
~~2018 Performance- Based Monitoring- Analysis- System- Manual~~

~~Texas Education Agency~~

~~Office of Academics
Performance Reporting~~

Figure: 19 TAC §97.1005(b)

2019 Results Driven Accountability Manual

Texas Education Agency

Division of Review and Support

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Section I: Introduction

The ~~Performance-Based Monitoring Analysis~~ Results Driven Accountability System (PB~~MAS~~RDA)

The ~~PBMAS~~Results Driven Accountability (RDA) is a ~~district-local education agency~~¹ (LEA) level, data-driven monitoring system developed and implemented annually by ~~Performance-Based Monitoring (PBM) staff~~the Division of Review and Support in coordination with other ~~departments within the~~ Texas Education Agency (TEA) ~~divisions and departments~~. The ~~2018 PBMAS~~, The 2019 RDA Manual is intended to serve as a comprehensive technical resource ~~for the PBMAS, which is~~ used by the TEA as one part of its annual evaluation of ~~school districts~~² LEAs' performance and program effectiveness.

Guiding Principles of ~~the PBMAS~~RDA

The ~~PBMAS~~RDA is based on the following guiding principles:

- **Principle 1: Partnership with stakeholders**
 - **Public Input and Accessibility.** The design, development, and implementation of RDA are informed by public input received through stakeholder meetings, the public comment period included in the annual rule adoption of RDA manuals, and ongoing Texas Education Telecommunications Network (TETN) sessions. The performance information RDA generates is available to the public.
- **Principle 2: Transparent and understandable to educators and families**
 - **End-User Design.** Information guides and reports will seek to make sense of the data for practitioner use and decision-making purposes.
- **Principle 3: Drives Improved Results**
 - **School District Effectiveness.** PB~~MAS~~RDA is intended to assist school districts in their efforts to improve local performance.
 - **Statutory Requirements.** PB~~MAS~~RDA is designed to meet statutory requirements.
 - **Indicator Design.** PB~~MAS~~RDA indicators reflect critical areas of student performance, program effectiveness, and data integrity.
- **Principle 4: Protects Children and Families**
 - **Maximum Inclusion.** PB~~MAS~~RDA evaluates a maximum number of school districts by using appropriate alternatives to analyze the performance of ~~districts~~LEAs with small numbers of students.
- **Principle 5: Differentiated Incentives and Supports to LEAs**
 - **Individual Program Accountability.** PB~~MAS~~RDA 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.
- **Principle 6: High Expectations.** PB~~MAS~~RDA promotes high expectations for all students in all ~~school districts~~LEAs. RDA cut points will be adjusted over time to ensure continued student achievement and progress.
- **Annual Statewide Evaluation.** PB~~MAS~~RDA ensures the annual evaluation of all ~~school districts~~LEAs in the state.

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

• **Principle 7: Responsive to Needs**

- **System Evolution.** PBMASRDA 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.** PBMASRDA is part of an overall agency coordination strategy for the performance-based evaluation of ~~school-districts~~LEAs.

¹ Unless otherwise noted, the term ~~districts~~LEA includes open-enrollment charter schools.

Changes Transitioning to the PBMAS RDA in 20182019

The 2018 PBMAS2019 RDA includes several key changes from the 2017 system 2018 Performance-Based Monitoring Analysis System (PBMAS). Many of these changes are marked in the manual as “*New!*” for easy reference. Detailed information about specific indicators is included in Section III of this manual.

The availability of an additional year’s data enables the Special Analysis component to be reinstated for all English language arts (ELA) State of Texas Assessments of Academic Readiness (STAAR[®])^{2-®} end-of-course (EOC) indicators.

Changes from PBMAS to RDA are as follows:

- The term staging has been removed from RDA language.
- The specific changes to each indicator are detailed in Section III.

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

~~For 2017 and prior, the composite ratings were calculated using, in part, the student’s Texas English Language Proficiency Assessment System (TELPAS) Listening and Speaking (grades 2-12) performance as determined by a holistic rating system. In 2018, the composite ratings will instead use the student’s TELPAS Listening and Speaking performance as determined by the new item-based standardized assessments. Due to this change and the timing of standard setting in late summer, BE/ESL Indicator #8 (TELPAS Reading Beginning Proficiency Level Rate) and BE/ESL Indicator #9 (TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years) are Report Only for the 2018 PBMAS.~~

Career and Technical Education (CTE)

~~Coding for the CTE Tech Prep program was discontinued in the 2016-2017 Texas Student Data System (TSDS). The CTE Tech Prep bubble, however, was available on the Summer 2017 STAAR EOC answer documents. Any STAAR EOC Summer answer document submitted with the CTE Tech Prep bubble marked (CTE indicator code 3) will be included in the accountable district’s results for the relevant PBMAS CTE STAAR EOC indicator(s).~~

~~Performance levels will be assigned for~~For 2019, the following language was added to the BE/ESL Indicators #1 (i-v), #2 (i-v), and #5 (i-v) “English learners (ELs) in their first year in U.S. schools are excluded from these indicators unless they were administered STAAR Alternate 2.” BE/ESL Indicator #3 (i-v) is report only. BE/ESL Indicator #4 (i-v) now includes ELs who have met the criteria for BE/ESL program exit and are no longer classified as ELs in Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) in their first, second, third, and fourth year of monitoring as allowed by ESSA (M1-M4 students). BE/ESL Indicators #8 and BE/ESL Indicators #9 remain as Report Only indicators this year.

Career and Technical Education (CTE)

~~For the 2019 RDA manual, CTE Indicator #7 (CTE Nontraditional Course Completion Rate – Males) and CTE Indicator #8 (CTE Nontraditional Course Completion Rate – Females) in the 2018 PBMAS. Appendix A in this manual reflects a modified course list for have been removed. The following language was added to CTE Indicator #8 CTE Nontraditional Course Completion Rate² (i-iv) “English learners (ELs) in their first year in U.S. schools are excluded from these indicators, unless they were administered STAAR Alternate 2.”~~
~~—Females; two courses listed in the 2017 PBMAS were deleted.~~

Every Student Succeeds Act (ESSA)

~~For the 2018 PBMAS, there are no changes specific to the ESSA program area. However, indicators in this program area are being implemented based on the overall changes described in this manual that affect all PBMAS program areas in 2018.~~

For the 2019 RDA Manual, ESSA Indicator #9-#20 have been added to collect data for students identified as Foster Care, Homeless, and Military Connected. The new indicators are report only for those populations of students participating in the STAAR 3-8, STAAR EOC, Annual Dropout, and Graduation performance. Therefore, no performance level will be assigned for ESSA Indicators #9-#20.

Special Education (SPED)

In the 2017 PBMAS, three Significant Disproportionality (SD) indicators, SPED Representation (Ages 3-21), SPED Regular Class <40% Rate (Ages 6-21), and SPED Separate Settings Rate (Ages 6-21), were implemented and reported based on federal regulations requirements under 34 Code of Federal Regulations (CFR) Part 300. In addition, five discipline indicators, SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21), SPED OSS and Expulsion >10 Days Rate (Ages 3-21), SPED ISS ≤10 Days Rate (Ages 3-21), SPED ISS >10 Days Rate (Ages 3-21), and SPED Total Disciplinary Removals Rate (Ages 3-21), also have been implemented based on the federal regulations 34 CFR Part 300 and were previewed in the 2017 Discipline Data Validation system. These five discipline SD indicators have been added as SPED Indicators #12-#16 in the 2018 PBMAS Manual. All SD indicators mentioned here will be implemented continually based on 34 CFR Part 300. Districts designated as SD (Year 1) or SD (Year 2) will be reported in the 2018 PBMAS. SD (Year 1) reflects a district which first received

In 2019, the only new indicator is SPED Indicator #5: SPED STAAR Alternate 2 Overall Participation Rate. Both SPED Indicator #4: SPED STAAR Alternate 2 Participation Rate and SPED STAAR Alternate 2 Overall Participation Rate will be report only indicators. No performance level will be assigned to either indicator. Performance levels for Significant Disproportionality SPED Indicators #10-#17 will be assigned using SD (Year 1), SD (Year 2), SD (Year 3), or SD (RP) for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5. As required by federal regulations under 34 CFR Part 300, each LEA's indicator for Significant Disproportionality will be disaggregated data by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. Reasonable Progress will also be applied to determine significant disproportionality. Each racial/ethnic group is also disaggregated by the following disability categories for SPED Indicator #11: SPED Representation (age 3-21): (1) Intellectual Disabilities; (2) Specific Learning Disabilities; (3) Emotional Disturbance; (4) Speech/Language Impairments; (5) Other Health Impairments; and (6) Autism.

