notes

- A graduate is counted as a special education graduate if (a) any 405 or 505 Record was submitted for the student; (b) Element E0940 on any 400 Record submitted for the student contains anything but 0000; (c) Element E1049 on any 500 Record submitted for the student contains anything but 000; or (d) Element E0806 (graduation type code) on any 203 Record submitted for the student contains 04, 05, 06, 07, 18, 19, or 20.
- Graduation data are for the 2011-2012 school year.

SPED Indicator #16: 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

$$\frac{\text{number of students in the Grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 2012 served in special education}}$$

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://www.tea.state.tx.us/acctres/dropcomp_index.html.
- Confidential student-level listings of special education cohort members are available to districts through the secure Accountability TEASE application. Select the Accountability Research (RES) tab for more information.

Minimum Size Requirements, Special Analysis, and Other Criteria

- Minimum Size Requirements: Denominator ≥ 30 students served in special education in the class of 2012 cohort
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
16	75.0%	$\geq 75.0\%$	65.0% - 74.9%	40.0% - 64.9%	$\leq 39.9\%$

Notes

Graduation data are for the class of 2012.

SPED Indicator #17: SPED Representation

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

Calculation

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

Data Source

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

- Minimum Size Requirements: Numerator \geq 30 students enrolled in the district served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: No
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

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

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
17	8.5%	\leq 8.5%	8.6% - 11.0%	11.1% - 15.0%	\geq 15.1%

Notes

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

SPED Indicator #18: SPED African American (Not Hispanic/Latino) Representation

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

Calculation

1. African American representation in special education:

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

2. African American representation in the total population:

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

3. Difference:

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

Data Source

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

- Minimum Size Requirements: Numerator ≥ 30 enrolled African American students served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's difference value is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
18	1.0 percentage point difference	≤ 1.0	1.1 - 5.9	6.0 - 10.0	≥ 10.1

Notes

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.
- An African American student for purposes of this indicator is a student who is not reported as Hispanic/Latino and is reported (with one or more races) as Black or African American (Element E1061).

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

SPED Indicator #19: SPED Hispanic Representation

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

Calculation

1. Hispanic representation in special education:

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

2. Hispanic representation in the total population:

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

3. Difference:

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

Data Source

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

- Minimum Size Requirements: Numerator \geq 30 enrolled Hispanic students served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's difference value is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
19	1.0 percentage point difference	≤ 1.0	1.1 - 5.9	6.0 - 10.0	≥ 10.1

Notes

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

- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerators or denominators.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerators and denominators.

SPED Indicator #20: SPED LEP Representation

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

Calculation

1. LEP representation in special education:

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

2. LEP representation in the total population:

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

3. Difference:

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

Data Source

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

- Minimum Size Requirements: Numerator \geq 30 enrolled LEP students served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: No
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Fall 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's difference value is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
20	1.0 percentage point difference	≤ 1.0	1.1 - 5.9	6.0 - 10.0	≥ 10.1

Notes

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.
- Students whose PEIMS instructional setting code on the 163 Record (Element E0173) is 02 (Hospital class); 30 (State Supported Living Centers); 31, 32, or 34 (ECI 0-2); or 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerators or denominators.

- Students whose PEIMS code on the 163 Record (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerators or denominators.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerators and denominators.

SPED Indicator #21: SPED Discretionary DAEP Placements

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

Calculation

1. Special education discretionary DAEP placement rate:

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

2. All students' discretionary DAEP placement rate:

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

3. Difference:

$$\text{special education discretionary DAEP placement rate} - \text{all students' discretionary DAEP placement rate}$$

Data Source

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

- Minimum Size Requirements:
 - Denominator ≥ 30 students served in special education in attendance
 - Numerator ≥ 10 discretionary DAEP placements of students served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Summer 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's difference value is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
21	1.0 percentage point difference	≤ 1.0	1.1 - 2.0	2.1 - 2.9	≥ 3.0

Notes

- **New!** Disciplinary Action Reason Code 56 is now included in this indicator.

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.
- Discretionary DAEP placements are for the 2011-2012 school year.
- A student is counted as a special education student in the first denominator if (a) any 405 Record was submitted for the student; (b) Element E0940 on any 400 Record submitted for the student contains anything but 0000; (c) any 505 Record was submitted for the student; or (d) Element E1049 on any 500 Record submitted for the student contains anything but 000.
- A DAEP placement is counted as a special education DAEP placement in the first numerator if the student has a matching record for the same reporting period on (a) the 400 Record with Element E0041 containing anything but 00 and Element E0937 not equaling zero; or (b) on the 500 Record with Element E0041 containing anything but 00 and Element E1046 not equaling zero.
- Discretionary DAEP placements are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Codes (Element E1005) = 07, 08, and 10 and Reason Codes (Element E1006) = 01, 10, 21, 22, 23, 33, 34, 41, 49, 50, 51, 52, and/or 56. Only one action per incident number is counted under this indicator.

SPED Indicator #22: SPED Discretionary ISS Placements

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

Calculation

1. Special education discretionary ISS placement rate:

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

2. All students' discretionary ISS placement rate:

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

3. Difference:

$$\text{special education discretionary ISS placement rate} - \text{all students' discretionary ISS placement rate}$$

Data Source

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

- Minimum Size Requirements:
 - Denominator ≥ 30 students served in special education in attendance
 - Numerator ≥ 10 discretionary ISS placements of students served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Summer 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's difference value is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
22	10.0 percentage point difference	≤ 10.0	10.1 - 19.9	20.0 - 29.9	≥ 30.0

Notes

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.