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

~~an SD designation in 2018 and not in the previous year. SD (Year 2) reflects a district which received an SD designation for both 2018 and the previous year.~~

~~For all SPED SD Indicators #9—#16, districts designated as SD (Year 1) or SD (Year 2) in the 2018 PBMAS report are only for information and planning purposes.~~

~~The order for SPED Annual Dropout Rate (Grades 7-12), SPED Graduation Rate, SPED Regular Early Childhood Program Rate (Ages 3-5), SPED Regular Class \geq 80% (Ages 6-21), SPED Regular Class $<$ 40% (Ages 6-21), and SPED Separate Settings Rate (Ages 6-21) indicators have been changed in the 2018 PBMAS Manual.)~~

Planning for the Future: 20192020 and Beyond

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

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

Special Education Indicators

2017 PBMAS SPED Indicators	2018 PBMAS SPED Indicators
Indicator #1(i-v): SPED STAAR 3-8 Passing Rate	Implemented continually based on 34 CFR Part 200
Indicator #2(i-v): SPED Year After Exit (YAE) STAAR 3-8 Passing Rate	
Indicator #3(i-iv): SPED STAAR EOC Passing Rate	
Indicator #4: SPED STAAR Alternate 2 Participation Rate	
Indicator #5: SPED Regular Early Childhood Program Rate (Ages 3-5)	Implemented continually based on 34 CFR Part 300
Indicator #6: SPED Regular Class \geq 80% Rate (Ages 6-21)	
Indicator #7: SPED Regular Class $<$ 40% Rate (Ages 6-21)	Implemented continually based on 34 CFR Part 300
Indicator #8: SPED Separate Settings Rate (Ages 6-21)	
Indicator #9: SPED Annual Dropout Rate (Grades 7-12)	Implemented continually based on 34 CFR Part 300
Indicator #10: SPED Graduation Rate	
Indicator #11: SPED Representation (Ages 3-21)	Implemented continually based on 34 CFR Part 300
2018 PBMAS SPED Discipline SD Indicators	
SPED Discipline Indicator #1: SPED OSS and Expulsion \leq 10 Days Rate (Ages 3-21)	These five Discipline Significant Disproportionality (SD) indicators have been implemented based on the federal regulations 34 CFR Part 300 and were previewed in the 2017 Discipline Data Validation System. These indicators have been added as SPED Indicators #12-#16 in the 2018 PBMAS Manual.
SPED Discipline Indicator #2: SPED OSS and Expulsion $>$ 10 Days Rate (Ages 3-21)	
SPED Discipline Indicator #3: SPED ISS \leq 10 Days Rate (Ages 3-21)	
SPED Discipline Indicator #4: SPED ISS $>$ 10 Days Rate (Ages 3-21)	
SPED Discipline Indicator #5: SPED Total Disciplinary Removals Rate	

Section II:
Components of the 2018
PBMAS2019 RDA

Data Sources

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

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

Data Exclusions

Students described under Texas Education Code, §39.053(g-3) are excluded from the computation of annual dropout rates. Any other exclusions that have been applied to a specific indicator are identified in the description of the indicator in Section III of this manual.

No Data Available for an Indicator

~~A district~~[An LEA](#) with no data available for evaluation receives a designation of *No Data*, meaning the ~~district~~[LEA](#) cannot be evaluated because of an absence of data. For example, if ~~a district~~[an LEA](#) had no migrant students to report in a ~~particular~~-year's data collection, then for any migrant indicator based on that data collection, the [PBMSRDA](#) report for the ~~district~~[LEA](#) will indicate a PL of *No Data*. ~~Districts~~[LEAs](#) 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 [PBMSRDA](#) indicator to confirm the accuracy of the *No Data* designation. It is the ongoing responsibility of ~~districts~~[LEAs](#) to ensure students are coded correctly for both TSDS PEIMS and student assessment data. In addition, data validation analyses and reviews are conducted by the agency as part of its [PBMRDA](#) activities.

Accountability Subset

Students who are enrolled in ~~a district~~[an LEA](#) on October ~~27, 2017~~[26, 2018](#) (fall snapshot date) and test in the same ~~district~~[LEA](#) in the fall of ~~2017~~[2018](#) or spring of ~~2018~~[2019](#) are considered to be in the "accountability subset" while students who are enrolled in ~~a district~~[an LEA](#) on October ~~27, 2017~~[26, 2018](#), but not enrolled in the same ~~district~~[LEA](#) for fall ~~2017~~[2018](#) or spring ~~2018~~[2019](#) testing are not in the accountability subset. The accountability subset for students who test in the summer of ~~2017~~[2018](#) is based on the ~~2016~~[2017](#) fall snapshot date. Whether the accountability subset is used for a particular indicator is noted in the description of the indicator.

Rounding

All [PBMSRDA](#) rates are rounded to one decimal place. For example, 79.877% is rounded to 79.9%. The intermediate results for all [PBMSRDA](#) significant disproportionality ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio value.

Masking

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

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

Performance Levels (PLs)

A PL is the result that occurs when a standard is applied to a district's LEA's performance on an indicator. The PLs available for indicators in the 2018 PBMAS2019 RDA system include *Not Assigned (NA) (including Not Assigned through SA)*, *0*, *0 SA/OSA*, *0 RI*, *1*, *1 SA*, *2*, *2 SA*, *3*, *3 SA*, *4*, *4 SA*, and *SD*. SA refers to Special Analysis, which is described in the *Minimum Size Requirement (MSR) and Special Analysis (SA)* section. RI refers to Required Improvement, which is also described in a separate section. SD refers to Significant Disproportionality and is used to meet federal requirements under 34 Code of Federal Regulations (CFR) §300.647.

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

Changes to PBMASRDA Cut Points

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

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

Report Only Indicators

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

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

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

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

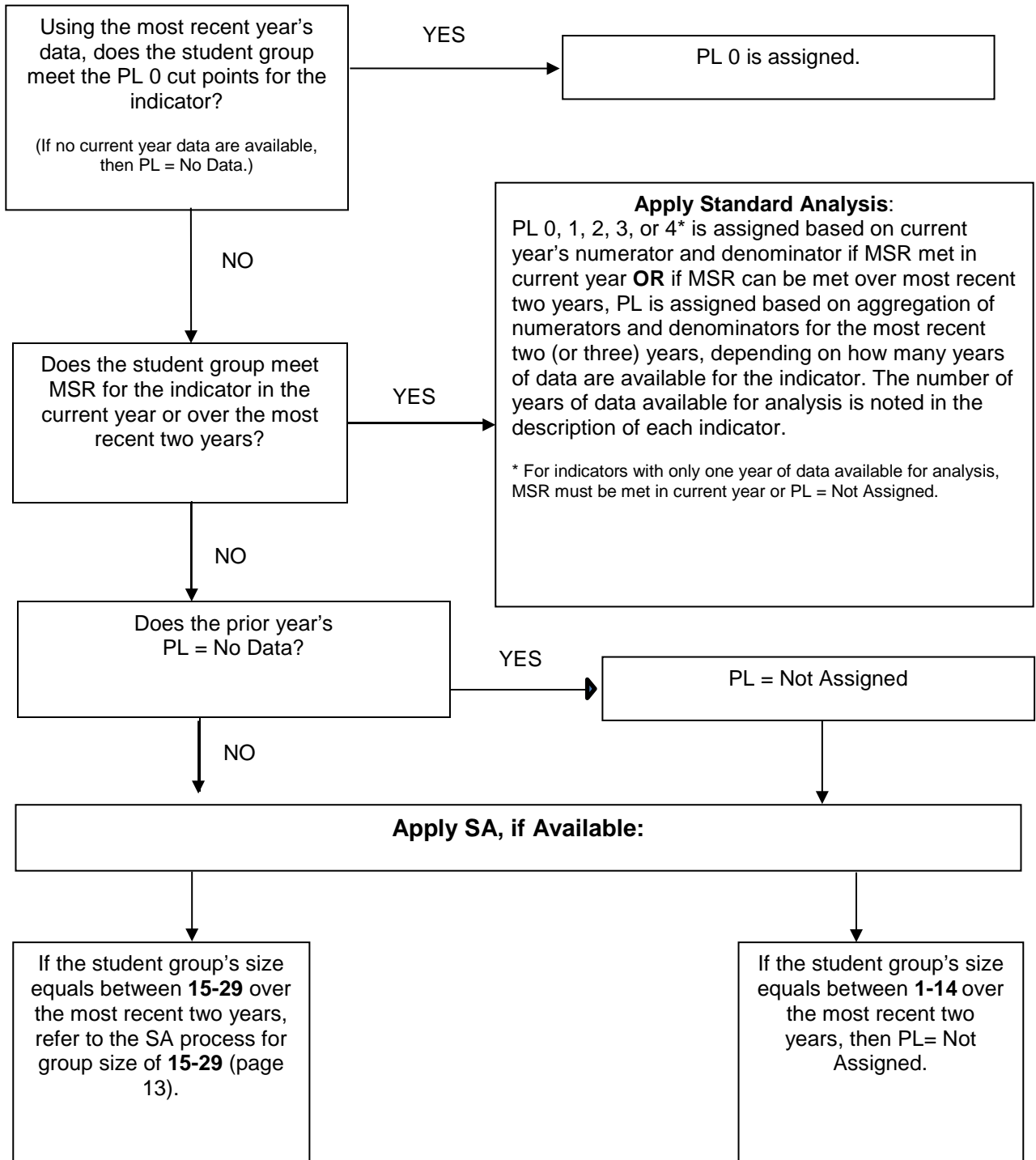
The MSR can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years, if applicable. If the MSR is met for a particular performance indicator, then a districtan LEA is evaluated using the standard PBMASRDA analysis. Under standard analysis,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

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

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

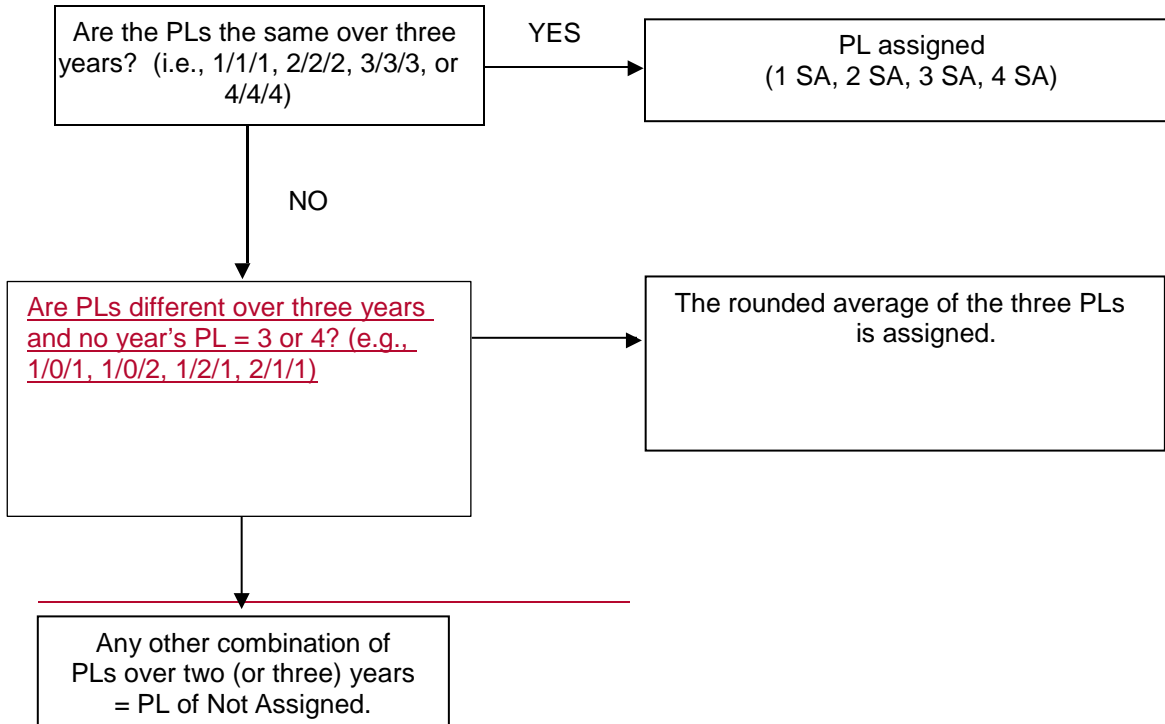
The flowcharts on the following pages depict the process for determining whether standard analysis or SA is applied in the PBMASRDA.

PBMASRDA PL Assignment and SA Determination Process



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

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



Note: Group size is based on the sum of the most recent two years. Previous years' PLs are determined based on the relevant years' numerators, denominators, and rates presented on the [district's 2018 PBMAS/LEA's 2019 RDA](#) report.

Required Improvement (RI)

The PBMASRDA, by design, has a built-in improvement component. Because the system includes a range of PLs, districtsLEAs that demonstrate improvement from one year to the next can progress from one PL to another. For example, a districtan LEA with 74% of its migrant students graduating with a high school diploma in four years received a PL 1 in the 20172018 PBMAS. If that same districtLEA is able to improve its migrant graduation rate to 80% in 20182019 RDA, it wouldwill receive a PL 0 because its performance meets the 20182019 PL 0 cut point.

In addition to the system's built-in improvement component, the 2018 PBMAS2019 RDA will again include RI for certain indicators. The indicator descriptions in Section III of this manual will indicate if RI is available for an indicator. Examples of two PBMASRDA RI calculations are provided below.

RI Calculations

Reasonable Progress (RP)

IDEA requires state agencies to identify LEAs that place students with disabilities in more restrictive settings, or discipline children from any racial or ethnic group at markedly higher rates than their peers. Per 34 CFR §300.647(d)(2), the TEA is not required to identify an LEA for Significant Disproportionality (SD) until the LEA has exceeded the risk ratio threshold and has failed to demonstrate RP. RP designation requires an LEA to reduce its risk ratio in each of two prior consecutive years. The TEA does not have the option to postpone a finding of SD if the LEA has only achieved a decrease over a multiple-year period.

RP Calculations

The TEA will use the Proportionate Improvement Method for calculating RP. This method requires an LEA to achieve a two-year decrease in SD risk ratio proportional to the difference between the threshold (2.5) and an LEA's first-year risk ratio (SD Year 1). The following equation shows a decrease in risk ratio represents the yearly progress needed to fall below the SD threshold the following year. An LEA meets RP designation in its third year of SD if the difference between its current year (CY) risk ratio and its first year (PY2) risk ratio meets the rate of progress needed to fall below the SD threshold (2.5) in year four.

Proportionate Improvement Calculation

$$CY \text{ Risk Ratio} - PY2 \text{ Risk Ratio} \leq 2 * \frac{2.5 - PY2 \text{ Risk Ratio}}{3}$$

RI Calculations

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

$$\begin{array}{ccc} \text{Actual Change:} & & \text{RI:} \\ \\ \text{performance in 2019} - \text{performance in 2018} & \geq & \frac{\text{minimum PL 0 cut point for 2019} - \text{performance in 2018}}{\text{number of years to reach minimum PL 0 cut point}} \end{array}$$

1. Calculate the **Actual Change** for the district's migrant graduation rate:

Actual Change:

$$\begin{array}{rcl} 72.0\% - 60.0\% & = & 12.0 \\ (\underline{2019}) & (\underline{2018}) & \end{array}$$

2. Calculate the **RI** for the district's migrant graduation rate:

RI:

$$\begin{array}{rcl} 80.0\% - 60.0\% & = & 10.0 \\ 2 (\underline{2019-2018}) & & \end{array}$$

Note: The 2019 target year allows districts one year beyond 2018 to reach the 2018 minimum PL 0 cut point of 80.0%.

3. Compare the two numbers to see if the **Actual Change** is greater than or equal to the **RI**: $12.0 > 10.0$.
(Gains in graduation rates are measured in *positive* numbers.)

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

$$\begin{array}{l} \text{Actual Change:} \\ \text{performance in 20198} - \text{performance in 20187} \leq \frac{\text{RI:} \\ \text{maximum PL 0 cut point for 20198} - \text{performance in 20187}}{\text{number of years to reach maximum PL 0 cut point}} \end{array}$$

1. Calculate the **Actual Change** for the district's SPED annual dropout rate:

Actual Change:

$$\begin{array}{r} 3.8\% - 8.1\% = -4.3 \\ (20198) \quad (20187) \end{array}$$

2. Calculate the **RI** for the district's SPED annual dropout rate:

RI:

$$\frac{1.8\% - 8.1\%}{2 (202019-20187)} = -3.2$$

Note: The 202019 target year allows districts one year beyond 20198 to reach the 20198 maximum PL 0 cut point of 1.8%.

3. Compare the two numbers to see if the **Actual Change** is less than or equal to the **RI**: $-4.3 < -3.2$.
(Reductions in annual dropout rates are measured in *negative* numbers.)

System Safeguards

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

Monitoring Interventions

The Office Division of Academics (OoA) Review and Support will notify each district LEA selected for a 2018-PBMAS2019 RDA intervention of its intervention stage and performance and determination status. Review and Support will provide further instructions via the listserv for "To the Administrator Addressed" (TAA) correspondence. It is each district's LEA's obligation to access TAA correspondence; Please visit the Review and Support website for registration is available at: https://tea.texas.gov/taa_letters.aspx information: [https://tea.texas.gov/Academics/Special_Student_Populations/Review and Support/Review and Support/](https://tea.texas.gov/Academics/Special_Student_Populations/Review_and_Support/Review_and_Support/)

Section III: Performance Indicators

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

Indicators (1 – 9)

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

This indicator measures the percent of students served in Bilingual Education (BE) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing). English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.

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

Overall Processing Criteria

- MSR: ~~Denominator~~ ≥ 30 ~~N/A~~
- RI: ~~Yes~~ No
- SA: ~~Yes~~ No
- Year(s) of Data Available for Analysis: ~~3~~ 1
- Accountability Subset: Yes
- Test Administrations: Spring ~~2018~~ 2019 and May ~~2018~~ 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall ~~2017~~ 2018
- Section II of this manual includes detailed information on these and other ~~PBMAS~~ SRDA components.

PL Assignment

~~Each district's BE STAAR 3-8 passing rate~~ This is compared to the PBMAS cut points for the Report Only indicator, and PLs for 2019. No performance levels are assigned as follows: in 2019. This indicator is reported for LEA information and planning purposes.

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

Notes

Notes

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

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

This indicator measures the percent of students served in English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing). English learners (ELs) in their first year in U.S. Schools are excluded from this indicator unless they were administered the STAAR Alternate 2.

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~~ utilizes the performance of students reported by the ~~district~~ LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the ~~district~~ LEA and also reported on the STAAR assessments as participating in a state-approved ESL program (ESL program indicator codes 2 or 3).

Overall Processing Criteria

- MSR: ~~Denominator~~ ≥ 30 ~~N/A~~
- RI: ~~Yes~~ No
- SA: ~~Yes~~ No
- Year(s) of Data Available for Analysis: ~~3~~ 1
- Accountability Subset: Yes
- Test Administrations: Spring ~~2018~~ 2019 and May ~~2018~~ 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall ~~2017~~ 2018
- Section II of this manual includes detailed information on these and other ~~PBMAS~~ SRDA components.

PL Assignment

~~Each district's ESL STAAR 3-8 passing rate~~ This is compared to the PBMAS cut points for the Report Only indicator, and PLs for 2019. No performance levels are assigned as follows: in 2019. This indicator is reported for LEA information and planning purposes.

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

Notes

Notes

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

BE/ESL Indicator #3(i-v): ~~LEPELs~~ (Not Served in BE/ESL) STAAR 3-8 Passing Rate (Report Only) (New!)

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

Calculation

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

Data Source

The data for this indicator ~~are based on~~utilizes the performance of students reported by the ~~district~~LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the ~~district~~LEA and also reported on the STAAR assessments as ~~LEP (LEP = C³)EL (LEP = C³)~~ but not participating in a state-approved bilingual or English as a second language program (Bilingual = 0 and ESL = 0).