- Discretionary ISS placements are for the 2011-2012 school year.
- A student is counted as a special education student in the first denominator if (a) any 405 Record was submitted for the student; (b) Element E0940 on any 400 Record submitted for the student contains anything but 0000; (c) any 505 Record was submitted for the student; or (d) Element E1049 on any 500 Record submitted for the student contains anything but 000.
- An ISS placement is counted as a special education ISS placement in the first numerator if the student has a matching record for the same reporting period (a) on the 400 Record with Element E0041 containing anything but 00 and Element E0937 not equaling zero; or (b) on the 500 Record with Element E0041 containing anything but 00 and Element E1046 not equaling zero.
- Discretionary placements to ISS are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Code (Element E1005) = 06 and 26 and Reason Code (Element E1006) = All Codes. Only one action per incident number is counted under this indicator.

SPED Indicator #23: SPED Discretionary OSS Placements

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

Calculation

1. Special education discretionary OSS placement rate:

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

2. All students' discretionary OSS placement rate:

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

3. Difference:

$$\text{special education discretionary OSS placement rate} - \text{all students' discretionary OSS placement rate}$$

Data Source

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

- Minimum Size Requirements:
 - Denominator ≥ 30 students served in special education in attendance
 - Numerator ≥ 10 discretionary OSS placements of students served in special education
- Year(s) of Data Available for Analysis: 3
- Automated Special Analysis: Yes
- Professional Judgment Special Analysis: Yes
- Required Improvement: Yes
- Accountability Subset: No
- Applicable PEIMS Collections: Summer 2012
- Section II of this manual includes detailed information on these and other PBMAS components.

Performance Level Assignment

Each district's difference value is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

SPED Indicator	Standard	PL 0	PL 1	PL 2	PL 3
23	6.0 percentage point difference	≤ 6.0	6.1 - 10.5	10.6 - 14.9	≥ 15.0

Notes

- The minimum size requirements for this indicator are evaluated at the first step of the indicator's calculation.
- Discretionary OSS placements are for the 2011-2012 school year.
- A student is counted as a special education student in the first denominator if (a) any 405 Record was submitted for the student; if (b) Element E0940 on any 400 Record submitted for the student contains anything but 0000; if (c) any 505 Record was submitted for the student; or (d) Element E1049 on any 500 Record submitted for the student contains anything but 000.
- An OSS placement is counted as a special education OSS placement in the first numerator if the student has a matching record for the same reporting period (a) on the 400 Record with Element E0041 containing anything but 00 and Element E0937 not equaling zero; or (b) on the 500 Record with Element E0041 containing anything but 00 and Element E1046 not equaling zero.
- Discretionary placements to OSS are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Code (Element E1005) = 05 and 25 and Reason Code (Element E1006) = All Codes. Only one action per incident number is counted under this indicator.

Section IV: Appendices

Appendix: A – Career and Technical Education Nontraditional Courses (2011-2012 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, for the most part, they are occupationally specific courses in which the enrollment of one gender falls below 25 percent. Gender enrollments in the courses are reviewed annually at the state and local levels as part of the Carl D. Perkins reporting process.

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

Nontraditional for Females (continued)

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

Nontraditional for Females (continued)

PEIMS Number	Course
13033000	PRACTICUM IN MANUFACTURING
13034400	ENTREPRENEURSHIP
13036300	BIOTECHNOLOGY
13036500	ENGINEERING DESIGN AND PRESENTATION
13036600	ADVANCED ENGINEERING DESIGN AND PRESENTATION
13036800	ELECTRONICS
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH AND DESIGN
13037210	SCIENTIFIC RESEARCH AND DESIGN II
13039300	ENERGY, POWER, AND TRANSPORTATION SYSTEMS
13039400	AIRCRAFT TECHNOLOGY
13039500	ADVANCED AIRCRAFT TECHNOLOGY
13039600	AUTOMOTIVE TECHNOLOGY
13039700	ADVANCED AUTOMOTIVE TECHNOLOGY
13039800	COLLISION REPAIR AND REFINISHING
13039900	ADVANCED COLLISION REPAIR AND REFINISHING
13040000	SMALL ENGINE TECHNOLOGY
13040100	ADVANCED SMALL ENGINE TECHNOLOGY
13040200	TRANSPORTATION SYSTEMS MANAGEMENT
N1300251	AGRICULTURAL ALGEBRAIC EXPLORATION

Nontraditional for Males

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

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

The agency welcomes comments and questions concerning PBMAS district performance levels. In addition, if a district determines that one or more 2013 PBMAS performance level assignments were based on a data or calculation error attributable to the Texas Education Agency or one of the agency’s data contractors, the district should submit specific information about the error, no later than September 30, 2013, to the address below. Requests based on disagreement with the 2013 PBMAS indicators, standards, cut-points, and methodologies adopted in rule or requests based on districts’ data errors will not be considered.

Contact Information:	
Address:	Texas Education Agency Performance-Based Monitoring 1701 North Congress Avenue Austin, Texas 78701-1494
Phone:	(512) 936-6426
E-mail:	pbm@tea.state.tx.us
Other Helpful Contact Information:	
Name:	Program Monitoring and Interventions
Phone:	(512) 463-5226
Fax:	(512) 463-3136
Email:	pmdivision@tea.state.tx.us
Name:	Bilingual Education/English as a Second Language
Phone:	(512) 463-9581
Fax:	(512) 463-8057
Email:	curriculum@tea.state.tx.us
Name:	Career and Technical Education
Phone:	(512) 463-9581
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Appendix: C – ESC Performance-Based Monitoring Contacts

Latest updates to the ESC Performance Based Monitoring Contacts can be found at

<http://mansfield.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>, using the Search RESCs function.

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