Overall Processing Criteria

- MSR: ~~Denominator~~ ≥ 30 N/A
- RI: ~~Yes~~No
- SA: ~~Yes~~No
- Year(s) of Data Available for Analysis: ~~3~~1
- Accountability Subset: Yes
- Test Administrations: Spring ~~2018~~2019 and May ~~2018~~2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other ~~PBMAS~~RDAs components.

PL Assignment

~~Each district's LEP (Not Served in BE/ESL) STAAR 3-8 passing rate~~This is compared to the ~~PBMAS cut-points for the~~ Report Only indicator, and PLs for 2019. ~~No performance levels~~ are assigned as follows: ~~in 2019. This indicator is reported for LEA information and planning purposes.~~

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

Notes

The ~~LEP~~Notes

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

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

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

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

Calculation

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

Data Source

The data for this indicator ~~are based on~~utilizes the performance of students reported by the ~~district~~LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the ~~district~~LEA and also reported on the STAAR assessments as having met the criteria for BE/ESL program exit, no longer classified as ~~LEPEL~~ in TSDS PEIMS, and in their first year, ~~second, third, or fourth year~~ of monitoring ~~as allowed by ESSA~~ (M1-M4 indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: No
- SA: ~~Yes~~No
- Year(s) of Data Available for Analysis: ~~3~~1
- Accountability Subset: Yes
- Test Administrations: Spring ~~2018~~2019 and May ~~2018~~2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other ~~PBMASRDA~~ components.

PL Assignment

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

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

Notes

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

BE/ESL Indicator #5(i-iv): LEPELs STAAR EOC Passing Rate (Report Only) (New!)

This indicator measures the percent of ~~limited~~ English ~~proficient (LEP) students~~ learners (ELs) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts). English learners (ELs) in their first year in U.S. Schools are excluded from this indicator unless they were administered the STAAR Alternate 2.

Calculation

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

Data Source

The data for this indicator ~~are based on~~ utilizes the performance of students reported by the district LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the district LEA and also reported on the STAAR assessments as EL (LEP ~~(LEP=C⁴)~~ = C⁴).

Overall Processing Criteria

- MSR: ~~Denominator~~ ≥ 30 N/A
- RI: ~~Yes~~ No
- ~~SA: Yes (English language arts)~~ (New!)
- ~~SA: No~~
- Year(s) of Data Available for Analysis: ~~3~~ 1
- Accountability Subset: Yes
- Test Administrations: Summer ~~2017~~ 2018, Fall ~~2017~~ 2018, and Spring ~~2018~~ 2019
- Applicable TSDS PEIMS Collections: Fall ~~2016~~ 2017 and Fall ~~2017~~ 2018
- Section II of this manual includes detailed information on these and other PBMAS SRDA components.

PL Assignment

~~Each district's LEP STAAR EOC passing rate~~ This is compared to the PBMAS cut points for the Report Only indicator, and PLs for 2019. No performance levels are assigned as follows: in 2019. This indicator is reported for LEA information and planning purposes.

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

Notes

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

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

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

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

Calculation

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

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 https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of ~~LEPELs~~ dropouts are available to ~~districts~~ LEAs through the secure Accountability ~~TEASETEAL~~ application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

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

PL Assignment

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

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

Notes

Dropout data are for the ~~2016-2017-2018~~ school year and are the most current data available for use in the ~~2018-~~ PBMAS2019 RDA.

BE/ESL Indicator #7: LEPELs Graduation Rate

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

Calculation

$$\frac{\text{number of } \underline{\text{LEP students}} \underline{\text{ELs}} \text{ in the Grade 9 cohort who graduated with a high school diploma in the class of } \underline{2017} \underline{2018}}{\text{number of } \underline{\text{LEP students}} \underline{\text{ELs}} \text{ in the class of } \underline{2017} \underline{2018}}$$

Data Source

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

Overall Processing Criteria

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

PL Assignment

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

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

Notes

- Graduation data are for the class of 20172018 and are the most current data available for use in the 2018 PBMAS2019RDA.
- This indicator is based on students reported in TSDS PEIMS as LEPELs at any time while attending Grades 9-12 in a Texas public school.

BE/ESL Indicator #8: TELPAS Reading Beginning Proficiency Level Rate (Report Only)

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR: ~~Not Applicable~~(New!)N/A
- RI: No ~~(New!)~~
- SA: No ~~(New!)~~
- Year(s) of Data Available for Analysis: 1 ~~(New!)~~
- Accountability Subset: Yes
- Test Administrations: Spring ~~2017~~2018 and Spring ~~2018~~2019
- Applicable TSDS PEIMS Collections: Fall ~~2016~~2017 and Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other ~~PBMASRDA~~ components.

PL Assignment

This is a Report Only indicator for ~~2018-2019~~. No ~~PLs~~performance levels are assigned in ~~2018-2019~~. This indicator is reported for ~~district~~LEA information and planning purposes.

Notes

- The denominator is based on students who were in Grades 2-12 in the spring of ~~2017~~2018 and who, as a result of either grade retention or grade promotion, were in Grades 2-12 in the spring of ~~2018~~2019.

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR: ~~Not Applicable (New!)~~ N/A
- RI: No ~~(New!)~~
- SA: No ~~(New!)~~
- Year(s) of Data Available for Analysis: 1 ~~(New!)~~
- Accountability Subset: Yes
- Test Administrations: Spring ~~2018~~ 2019
- Applicable TSDS PEIMS Collections: Fall ~~2017~~ 2018
- Section II of this manual includes detailed information on these and other ~~PBMAS~~ SRDA components.

PL Assignment

This is a Report Only indicator for ~~2018-2019~~. No ~~PLs~~ performance levels are assigned in ~~2018-2019~~. This indicator is reported for ~~district~~ LEA information and planning purposes.

Notes

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

*Career and Technical Education
(CTE)*

Indicators (1 – 86)

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ~~(English language arts)~~ *(New!)*
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer ~~2017~~2018, Fall ~~2017~~2018, and Spring ~~2018~~2019
- Applicable TSDS PEIMS Collections: Fall ~~2016~~2017 and Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other ~~PBMASRDA~~ components.

PL Assignment

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

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

Notes

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

CTE Indicator #2(i-iv): CTE ~~LEPELs~~ STAAR EOC Passing Rate (Report Only) (New!)

This indicator measures the percent of Career and Technical Education (CTE) ~~students with limited~~ English proficiency (~~LEP~~learners (ELs) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts). English learners (ELs) in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.

Calculation

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

Data Source

The data for this indicator ~~are based on~~utilizes the performance of students reported by the ~~district~~LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as ~~LEP (LEP = C⁵)EL (LEP = C⁵)~~ and a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: ~~Denominator~~ ≥ 30 N/A
- RI: ~~Yes~~No
- ~~SA: Yes (English language arts) (New!)~~
- SA: No
- Year(s) of Data Available for Analysis: 31
- Accountability Subset: Yes
- Test Administrations: Summer 20172018, Fall 20172018, and Spring 20182019
- Applicable TSDS PEIMS Collections: Fall 20162017 and Fall 20172018
- Section II of this manual includes detailed information on these and other PBMASRDA components.

PL Assignment

~~Each district's CTE LEP STAAR EOC passing rate~~This is compared to the PBMAS cut points for the Report Only indicator, ~~and PLs for 2019. No performance levels~~ are assigned as follows: in 2019. This indicator is reported for LEA information and planning purposes.

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

Notes

Notes

- The CTE ~~LEPELs~~ STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II

performance or higher.

- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student’s school career.

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

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR: Denominator \geq 30
- RI: Yes
- SA: Yes ~~(English language arts)~~ **(New!)**
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer [20172018](#), Fall [20172018](#), and Spring [20182019](#)
- Applicable TSDS PEIMS Collections: Fall [20162017](#) and Fall [20172018](#)
- Section II of this manual includes detailed information on these and other [PBMASRDA](#) components.

PL Assignment

Each ~~district's~~LEA's CTE economically disadvantaged STAAR EOC passing rate is compared to the [PBMASRDA](#) cut points for the indicator, and PLs are assigned as follows:

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

Notes

Notes

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

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ~~(English language arts)~~ *(New!)*
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer ~~2017~~2018, Fall ~~2017~~2018, and Spring ~~2018~~2019
- Applicable TSDS PEIMS Collections: Fall ~~2016~~2017 and Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other PBMASRDA components.

PL Assignment

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

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

Notes

Notes

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

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

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

PL Assignment

Each [district's/LEA's](#) Grades 9-12 CTE annual dropout rate is compared to the [PBMSRDA](#) cut points for the indicator, and PLs are assigned as follows:

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

Notes

- Only students with TSDS PEIMS CTE status code 2 (Coherent Sequence) are included in the calculation of this indicator.
- Dropout data are for the [2016-2017-2018](#) school year and are the most current data available for use in the [2018 PBMSRDA](#).

CTE Indicator #6: CTE Graduation Rate

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

Calculation

$$\frac{\text{number of CTE students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of CTE students in the class of } \underline{20172018}}$$

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 https://tea.texas.gov/acctres/dropeomp_index.html. https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of CTE cohort members are available to ~~districts~~LEAs through the secure Accountability ~~TEASE~~TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

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

PL Assignment

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

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

Notes

- Only students with TSDS PEIMS CTE status code 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Graduation data are for the class of ~~2017~~2018 and are the most current data available for use in the ~~2018~~ ~~PBMAS~~2019RDA.

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

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

~~Calculation~~

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

~~Data Source~~

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

~~Overall Processing Criteria~~

- ~~MSR: Denominator \geq 30 (New!)~~
- ~~RI: No~~
- ~~SA: No~~
- ~~Year(s) of Data Available for Analysis: 1~~
- ~~Accountability Subset: No~~
- ~~Applicable TSDS PEIMS Collections: Summer 2017~~
- ~~Section II of this manual includes detailed information on these and other PBMAS components.~~

~~PL Assignment~~

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

CTE Indicator	PL0	PL1	PL2	PL3
7	40.0%–100%	23.0%–39.9%	15.0%–22.9%	0%–14.9%

~~Notes~~

- ~~The list of CTE nontraditional courses for the 2016-2017 school year is located in Appendix A of this manual.~~
- ~~Students with TSDS PEIMS CTE status codes 1 (Career/Technology Elective) or 2 (Coherent Sequence) 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 2016-2017 school year and are the most current data available for use in the 2018 PBMAS.~~

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- ~~MSR: Denominator \geq 30 (New!)~~
- ~~RI: No~~
- ~~SA: No~~
- ~~Year(s) of Data Available for Analysis: 1~~
- ~~Accountability Subset: No~~
- ~~Applicable TSDS PEIMS Collections: Summer 2017~~
- ~~Section II of this manual includes detailed information on these and other PBMAS components.~~

PL Assignment

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

CTE Indicator	PL0	PL1	PL2	PL3
8	40.0%–100%	23.0%–39.9%	15.0%–22.9%	0%–14.9%

Notes

- ~~The list of CTE nontraditional courses for the 2016-2017 school year is located in Appendix A of this manual.~~
- ~~Students with TSDS PEIMS CTE status codes 1 (Career/Technology Elective) or 2 (Coherent Sequence) 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 2016-2017 school year and are the most current data available for use in the 2018 PBMAS.~~

ESSA

*Every Student Succeeds Act
(ESSA)*

Indicators (1 – 820)

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

This indicator measures the percent of ~~the~~ Title I, Part A students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing). English learners in their first year in U.S. schools are excluded from this indicator unless they were administered STAAR Alternate 2.

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~~utilizes the performance of students reported by the ~~district~~LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the ~~district~~LEA and also reported on the STAAR assessments as Title I, Part A (Title I, Part A indicator codes 6, 7, or 9).

Overall Processing Criteria

- MSR: ~~Denominator~~ ≥ 30 N/A
- RI: ~~Yes~~No
- SA: ~~Yes~~No
- Year(s) of Data Available for Analysis: ~~3~~1
- Accountability Subset: Yes
- Test Administrations: Spring ~~2018~~2019 and May ~~2018~~2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other ~~PBMAS~~RDAs components.

PL Assignment

~~Each district's Title I, Part A STAAR 3-8 passing rate~~This is compared to the ~~PBMAS~~ cut points for the Report Only indicator, ~~and PLs for 2019. No performance levels are assigned as follows:~~in 2019. This indicator is reported for LEA information and planning purposes.

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

Notes

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

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ~~(English language arts)~~ *(New!)*
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 20172018, Fall 20172018, and Spring 20182019
- Applicable TSDS PEIMS Collections: Fall 20162017 and Fall 20172018
- Section II of this manual includes detailed information on these and other PBMASRDA components.

PL Assignment

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

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

Notes

Notes

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

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

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

PL Assignment

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

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

Notes

Dropout data are for the ~~2016-2017-2018~~ school year and are the most current data available for use in the ~~2018-~~
~~PBMAS~~2019 RDA.

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

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

Calculation

$$\frac{\text{number of Title I, Part A students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of Title I, Part A students in the class of } \underline{20172018}}$$

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 https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of Title I, Part A cohort members are available to ~~districts~~LEAs through the secure Accountability ~~TEASETEAL~~ application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

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

PL Assignment

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

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

Notes

Graduation data are for the class of 20172018 and are the most current data available for use in the ~~2018-~~
~~PBMAS~~2019 RDA.

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

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

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~~utilizes the performance of students reported by the ~~district~~LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the ~~district~~LEA and also reported on the STAAR assessments as a migrant student (migrant student indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring ~~2018~~2019 and May ~~2018~~2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other ~~PBMASRDA~~ components.

PL Assignment

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

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

Notes

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

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ~~(English language arts)~~ *(New!)*
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer ~~2017~~2018, Fall ~~2017~~2018, and Spring ~~2018~~2019
- Applicable TSDS PEIMS Collections: Fall ~~2016~~2017 and Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other ~~PB~~MASRDA components-

PL Assignment

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

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

Notes

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

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

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

PL Assignment

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

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

Notes

Dropout data are for the ~~2016-2017-2018~~ school year and are the most current data available for use in the ~~2018-~~ PBMAS2019 RDA.

ESSA Indicator #8: Migrant Graduation Rate

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

Calculation

$$\frac{\text{number of migrant students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of migrant students in the class of } \del{2017}2018}$$

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 https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant cohort members are available to ~~districts~~LEAs through the secure Accountability ~~TEASE~~TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

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

PL Assignment

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

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

Notes

Graduation data for the class of 2018 and the most current data available for use in the 2019 RDA.

ESSA Indicator #9: Foster Care STAAR 3-8 Passing Rate (Report Only) (New!)

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

Calculation

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

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and participating in Foster Care (E1528, foster indicator code 1).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- For the purposes of this section, the general term foster care includes all students in the managing conservatorship of the Texas Department of Family and Protective Services.
- The Foster Care student STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

ESSA Indicator #10: Foster Care STAAR EOC Passing Rate (Report Only) (New!)

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

Calculation

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

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and participating in Foster Care (E1528, foster indicator code 1).

Overall Processing Criteria

- MSR: ~~Denominator~~ ≥ 30 N/A
- RI: ~~Yes~~ No
- SA: No
- Year(s) of Data Available for Analysis: ~~3~~ 1
- Accountability Subset: ~~No~~ Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other ~~PBMAS~~ RDA components.

PL Assignment

~~Each district's migrant graduation rate is compared to the PBMAS cut points for the~~ This is a Report Only indicator, and for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- For the purposes of this section, the term foster care includes all students in the managing conservatorship of the Texas Department of Family and Protective Services.
- The foster care STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as follows: applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

ESSA Indicator #11: Foster Care Annual Dropout Rate (Grades 7-12) (Report Only) (New!)

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

Calculation:

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

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 https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of students in foster care who dropped out are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

ESSA Indicator #12: Foster Care Graduation Rate (Report Only) (New!)

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

Calculation

$$\frac{\text{number of students in foster care in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of students in foster care in the class of 2018}}$$

Data Source

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

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- Graduation data are for the class of 2018 and are the most current data available for use in the 2019 RDA.
- This indicator is based on students reported in TSDS PEIMS as Foster Care at any time while attending Grades 9-12 in a Texas public school.

ESSA Indicator #13: Homeless STAAR 3-8 Passing Rate (Report Only) (New!)

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

Calculation

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

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and experiencing homelessness (E1082, homeless status code 2, 3, 4, 5).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSIretest
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- For the purposes of this section, the definition of “homeless” is the education definition used in the McKinney-Vento Homeless Assistance Act.
- The homeless student STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

ESSA Indicator #14: Homeless STAAR EOC Passing Rate (Report Only) (New!)

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

Calculation

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

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and experiencing homelessness (E1082, homeless status code 2, 3, 4, 5).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

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

ESSA Indicator #15: Homeless Annual Dropout Rate (Grades 7-12) (Report Only) (New!)

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

Calculation

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

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 https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of homeless student dropouts are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

ESSA Indicator #16: Homeless Graduation Rate (Report Only) (New!)

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

Calculation:

$$\frac{\text{number of homeless students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of homeless students in the class of 2018}}$$

Data Source

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

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- Graduation data are for the class of 2018 and are the most current data available for use in the 2019 RDA.
- This indicator is based on students reported in TSDS PEIMS as Homeless at any time while attending Grades 9-12 in a Texas public school.

ESSA Indicator #17: Military STAAR 3-8 Passing Rate (Report Only) (New!)

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

Calculation

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

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and military-connected (E1529, Military-Connected code 1, 2, 3, 4).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Spring 2019 and May 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

- For the purposes of this section, the definition of a military student is defined as a dependent of a member of: (1) the United States military serving in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty; (2) the Texas National Guard; or (3) a reserve force of the United States military, as described in TEC § 25.006 (d 1-3).
- The military student STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

ESSA Indicator #18: Military STAAR EOC Passing Rate (Report Only) (New!)

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

Calculation

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

Data Source

The data for this indicator utilizes the performance of students reported by the LEA on the TSDS PEIMS 40100 Sub-Category as enrolled in the LEA and Military-Connected (E1529, military-connected code 1, 2, 3, 4).

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: Yes
- Test Administrations: Summer 2018, Fall 2018, and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2017 and Fall 2018
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

Notes

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

ESSA Indicator #19: Military Annual Dropout Rate (Grades 7-12) (Report Only) (New!)

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

Calculation

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

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 https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of military student dropouts are available to LEAs through the secure Accountability TEAL application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes

Notes

Dropout data are for the 2017-2018 school year and are the most current data available for use in the 2019 RDA.

ESSA Indicator #20: Military Graduation Rate (Report Only) (New!)

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

Calculation

$$\frac{\text{number of military students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of military students in the class of 2018}}$$

Data Source

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

Overall Processing Criteria

- MSR: N/A
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other RDA components.

PL Assignment

This is a Report Only indicator for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes

Notes

Graduation data are for the class of 2018 and are the most current data available for use in the 2019 RDA.

Special Education
(SPED)

Indicators (1 – 16)

<u>2019 SPED Indicators</u>					
	<u>ESSA</u> <u>SPED Indicator #1(i-v): SPED</u> <u>STAAR 3-8 Passing Rate</u>	<u>P</u> <u>L</u> <u>0</u>	<u>PL1</u>	<u>PL2</u>	<u>PL3</u> <u>Implemented continually based on 34 CFR</u> <u>Part 200; Supports State Performance Plan</u> <u>Indicator (SPPI) 3</u>
	<u>SPED Indicator #2(i-v): SPED year-After-Exit (YAE) STAAR 3-8 Passing</u> <u>Rate</u>				
	<u>SPED Indicator #3(i-iv): SPED STAAR EOC Passing Rate</u>				
	<u>SPED Indicator #4: SPED STAAR Alternate 2 Overall Participation</u> <u>Rate</u>				
	<u>Supports 34 CFR §300.160</u>				
	<u>SPED Indicator #5: SPED Annual Dropout Rate (Grades 7-12)</u>				
	<u>Implemented continually based on 34 CFR Part 300;</u> <u>Supports SPPI 1 & 2</u>				
	<u>SPED Indicator #6: SPED Graduation Rate</u>				
	<u>SPED Indicator #7: SPED Regular Early Childhood Program Rate (Ages</u> <u>3-5)</u>				
	<u>Implemented continually based on 34 CFR Part 300;</u> <u>Supports SPPI 5 & 6</u>				
<u>§</u>	<u>80.0% – 100%</u> <u>SPED Indicator #8: SPED Regular Class >80% Rate</u> <u>(Ages 6-21)</u>		<u>70.0% – 79.9%</u>	<u>55.0</u> <u>% –</u> <u>69.9</u> <u>%</u>	<u>0%</u> <u>–</u> <u>54.</u> <u>9%</u>

<u>SPED Indicator #9: SPED Regular Class <40% Rate (Ages 6-21)</u>	
<u>SPED Indicator #10: SPED Separate Settings Rate (Ages 6-21)</u>	
<u>SPED Indicator #11: SPED Representation (Ages 3- 21)</u>	<u>Implemented continually based on 34 CFR Part 300; Supports SPPI 9 & 10</u>
<u>SPED Indicator #12: SPED OSS and Expulsion < 10 Days Rate (Ages 3-21)</u>	<u>Implemented continually based on 34 CFR Part 300; Supports SPPI 4a & 4b</u>
<u>SPED Indicator #13: SPED OSS and Expulsion > 10 Days Rate (Ages 3-21)</u>	
<u>SPED Indicator #14: SPED ISS <10 Days Rate (Ages 3-21)</u>	
<u>SPED Indicator #15: SPED ISS >10 Days Rate (Ages 3-21)</u>	
<u>SPED Indicator #16: SPED Total Disciplinary Removals Rate (Ages 3-21)</u>	

Notes

Graduation data are for the class of 2017 and are the most current data available for use in the 2018 PBMAS.

SPED

*Special Education
(SPED)*

Indicators (1 – 16)

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring ~~2018~~2019 and May ~~2018~~2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other PBMASRDA components.

PL Assignment

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

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

Notes

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

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: No
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 20182019 and May 20182019 SSI retest
- Applicable TSDS PEIMS Collections: Fall 20162017, Summer 20172018, and Fall 20172018
- Section II of this manual includes detailed information on these and other PBMASRDA components.

PL Assignment

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

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

Notes

- The SPED YAE STAAR 3-8 passing rate is based on STAAR₂ and STAAR Spanish results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes ~~(English language arts)~~ *(New!)*
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer ~~2017~~2018, Fall ~~2017~~2018, and Spring ~~2018~~2019
- Applicable TSDS PEIMS Collections: Fall ~~2016~~2017 and Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other PBMASRDA components.

PL Assignment

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

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

Notes

Notes

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

SPED Indicator #4: SPED STAAR Alternate 2 Overall Participation Rate (Report Only) (New!)

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

Calculation

number of students in Grades 3-9 served in special education tested on STAAR Alternate 2 for all subjects ~~applicable to the student's grade level~~

Data Source

~~applicable to the~~ student's grade level
 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~~ is based on the participation of students reported by the ~~district~~ LEA on the TSDS PEIMS 40110 Sub-Category as enrolled in the ~~district and also reported on the STAAR assessments as participating in a special education program (special education indicator code)~~ LEA for whom any state assessment was submitted.

Overall Processing Criteria

- MSR: ~~Denominator~~ ≥ 30 ~~N/A~~
- RI: ~~Yes~~ No
- SA: ~~Yes~~ No
- Year(s) of Data Available for Analysis: ~~3~~ 1
- Accountability Subset: Yes
- Test Administrations: Spring ~~2018~~ 2019 and May ~~2018~~ 2019 SSI retest
- Applicable TSDS PEIMS Collections: Fall ~~2017~~ 2018
- Section II of this manual includes detailed information on these and other PBMASRDA components.

PL Assignment

~~Each district's SPED STAAR Alternate 2 participation rate~~ This is compared to the PBMAS cut points for the Report Only indicator, and for 2019. No PLs are assigned as follows: in 2019. This indicator is reported for LEA information and planning purposes.

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

Notes

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

and Biology), social studies (8), and writing (4, 7, and English I-2)

SPED Indicator #5: 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 https://tea.texas.gov/acctres/dropeomp_index.html. https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of dropouts served in special education are available to ~~districts~~LEAs through the secure Accountability ~~TEASETEAL~~ application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

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

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
5	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the ~~2016-2017-2018~~ school year and are the most current data available for use in the ~~2018-~~
~~PBMAS-2019 RDA.~~

SPED Indicator #6: 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

$$\frac{\text{number of students in the Grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 20172018 served in special education}}$$

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 https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of special education cohort members are available to ~~districts~~LEAs through the secure Accountability ~~TEASETEAL~~ application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

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

PL Assignment

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

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

Notes

Graduation data are for the class of ~~20172018~~ and are the most current data available for use in the ~~2018-~~
~~PBMAS.2019 RDA.~~

SPED Indicator #7: SPED Regular Early Childhood Program Rate (Ages 3-5)

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

Calculation

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

Data Source

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

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: Yes
- SA: Yes *(New!)*
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other ~~PBMASRDA~~ components.

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
7	30.0% - 100%	20.0% - 29.9%	10.1% - 19.9%	0% - 10.0%

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 and less than ~~6~~six as of October ~~27, 2017~~26, 2018.
- Students whose TSDS PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- A complete list and descriptions of all instructional settings can be found in the Texas Education Data Standards (TEDS) available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

SPED Indicator #8: SPED Regular Class ≥80% Rate (Ages 6-21) (Report Only) (New!)

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

Calculation

$$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 00, 40, 41, 81, 82, 91, 92, and 92-97}}{\text{number of students ages 6-21 served in special education}}$$

Data Source

The data for this indicator ~~are based on~~utilizes the number of special education students reported by the ~~district~~LEA on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832 and E0173) as enrolled in the ~~district~~LEA with Child Count Funding Type 3 (denominator) and placed in instructional settings 00, 40, 41, 81, 82, 91, 92, and 92-97(numerator).

Overall Processing Criteria

- MSR: NA
 - ~~Denominator: ≥ 30~~
 - ~~Numerator ≥ 10~~
- RI: ~~Yes~~No
- SA: ~~Yes (New!)~~No
- Year(s) of Data Available for Analysis: ~~3 (New!)~~1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other PBMASRDA components.

PL Assignment

~~Each district's SPED regular class ≥80% rate (ages 6-21) This is compared to the PBMAS cut points for the Report Only indicator, and for 2019. No~~ PLs are assigned ~~as follows: in 2019. This indicator is reported for LEA information and planning purposes~~

SPED Indicator	PL-0	PL-1	PL-2	PL-3
8	70.0% - 100%	57.0% - 69.9%	45.1% - 56.9%	0% - 45.0%

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least six as of October ~~27, 2017~~26, 2018, and less than 22 as of September 1, ~~2017~~2018.
- Students whose TSDS PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

SPED Indicator #9: SPED Regular Class <40% Rate (Ages 6-21)

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

Calculation

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

Data Source

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

Overall Processing Criteria

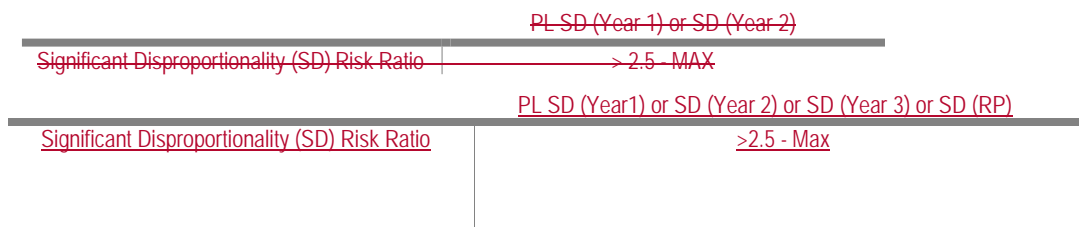
- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: Yes
- SA: Yes ~~(New!)~~
- Year(s) of Data Available for Analysis: 3 ~~(New!)~~
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other ~~PBMASRDA~~ components.

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
9	0% - 10.0%	10.1% - 18.9%	19.0% - 20.9%	21.0% - 100%

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



Reasonable Progress (RP): Yes

Risk RatiosRatio:

|

racial/ethnic group's <40% rate
other students' <40% rate

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least ~~6~~six as of October ~~27, 2017~~26, 2018, and less than 22 as of September 1, ~~2017~~2018.
- Students whose TSDS PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose instructional setting code on the TSDS PEIMS 41163 Sub-Category (Element E0173) is 01 (Homebound); 02 (Hospital Class); or 30 (State Supported Living Centers) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose code on the TSDS PEIMS 41163 Sub-Category (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: ~~https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/~~, https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when ~~a district~~an LEA does not meet the MSR for a particular racial or ethnic group. However, if ~~a district~~an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If ~~a district's~~an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the ~~district's~~PBMASLEA's RDA report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #10: SPED Separate Settings Rate (Ages 6-21) (Report Only) (New!)

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

Calculation

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

Data Source

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

Overall Processing Criteria

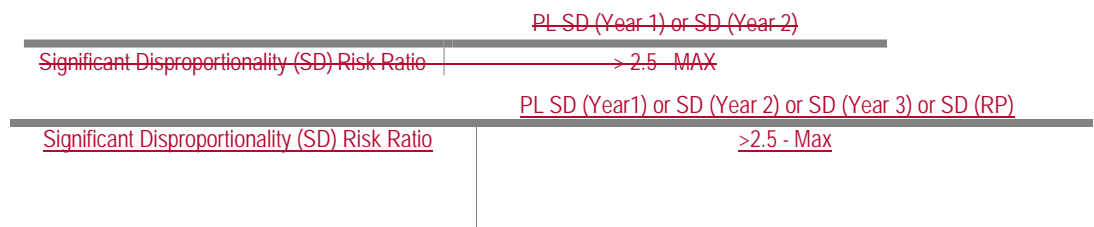
- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other PBMASRDA components.

PL Assignment

The overall component of this indicator is Report Only for ~~2018~~2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

However, as required by federal regulations under 34 CFR Part 300, each ~~district's~~LEA's SPED separate settings rate is also disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and

(7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.



Reasonable Progress (RP): Yes

Risk Ratios:

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

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least ~~6~~six as of October ~~27, 2017~~26, 2018, and less than 22 as of September 1, ~~2017~~2018.
 - Students whose TSDS PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
 - ~~Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.~~
 - Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
 - Students whose instructional setting code on the TSDS PEIMS 41163 Sub-Category (Element E0173) is 01 (Homebound)~~),~~ or 02 (Hospital Class) are not included in the calculation of this indicator in either the numerator or denominator.
 - Students whose code on the TSDS PEIMS 41163 Sub-Category (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
 - A complete list and descriptions of all instructional settings can be found in the TEDS available at: ~~https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/~~, https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
 - Significant disproportionality risk ratio calculations are based on one year of data.
 - Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when ~~a district~~an LEA does not meet the MSR for a particular racial or ethnic group. However, if ~~a district~~an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If ~~a district's~~an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the ~~district's~~PBMAS~~LEA's~~ RDA report.
 - The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.
 - ~~Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.~~
-

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

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

Calculation

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

Data Source

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

Overall Processing Criteria

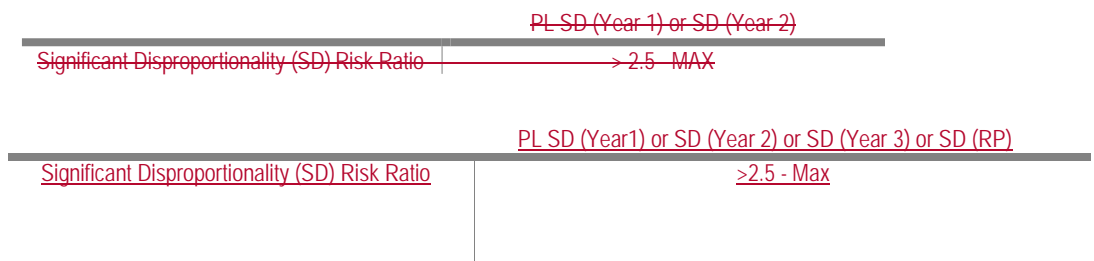
- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall ~~2017~~2018
- Section II of this manual includes detailed information on these and other PBMASRDA components.

PL Assignment

The overall component of this indicator is Report Only for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

However, as required by federal regulations under 34 CFR Part 300, each district's/LEA's SPED representation rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and

(7) Two or More Races. Furthermore, the data for each racial/ethnic group is also disaggregated by the following disability categories: (1) Intellectual Disabilities; (2) Specific Learning Disabilities; (3) Emotional Disturbance; (4) Speech/Language Impairments; (5) Other Health Impairments; and (6) Autism. PLs of significant disproportionality will be assigned for any racial/ethnic group or disability category if the racial/ethnic group's or disability category's risk ratio exceeds 2.5.



Reasonable Progress (RP): Yes

Risk ~~Ratios~~Ratio:

racial/ethnic group's representation rate

other students' representation rate

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

Notes

- ~~A district~~An LEA is obligated to identify and provide a free appropriate public education to all students with disabilities who require special education services.
- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least ~~3~~three as of October ~~27, 2017~~26, 2018, and less than 22 as of September 1, ~~2017~~2018.
- Students whose TSDS PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element 1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when ~~a district~~an LEA does not meet the MSR for a particular racial or ethnic group or disability category. However, if ~~a district~~an LEA meets the MSR for a particular racial/ethnic group or disability category but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the risk for "other students" in the state. If ~~a district's~~an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the ~~district's~~PBMASLEA's RDA report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.
- If ~~a district's~~an LEA's LEPan LEA's ELs representation risk ratio exceeds 2.5, it will be included on the ~~district's~~LEA's report and assigned a PL 3.

SPED Indicator #12: SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for ten or fewer school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 for } \leq 10 \text{ days}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator ~~are based on~~utilizes the number of special education students reported by the ~~district~~LEA on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days removed) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer ~~2017~~2018

PL Assignment

~~The overall component of this indicator is Report Only for 2018.~~

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

$$\text{Significant Disproportionality (SD) Risk Ratio} = \frac{\text{PL-SD (Year 1) or SD (Year 2)}}{> 2.5 \text{ MAX}}$$

~~Risk Ratios:~~

$$\frac{\text{racial/ethnic group's OSS and expulsion rate } \leq 10 \text{ days}}{\text{other students' OSS and expulsion rate } \leq 10 \text{ days}}$$

Notes

- For SD PLs based on 2016-2017 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 as of October 28, 2016 and less than 22 as of September 1, 2016.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

~~SPED Indicator #13: SPED OSS and Expulsion >10 Days Rate (Ages 3-21)~~

~~This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out of school (OSS) or expelled for more than 10 school days.~~

~~Calculation~~

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 for >10 days}}{\text{number of students served in special education in attendance}}$$

~~Data Source~~

~~The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days removed) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).~~

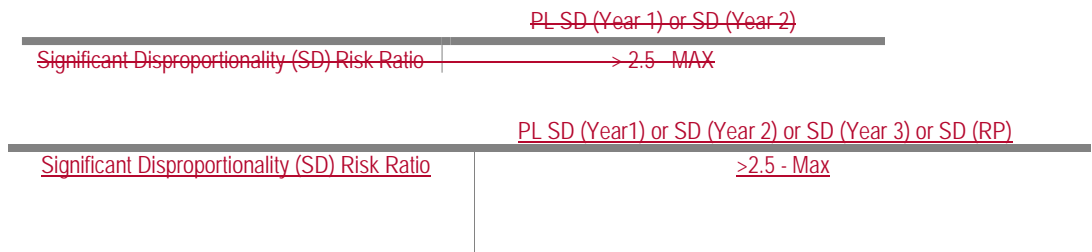
~~Overall Processing Criteria~~

- ~~MSR:~~
 - ~~Denominator ≥ 30~~
 - ~~Numerator ≥ 10~~
- ~~RI: No~~
- ~~SA: No~~
- ~~Year(s) of Data Available for Analysis: 1~~
- ~~Accountability Subset: No~~
- ~~Applicable TSDS PEIMS Collections: Summer 2017~~

~~PL Assignment~~

~~The overall component of this indicator is Report Only for 20182019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.~~

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



Reasonable Progress: Yes

Risk Ratios:

racial/ethnic group's OSS and expulsion rate ≤ 10

days other students' OSS and expulsion rate ≤ 10
days

Notes

- For SD PLs based on ~~2016-2017-2018~~ data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least ~~3three~~ as of October ~~28, 2016~~27, 2017, and less than 22 as of September 1, ~~2016~~.
- ~~Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.~~
- ~~A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.~~
- ~~The actual length of a disciplinary assignment included in this indicator must be greater than zero.~~
- ~~A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.~~
- ~~Significant disproportionality risk ratio calculations are based on one year of data.~~
- ~~Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's report.~~
- ~~The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.~~

~~SPED Indicator #14: SPED ISS ≤10 Days Rate (Ages 3-21)~~

~~This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for ten or fewer school days.~~

~~Calculation~~

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 06 or 26 for } \leq 10 \text{ days}}{\text{number of students served in special education in attendance}}$$

~~Data Source~~

~~The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days ISS) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 06 or 26 (numerator).~~

~~Overall Processing Criteria~~

- ~~• MSR:~~
 - ~~○ Denominator ≥ 30~~
 - ~~○ Numerator ≥ 10~~
- ~~• RI: No~~
- ~~• SA: No~~
- ~~• Year(s) of Data Available for Analysis: 1~~
- ~~• Accountability Subset: No~~
- ~~• Applicable TSDS PEIMS Collections: Summer 2017~~

~~PL Assignment~~

~~The overall component of this indicator is Report Only for 2018.~~

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

$$\frac{\text{PL SD (Year 1) or SD (Year 2)}}{\text{Significant Disproportionality (SD) Risk Ratio}} > 2.5 \text{ MAX}$$

~~Risk Ratios:~~

$$\frac{\text{racial/ethnic group's ISS rate } \leq 10 \text{ days}}{\text{other students' ISS rate } \leq 10 \text{ days}}$$

Notes

- ~~For SD PLs based on 2016-2017 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 as of October 28, 2016 and less than 22 as of September 1, 2016.~~
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when ~~a district~~an LEA does not meet the MSR for a particular racial or ethnic group. However, if ~~a district~~an LEA meets the MSR for a particular racial or ethnic group but not for the comparison “other students” group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for “other students” in the state. If ~~a district's~~an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the ~~district's~~LEA's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #1513: SPED ISSOSS and Expulsion >10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported ~~with in~~ suspended out-of-school suspension (ISS)(OSS) or expelled for more than ~~ten~~ 10 school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes } \underline{06 \text{ or } 2601, 02, 03, 04, 05, 25, 50, 51, 52, \text{ or } 53 \text{ for } >10 \text{ days}}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator ~~are based on~~ utilizes the number of special education students reported by the ~~district~~ LEA on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days ~~ISS~~ removed) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) ~~06 or 2601, 02, 03, 04, 05, 25, 50, 51, 52, or 53~~ (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 20172018

PL Assignment

The overall component of this indicator is Report Only for 20182019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

As ~~However, as~~ required by federal regulations under 34 CFR Part 300, each ~~district's~~ LEA's SPED ISSOSS and expulsion rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and

(7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.



Reasonable Progress (RP): Yes

Risk ~~Ratios~~Ratio:

racial/ethnic group's ~~ISSOS~~ ISSOS and expulsion rate >10
days

other students' ~~ISSOS~~ ISSOS and expulsion rate >10 days

Notes

- For SD PLs based on ~~2016~~-2017-~~2018~~ data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least ~~3~~three as of October ~~28, 2016~~27, 2017, and less than 22 as of September 1, ~~2016~~2017.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a ~~a district~~an LEA does not meet the MSR for a particular racial or ethnic group. However, if ~~a district~~an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If ~~a district's~~an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the ~~district's~~LEA's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #1614: SPED ~~Total Disciplinary Removals~~ ISS ≤10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of ~~total disciplinary removals~~ of students ages 3-21 served in special education (SPED) ~~reported with in-school suspension (ISS) for ten or fewer school days.~~

Calculation

$$\frac{\text{number of ~~times~~ students ages 3-21 served in special education ~~were and~~ reported with action codes ~~01, 02, 03, 04, 05, 06, 07, 25, or 26, 50, 51, 52, 53, 54, or 60 for ≤10 days~~}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator ~~are based on~~ utilizes the number of special education students reported by the ~~district~~ LEA on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and ~~the number of removals~~ reported (with ten or fewer cumulative actual days ISS) on the TSDS PEIMS 44425 Sub-Category as with Action Code (Element E1005) ~~01, 02, 03, 04, 05, 06, 07, 25, or 26, 50, 51, 52, 53, 54, or 60~~ (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 20172018

PL Assignment

The overall component of this indicator is Report Only for 20182019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

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

Significant Disproportionality (SD) Risk Ratio	<u>PL SD (Year1) or SD (Year 2) or SD (Year 3) or SD (RP)</u> >2.5 - Max
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Reasonable Progress (RP): Yes

Risk Ratio:

$$\frac{\text{racial/ethnic group's ISS rate } \leq 10 \text{ days}}{\text{other students' ISS rate } \leq 10 \text{ days}}$$

Notes

- For SD PLs based on 2017-2018 data, the student’s age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least three as of October 27, 2017, and less than 22 as of September 1, 2017.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison “other students” group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for “other students” in the state. If an LEA’s significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the LEA’s report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #15: SPED ISS >10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for more than ten school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 06 or 26 for >10 days}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days ISS) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 06 or 26 (numerator).

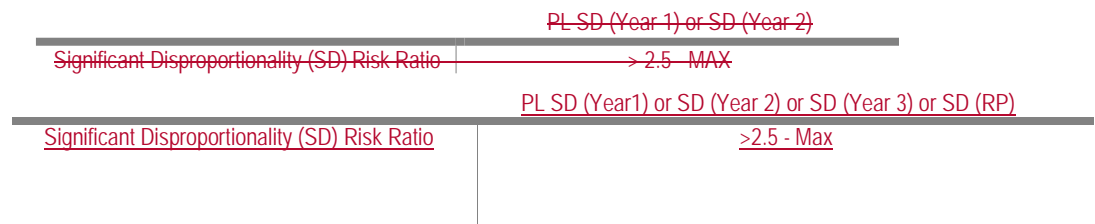
Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2018

PL Assignment

The overall component of this indicator is Report Only for 2019. No PLs are assigned in 2019. This indicator is reported for LEA information and planning purposes.

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



Reasonable Progress (RP): Yes

Risk Ratios: Ratio:

racial/ethnic group's ~~total disciplinary~~

~~removals~~ISS rate >10 days other
~~students' total disciplinary~~
~~removals~~students' ISS rate >10 days

Notes

- For SD PLs based on ~~2016~~-2017-~~2018~~ data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least ~~3~~three as of October ~~28, 2016~~27, 2017, and less than 22 as of September 1, ~~2016~~2017.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when an LEA does not meet the MSR for a particular racial or ethnic group. However, if an LEA meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If an LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the LEA's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #16: SPED Total Disciplinary Removals Rate (Ages 3-21)

This indicator measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED).

Calculation

$$\frac{\text{number of times students ages 3-21 served in special education were reported with action codes } 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, \text{ or } 60}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator utilizes the number of special education students reported by the LEA on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and the number of removals reported on the TSDS PEIMS 44425 Sub-Category as Action Code (Element E1005) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2018

PL Assignment

<u>SPED Indicator</u>	<u>PL 0</u>	<u>PL 1</u>	<u>PL 2</u>	<u>PL 3</u>	<u>PL 4</u>
<u>16</u>	<u>0% - 19.0%</u>	<u>19.1% - 29.9%</u>	<u>30.0% - 50.9%</u>	<u>51.0% - 80.9%</u>	<u>81.0-max</u>

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

<u>Significant Disproportionality (SD) Risk Ratio</u>	<u>PL SD (Year1) or SD (Year 2) or SD (Year 3) or SD (RP)</u>
	<u>>2.5 - Max</u>

Reasonable Progress (RP): Yes

Risk Ratio:

$$\frac{\text{racial/ethnic group's total disciplinary removals rate}}{\text{other students' total disciplinary removals rate}}$$

Notes

- For SD PLs based on 2017-2018, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least three as of October 27, 2017, and less than 22 as of September 1, 2017.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a ~~district~~ LEA does not meet the MSR for a particular racial or ethnic group. However, if a ~~district~~ LEA meets the MSR for a particular racial or ethnic group but not for the comparison “other students” group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for “other students” in the state. If a ~~district's~~ LEA's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the ~~district's~~ LEA's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

Section IV: Appendices

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

The Texas Education Agency welcomes comments and questions concerning ~~PBMAS-district~~RDA LEA PLs. In addition, if ~~a-district~~an LEA determines that one or more ~~2018-PBMAS~~2019 RDA PL assignments were based on a data or calculation error attributable to the agency or one of the agency’s data contractors, the ~~district~~LEA should submit specific information about the error, no later than September ~~14, 2018~~13, 2019, to the address below. Requests based on disagreement with the ~~2018-PBMAS~~2019 RDA indicators, cut points, and methodologies adopted in rule or requests based on ~~districts’~~LEAs’ data errors will not be considered.

Contact	Contact Information:		
Address:	<u>Address:</u> Texas Education Agency <u>Review and Support</u> <u>1701 North Congress Avenue</u> <u>Austin, Texas</u> <u>78701-1494</u> Phone: (512) 463-9414 E-mail: reviewandsupport@tea.texas.gov		
Phone:			<u>Performance Based-Monitoring</u> <u>1701 North Congress Avenue</u> <u>Austin, Texas 78701-1494</u> <u>(512) 936-6426</u> <u>pbm@tea.texas.gov</u>
E-mail:			
Other Helpful Contact Information:			
Name:	<u>Office of Academics-Name: Governance & Accountability</u>	Name:	<u>Name: Bilingual Education/English as a</u>
Phone:	<u>Phone: (512) 463-9581</u>	Phone:	<u>Second-Language Learners</u>
Email:	<u>Email: curriculum@tea.texas.gov</u>	Email:	<u>Phone: (512) 463-9581</u> <u>Email: curriculum@tea.texas.gov</u>
Name:	<u>Name: Career and Technical Education</u>	Name:	<u>Name: Special Education</u>
Phone:	<u>Phone: (512) 463-9581</u>	Phone:	<u>Phone: (512) 463-9414</u>
Email:	<u>Email: curriculum@tea.texas.gov</u>	Email:	<u>Email: specialeducation@tea.texas.gov</u>
Name:	<u>Name: Performance Reporting</u>	Name:	<u>Name: Student Assessment</u>
Phone:	<u>Phone: (512) 463-9704</u>	Phone:	<u>Phone: (512) 463-9536</u>
Email:	<u>Email: performance.reporting@tea.texas.gov</u>	Email:	<u>Email: studentassessment@tea.texas.gov</u>
	<u>Name: Special Student Populations</u> <u>Phone: (512) 463-9414</u> <u>Email: curriculum@tea.texas.gov</u>		

Appendix: **CB – ESC Performance-Based Monitoring Contacts**

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

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CHRIS GRIFFIN	<u>REG</u> <u>12</u>	WACO	(254) 297-1163	<u>cgriffin@esc12.net</u> <u>cgriffin@esc12.net</u>
<u>ELLEN HOGAN</u> <u>CHRISTINE HOLECEK</u>	<u>REG</u> <u>12</u>	WACO	(254) 297- 1195 <u>1284</u>	<u>ehogan@esc12.net</u> <u>cholecek@esc12.net</u>
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<u>LISA WHITE</u>	<u>REG</u> <u>14</u>	<u>ABILENE</u>	<u>(325) 675-8616</u>	<u>lwhite@esc14.net</u>
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